Skills, knowledge and vocabulary – Kestrel Class

Why is it that? – Summer 2020-21

Subject	• Skills	• Knowledge	• Vocabulary
Science - Learn how to keep their bodies healthy and how their bodies might be damaged Describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	• Use science experiences to explore ideas and raise different kinds of questions • Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas • Use oral and written forms such as displays and other presentations to report conclusions • Talk about how scientific ideas have developed over time • Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns	• I know how drugs can affect the body • I know how other substances affect the body • I know what can be harmful to the body • I understand how to keep healthy and maintain a healthy lifestyle • I understand how certain substances can affect the body long term • I understand the difference between solids, gases and liquids. • I understand reversible and non-reversible changes • I know how to reverse reversible changes • I know how to recover a substance from a solution	• Solution • Evaporation • Boiling • Substance • Solid • Liquid • Gas • Separated • Sieve • Filtering • Drug • Caffeine • Nicotine • Alcohol
Geography Talk and compare a wide range of locations. Identify Equator and Tropics	• I can group and compare physical and human features in the tropics • I can use maps to identify features • I can compare and contrast localities in the UK and in the tropics • I can present findings using a range of simple graphs and charts • I can communicate findings using geographical terms, e.g. location, land use, settlement • I can compare and contrast an increasing range of geographical patterns	• Identify the differences between human and physical geography in the tropics. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • I can identify the equator and the tropics. • I can suggest ways in which the tropics may change in the future. • I can identify how life in the tropics differs to life outside it	• Physical feature • Human feature • Terrain • Climate • Grid reference • Tropic of Cancer • Tropic of Capricorn • Equator • Northern hemisphere • Southern hemisphere • Habitat • North pole • South pole

		• I understand how the earth is split into two hemispheres • I understand the differences between the two hemispheres.	
History - Benin	• I can identify and describe features and characteristics of past societies. • I can compare and analyse the factors that caused change in the past. • I can talk about the impact of change on past societies • I can use a range of sources of information to find out about significant historical people from a key historical period • I can compare and contrast a range of information about a significant historical group of people. • I can describe and give reasons for the beliefs held by different societies in the past. • I can place civilisations and events on a timeline showing an understanding of the terms BC and AD. • I can identify and describe features and characteristics of past societies.	• Compare and contrast what life was like in the Benin kingdom • To know about West African art and be able to compare it to European art. • To know how maps looked in West Africa during the time of the Benin Kingdom. • To understand their traditional Benin food • To learn about the Kingdom's warrior kings • To understand the role of Britain in the end of the Benin umpire • Understand who the Edo people were and how they lived • What evidence has been left that the Benin umpire existed • Learn how they traded and who they would trade with	• Mansa Munsa • Edo • Brass casters • Kingdom • Empire • Eweka • Artefact • Dynasty • Igodomigodo • Animist • Craftsmanship
RE – KINGDOM OF GOD: What kind of King is Jesus? 2b.3 PEOPLE OF GOD: How can following God bring freedom and Justice? How does faith	• Identify some different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and Christian ideas of God, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about God	• I can explain connections between the story of Moses and the concepts of freedom and salvation • I can make clear connections between Bible texts studied and what Christians believe about being the people of God and how they should behave • I can explain ways in which some Christians put their beliefs into	• Psalm • Prayer • Prophet • Christian • Christianity • Omnipotent • Omniscient • Eternal • Holy • New testament

help people when life gets hard?	• Show how Christians put their beliefs into practice in worship. • Consider different possible meanings for the biblical texts studied • To show awareness of different interpretations of biblical texts • Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives	practice by trying to bring freedom to others • I can identify ideas about freedom and justice arising from Bible texts • I can name all 10 commandments • The old testament pieces together the story of the people of God.	• Old testament
DT – I can understand and use electrical systems in my products. (Kapow Primary)	• I can develop a design specification. • I can develop construction ideas by considering the needs of users. • I can sketch and work with technical components. • I can mark, measure and join materials with increasing accuracy. • I can use a variety of tools with precision and care. • I can use simple electrical circuits. • I can explore, develop and communicate aspects of my design proposals by modelling ideas in a variety of ways • I can plan the order of work, choosing appropriate materials, tools and techniques	• I understand how to use electrical systems (buzzers, bulbs, motors, electrical circuits). • I know how to choose tools and materials in relation to their purpose. • I know the purpose of an electrical system how to create one. • I understand that there are different types of circuit (e.g. series/parallel) and know the advantages and disadvantages of both. • I know electric circuits need to be complete to work • I know how switches work • I understand what is required in a basic electric circuit.	• mechanism • assemble • annotation • circuit • component • battery • conductor • design • insulator • parallel circuit • series circuit • current • voltage • amps
Computing - Use of PowerPoint/Word/ publisher to create work to support my learning.	• I can respond to e-safety scenarios with sensible advice. • I can understand the concept of cyber bullying and what to do if I think it is occurring. • I can recognise how search results are selected and ranked.	• I know who to contact in the event of finding inappropriate/abusive content online. • I know how to create a relevant and secure password. • I understand what cyber bullying looks like and I know how to report it.	• Cyber • Phishing • Blocking • Coding • Programming • Repetition • e-safety

