

DT – Making Bread

Skills and knowledge

Learn about types of bread and the cultures and/or regions from which they originate. Taste and describe a variety of breads. Learn about the nutritional content of bread, then different ways it may be used in meals. Conduct surveys or prepare to collect data about eating bread.

The ingredients of bread and how they may be used. Make bread, adapting and changing the recipe either according to given instructions or according to their own ideas.

Create their own bread recipes and develop ideas regarding how it may be turned out.

Referring to previously created designs, children will make and bake their own bread.

Taste and evaluate their own bread recipes. Suggest ways in which their recipe/design may be improved.

Vocabulary

Bread. Weigh. Food groups. Measuring. Ingredients. Design. Product. Preference. Tally. Evaluation.

PSHE – Health and Wellbeing

Skills and Knowledge

Healthy lifestyles

To identify what positively and negatively affects health and wellbeing.

To be able to make informed choices about the benefits of a balanced diet.

To know about the different influences on food.

Growing and changing

To recognise what they are good at and be able to set goals by realising their aspirations.

To recognise the intensity of feelings and being able to manage complex feelings.

Vocabulary

Positive, negative, health, wellbeing, balanced diet, goals, targets, feelings, aspirations

History – The Railway

Skills and Knowledge

Use a range of sources to find out about the past; Respond to one aspect of life or a key event in the past by selecting and organisation relevant historical information. Address and devise own questions to find answers about the past.

Sequence events, artefacts or historical figures on a timeline using dates.

Note key changes over a period of time and be able to give reasons for those changes. Identify key features, aspects and events of the time studied. Describe connections and contrasts between aspects of history, people, events and artefacts studied.

Present, communicate and organise ideas about the past using a range of art drama and writing opportunities.

Vocabulary

Steam engine, Rainhill trails, steam locomotive, Flying Scotsman, Locomotion no.1, Mallard, Rocket, Salamander, Puffing Billy, Railway line, Route, Privatisation, nationalism.

Silver Class

Autumn 1

Example visits:

Bookfest, The London Transport Museum

R.E. – The Bible as the Holy Book of the Christians

Skills and knowledge

give reasons why the Bible is important to Christians
explain how the Bible is used both in public worship and privately
describe examples of people whose lives were greatly involved with or affected by the Bible

reflect on what influences them and their behaviour
suggest what sort of guidance people need and value in life

Vocabulary

The Bible, holy, Christians, God's Word, translation, worship, guidance, inspiration, manual for life.

French – Time and Places

Skills and Knowledge

To recognise and say numbers up to 50. To recognise and say places in town.

To recognise and tell the time.

Vocabulary

Quelle heure est-il ? Il est... une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures, midi, minuit, quand, treize, quatorze, quinze, Seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un, une seconde, une minute, une heure, une journée / un jour, une semaine, un mois, un an / une année, un cinéma, un magasin, un parc, un restaurant, un supermarché

Science – Animals including humans

Skills and knowledge

Communicate data using a scatter graph.

Present conclusions.

Use evidence to refute or support an idea.

Record data within tables.

Record data using line graphs.

Describe the changes as humans develop to old age

Vocabulary

Gestation, Fetus, Fertilisation, Species, Baby, Toddler, Adolescent, Adult, Elderly, person, Puberty, Hormones, Pituitary, gland, Testosterone, Estrogen.

Music - Livin' on a Prayer

Skills and Knowledge

Listening and appraising. Identifying a piece's structure.

Identifying voices and instrument from listening. Identifying changes in tempo, dynamics and texture. Rhythm and pitch matching. Playing an instrument using DEF#G using ear and notation. Improvising using GAB. Composing using GABDE

(Pentatonic scale). Performing and evaluating.

Understanding the musical features of Rock. Knowing the value of Crotchets, Minims & Rests. Understanding the pentatonic scale, musical leadership and successful group work skills.

Knowing how styles fit certain audiences. Knowing the value of Semibreves and rests.

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Vocabulary

texture, dynamics, tempo, rhythm and pitch. Backbeat, call and response, harmony, intro, solo, riff, structure, chorus, verse, bridge.

Computing – Design, scan and bring to life

Skills and knowledge

Using external equipment to import physical drawings into a digital space.

Using photo editing software to edit imported content.

Using tools to automatically select and colour.

Using algorithms to create original animation using original content.

Vocabulary

Scan, select, quick selection, colour pallet, brush, algorithm, broadcast.

PE - Football

Skills and Knowledge

Children develop skilful attacking and team play. They learn how to work well as a team when attacking and explore a range of ways to defend.

Vocabulary

Pass, shoot, trap, cross, header, teamwork, defence, communication, tactics.

PE - Gymnastics

Skills and Knowledge

Children create longer sequences to perform for an audience. They learn a wider range of actions and explore more difficult ways to perform.

Vocabulary

Balance, tuck, roll, stretch, sequence.