



English

Until I Met Dudley by Roger McGough

To know how to write explanation texts for everyday objects inspired by our story Until I Met Dudley.

To know how to invent their own imaginary responses to the question of how they work, before researching and describing them properly.

To know how to write letters to a fictional 'Dudley' character asking for his help to get to the bottom of some more complicated items.

To use the standard English form for verb inflections.

To know the difference between plural and possessive -s.

To know and understand different spelling skills - 'shun' and 'ough' sound.

Maths

Measurement - area

To know what area is. To count squares, make shapes and compare area.

Multiplication and Division

To know how to multiply and divide by 1, 3, 6 and 9. 11 and 12 times tables and division facts. To multiply 3 numbers.

Religious Education

Does the Christmas narrative need Mary?

Physical Education

Gymnastics - Movement

To know how to work in a controlled way.

To know how to change speed and direction.

To know how to include a range of shapes.

To know how to work with a partner to create, repeat and improve a sequence with at least three phases.

To know how to plan, perform and repeat sequences.

To know how to move in a clear, fluent and expressive manner.

To know how to travel in a variety of ways - flight by transferring weight to generate power in movement. I understand centre and gravity and can use this to create interesting body shapes

Dance - The Blitz

To know how to take the lead when working with a partner or group.

To know how to use dance to communicate an idea.

To know how to plan, perform and repeat sequences.

To know how to move in a clear, fluent and expressive manner.

To know how to create dances and movements that convey a clear idea.

To know how to develop physical strength by practicing moves.

Poppy Class - Autumn Term 2

Should electrical cords have metal plugs?



School trip to Abingdon Science Partnership - Electricity workshop

Computing

Online Safety

To understand that network and communication components can be found in many different devices which allow them to join the internet.

To know how to create and improve my solutions to a problem based on feedback. For example, create a program using 2Code.

To know how to review solutions that others have created, using a checklist of criteria.

To have a good understanding of the online safety rules we learn at school.

To know how to demonstrate and use different online technologies safely.

To know how to demonstrate and use a few different online services safely.

I know I have a right to privacy both on and offline.

I recognise that my wellbeing can be affected by how I use technology.

I know how to report with ease any concerns with content and contact online and know immediate strategies to keep safe.

Spreadsheets

To know how to work collaboratively to create content and solutions.

French

On The Move

To know how to tell other people about types of transport.

To use the verb 'to go' in a simple sentence.

To recognise and pronounce a familiar spelling pattern in different words.

To use my knowledge of actions and directions to give instructions.

To combine familiar language to create a new set of sentences.

To give a sentence subject-verb agreement.

Design and Technology

Light up signs

To investigate and analyse illuminated signs.

To know how LEDs may be used instead of traditional incandescent bulbs in series circuits.

To develop ideas for a decorative illuminated sign.

To know what tools, equipment, materials and components are suitable for making the enclosure of a decorative illuminated sign.

To know how to construct a working circuit with one or more lights, and fit it in a decorative illuminated sign.

To know about the ways in which computers can be used to program and control lights in a product.

Music

Charanga - Glockenspiel 2

To know and develop the skills needed to play the glockenspiel.

Personal, Social and Health Education

Jigsaw - Celebrating Differences

To know that sometimes people make assumptions about a person because of the way they look or act

To know that there are influences that can affect how we judge a person or situation

To know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying

To know what to do if they think bullying is, or might be taking place

To know the reasons why witnesses sometimes join in with bullying and don't tell anyone

To know that first impressions can change.

Science

To know about and identify common appliances that run on electricity.

To know how to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

To know 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.

To know that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

To know about some common conductors and insulators and associate metals with being good conductors.

Subject Specific Vocabulary

Appliances	A piece of household equipment that performs a particular job.
Battery	A container consisting of one or more cells, in which chemical energy is converted into electricity and used as a source of power.
Bulb	A bulb is the glass part of an electric lamp, which gives out light when electricity passes through it.
Buzzer	A buzzer is an electrical device that is used to make a buzzing sound for example, to attract someone's attention.
Cell	An electrical device that has a chemical potential energy store which provides a push for electrons to flow around a circuit.
Circuit	An electrical circuit is a complete path which electrical energy can flow through.
Component	A part that combines with other parts to form something bigger.
Conductor	Conductors are substances that an electric charge can pass through without difficulty.
Cord/Wires	An electrical cable that temporarily connects an appliance to the mains electricity supply via a wall socket or extension cord.
Current	The rate of flow of electric charge.
Device	A thing made or adapted for a particular purpose, especially a piece of mechanical or electronic equipment.
Electricity	Electricity is an energy.
Energy	The ability to do work.
Insulator	An insulator does not allow electricity to pass through it.
Plug	Connects a device to the mains electricity supply.
Switch	A component within an electrical circuit which enables the flow of electricity to be turned on and off.

Key Knowledge

Electricity is a form of energy that can be carried by wires and is used for heating and lighting, and to provide power for devices. Sources of light and sound may need electricity to work. Electricity is generated using energy from natural sources such as the Sun, oil, water and wind. These can also be called fuel sources.

Some appliances use batteries and some use mains electricity. Batteries come in different sizes depending on how much and for how long the appliance is used.

A complete circuit is a loop that allows electrical current to flow through wires. A circuit contains a battery (cell), wires and an appliance that requires electricity to work (such as a bulb, motor or buzzer). The electrical current flows through the wires from the battery (cell) to the bulb, motor or buzzer). A switch can break or reconnect a circuit. A switch also controls the flow of the electrical current around the circuit. When the switch is off, the current cannot flow. This is not the same as an incomplete circuit.

When objects are placed in the circuits, they may or may not allow electricity to pass through. Objects that are made from materials that allow electricity to pass through a create a complete circuit are called electrical conductors. Objects that are made from materials that do not allow electricity to pass through and do not complete a circuit are called electrical insulators.

Images and Diagrams