	- I can be discerning in evaluating digital content. - I can edit and improve on-screen writing, including spell-check and thesaurus use. - I can collect and analyse different types of data using technology. - I can explain the concept of a 'digital footprint' and the problems it can create.	- I know how to use a search engine to find the result I require - I can choose the correct application to achieve the desired result. - I can use shortcuts to help my efficiency during computing lessons	- Digital footprint - Application	
Music – Singing/ performing	- To be able to sing whilst listening to others with fluency, accuracy, expression and control. - Recognise the difference between unison and harmony. - To perform a solo and in an ensemble with music instruments with accuracy, fluency, control and expression - To learn a musical instrument - Using inter-related dimensions of music to improvise and compose music for key purposes. - To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	- I can identify different patterns and sequences. - I know the difference between - I know when my turn in a performance is - I know how to tune an instrument - I know that musical instruments can play different notes - I know how to play different notes on a musical instrument	- Rift - Notation - Progression - Acoustic - Improvisation - Ukulele - Composing - Tuning - Crotchet - Minim rest - Minim - Melody - Semibreve - Semibreve rest	
MFL – Phonetics 1 & I'm Learning Spanish Phonetics 2 & Presenting Myself	- I can listen and respond with an increasing range of phrases and sentences. - Identify and spell an increasing range of key words. - Engage in conversation, listening and responding appropriately.	- Identify Spain on a map of the world. - Highlight famous Spanish cities. - Talk about other countries where Spanish is spoken. - Say my name and how I am feeling in Spanish. - Count to ten in Spanish.	¡Hola! Hello ¿Cómo estás? How are you?	- Uno One - Dos Two - Tres Three - Cuatro Four

	• Construct and pronounce an increasing range of sentences accurately. • Use a range of verbs and adverbs • Write and spell a range of verbs and adverbs • Use a dictionary to find words.	• Reply to questions like, "How are you?" in Spanish • Ask other people what their name is • Count to 10 in Spanish • Identify, say and read different colours	• Estoy bien I am fine • Estoy mal I am not very well • Más o menos (or así, así) So, so! • ¡Adiós! Goodbye ¿Cómo te llamas? What is your name? • Yo me llamo… My name is …	• Cinco Five • Seis Six • Siete Seven • Ocho Eight • Nueve Nine • Diez Ten • Rojo Red • Azul Blue • Amarillo Yellow • Verde Green • Negro Black • Blanco White • Gris Grey • Naranja Orange • Violeta Purple • Marrón Brown
Art – Create free-standing 3D models using different materials.	• Use a range of techniques to join, combine and shape clay. • Shape and form clay for slab pots. • I can create freestanding 3D models using different materials	• I know how to use water to help shape my clay • I know how to use each utensil to help shape and change my clay design	• Collapse • 3 Dimensional • Spraying • Stippling • Sponging	

	• Mix and combine a range of different materials and tool to create surface texture • I can create increasingly complex 3D forms using a wide range of materials. • I can apply a range of techniques to the surface of clay, e.g. spraying, stippling and sponging.	• I understand how to make a realistic and detailed plan to help improve my end product. • I know how long it takes for clay to set/dry • I understand the drying process for clay. • I know which utensil to use to help achieve the desired effect. • I understand how structures need to be designed in order for them to stand in a 3D shape and not collapse • I know how to join clay using slip	• Texture • Utensil • Brittle • Slip • Firing •
PE Cricket Athletics	• I can perform increasingly complex combinations of movements and actions with control • I can compare my performance with peers • I can compare my performance against elite athletes. • I can bat, bowl and field with control. • I can plan and use a range of tactics for attacking and defending as batters, bowlers and fielders. • I can identify their own and others' strengths and weaknesses and devise practices that lead to improvement. • I can demonstrate control and accuracy over running and / or jumping activities. • I can show control at take off in jumping activities • I can participate in a range of athletic events, e.g. long jump, 100metres sprint etc. • I can show accuracy and good	• To understand the basic rules of cricket • To understand how to field effectively in cricket • To understand the basics of bowling in cricket • To understand how to strike the ball in different areas using different shots • To know how to improve my own performance • To evaluate my performance • To understand how to use tactics when fielding, bowling and batting • To know the basic rules to each athletics event we complete • I know how I can improve at a certain athletics event	• Utilising space • Performance • Evaluation • Striking • Stumps • Bails • Wicket • Wide • No ball • Tactics • Javelin

	technique when throwing for distance.		