

## Skills, Knowledge & Vocabulary | Otter Class | SAND VS STONE

Subject	Skills	Knowledge	Vocabulary
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>▪ To use interpretations, pictures and written sources to build a picture about the past.</li> <li>▪ To compare and contrast the ways of life of people from different historical periods. <b>(Stone Age &amp; Ancient Egypt)</b></li> <li>▪ To compare and describe features of life now and in the past beyond living memory.</li> <li>▪ Explain reasons for placing objects, people and events in a particular order.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a range of information to ask and answer questions about the Stone Age and Ancient Egypt.</li> <li>▪ Use dates and historical terms to describe historical periods.</li> <li>▪ Describe how the past has been divided into different periods of time <b>(Palaeolithic, Mesolithic, Neolithic), Iron Age &amp; Bronze Age.</b></li> <li>▪ Describe features of historical events beyond living memory.</li> <li>▪ Explain and give reasons for events in the present and past.</li> <li>▪ Describe and give reasons for the changes and differences in lifestyle in the past and present.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Duration</li> <li>▪ Prehistory</li> <li>▪ Living concurrently</li> <li>▪ BC/ BCE</li> <li>▪ AD</li> <li>▪ Palaeolithic</li> <li>▪ Mesolithic</li> <li>▪ Neolithic</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>▪ To construct a simple series electrical circuit.</li> <li>▪ To find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>▪ To gather, record, classify and present data in a variety of ways to help answer questions.</li> <li>▪ To set up simple practical enquires comparative and fair tests.</li> <li>▪ To identify the factors in a simple 'fair' test that we will measure (variables) and keep the same (control).</li> </ul>	<ul style="list-style-type: none"> <li>▪ To be able to identify and name basic parts of a series electrical circuit, including cells, wires, bulbs, switches and buzzers</li> <li>▪ To identify common appliances that run on electricity</li> <li>▪ To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>▪ To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>▪ To identify how sounds are made, associating some of them with something vibrating</li> </ul>	<ul style="list-style-type: none"> <li>▪ Electricity</li> <li>▪ Circuit</li> <li>▪ Switch</li> <li>▪ Battery/Cell</li> <li>▪ Wire</li> <li>▪ Bulb</li> <li>▪ Buzzer</li> <li>▪ Connection</li> <li>▪ Energy</li> <li>▪ Conductor</li> <li>▪ Insulator</li> </ul>
<b>COMPUTING</b>	<ul style="list-style-type: none"> <li>▪ I can plan and create animation.</li> <li>▪ I can use videos as part of my learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand how an animation works.</li> <li>▪ To know acceptable use of computing equipment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ App</li> <li>▪ Editing</li> <li>▪ Record</li> </ul>

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<b>DESIGN &amp; TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>▪ Investigate and begin to analyse a range of existing products (<b>torches</b>).</li> <li>▪ Select and use tools and equipment to measure, mark out shape materials and components.</li> <li>▪ Select the most effective finish to enhance the appearance of a product.</li> <li>▪ Use research to develop design criteria that are fit for purpose.</li> <li>▪ To be able to follow a design to make a torch.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support discussions about ideas, plans and designs with relevant information.</li> <li>▪ Follow procedures for safety and hygiene</li> <li>▪ Explore and describe how an electrical motor can be used in a circuit.</li> <li>▪ Identify key features of electrical safety.</li> <li>▪ Evaluate ideas and products against own design criteria, taking into account the views of others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Torch</li> <li>▪ Electricity</li> <li>▪ Battery</li> <li>▪ Switch/es</li> <li>▪ Purpose</li> <li>▪ Investigate</li> <li>▪ Design</li> <li>▪ Durability</li> </ul>
<b>ART</b>	<ul style="list-style-type: none"> <li>▪ Talk about the visual and tactile qualities of drawing and painting media.</li> <li>▪ Begin to explore perspective by overlapping lines and shapes.</li> <li>▪ Use line drawings to show size and relationships of shapes.</li> <li>▪ Draw the outline of a simple figure.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop some understanding of how artists, designers and craft makers from different cultures and historical periods develop, express and represent their ideas. (<b>Robert Delauney, Ler Huang</b>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Descriptive perspective</li> <li>▪ Overlapping perspective</li> <li>▪ Vertical</li> <li>▪ Horizontal</li> <li>▪ Diagonal</li> <li>▪ Perpendicular</li> <li>▪ Parallel</li> <li>▪ Primary</li> <li>▪ Secondary</li> <li>▪ Tertiary</li> </ul>
<b>RELIGIOUS EDUCATION</b>	<ul style="list-style-type: none"> <li>▪ Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</li> <li>▪ Offer informed suggestions about what Hindu murtis express about God</li> <li>▪ Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify some Hindu deities and say how they help Hindus describe God</li> <li>▪ Identify some different ways in which Hindus worship</li> <li>▪ Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</li> </ul>	<ul style="list-style-type: none"> <li>▪ Vishnu</li> <li>▪ Brahma</li> <li>▪ Trimurti</li> <li>▪ Tridevi</li> <li>▪ Brahman</li> <li>▪ Reincarnation</li> <li>▪ Mandir</li> <li>▪ Puja</li> <li>▪ Murtis</li> <li>▪ Shrine</li> <li>▪ Shruti</li> <li>▪ Smriti</li> <li>▪ Vedas</li> </ul>

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<b>PSHE</b>	<ul style="list-style-type: none"> <li>▪ To acquire practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>▪ To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>▪ To learn about stereotypes, how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</li> <li>▪ To identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>▪ To appreciate the importance of self-respect and how this links to their own happiness.</li> <li>▪ To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>▪ To recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> <li>▪ To understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relationships</li> <li>▪ Cyberbullying</li> <li>▪ Conflict</li> <li>▪ Negotiation</li> </ul>
<b>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>▪ To create and link simple dance phrases using dance structures and motifs.</li> <li>▪ I can perform with an awareness of rhythmic, dynamic and expressive qualities.</li> <li>▪ I can explore, improvise and combine movements and ideas effectively</li> <li>▪ I can improvise freely alone/with a partner, translating ideas from stimuli and movement</li> </ul>		
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>▪ Perform with control of pulse and awareness of what others are playing (<b>playing the tromba</b>)</li> <li>▪ Begin to use interrelated dimensions of music to improvise and compose for a range of purposes.</li> <li>▪ Start to compose a simple score.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand staff and simple musical notation.</li> <li>▪ Develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classical</li> <li>▪ Tromba</li> <li>▪ Jazz</li> </ul>