



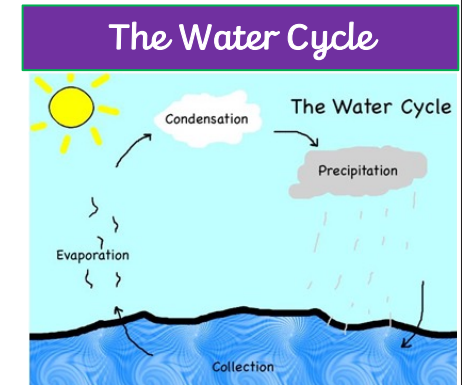
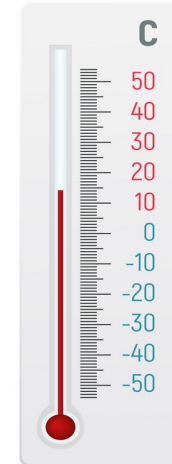
Key Vocabulary	
materials	what something is made of. E.g. wood.
solid	Solids are objects that keep their own shape and can be cut. E.g., cars, books, clothes and ice.
liquid	Liquids do not have their own shape but take on the shape of the container they are in. They can flow. E.g., water, blood and tea.
gas	Gases move around freely and fit a container, they do not have their own shape. They spread out easily. E.g., helium and oxygen.
changing state	When an object changes from one state to another when it is heated or cooled.
temperature	how hot or cold something is. It can be measured using a thermometer.
Degrees Celsius	the most common way of measuring temperature is in degrees Celsius - °C
water cycle	the never ending movement or cycle that water takes from the sea, to the sky, to the land and back to the sea
evaporation	the process where liquid changes to gas. It happens when liquids are heated up.
condensation	the process when gas (water vapor) changes to liquid. It happens when the water vapor cools.
precipitation	The liquid and solid water particles that fall from clouds and reach the ground are known as precipitation

Key Information I will learn...

States of matter

The diagram illustrates the three states of matter with their respective particle structures:

- GAS:** Particles are widely spaced and move randomly.
- LIQUID:** Particles are closer together and can move past each other.
- SOLID:** Particles are packed closely together in a regular pattern.



The water cycle is very important as it describes the continuous movement of water on, above and below the surface.

Influential Scientist
Sau Lan Wu

Sau Lan Wu is a Chinese American particle physicist, who studied matter and how it works.



Key Questions

1. Can I understand and explain what a solid, liquid and gas is?
2. Can I understand the shape, volume and particle structure of a solid, liquid and a gas?
3. Can I understand how materials change state?
4. Can I conduct an experiment to understand how long it takes for ice to melt?
5. Can I understand and explain the water cycle?

End Goals

- To be able to explain what the difference is between a solid, liquid and gas.
- To be able to explain the difference in particle structure between solids, liquids and gases.
- To understand that materials can change state when heated or frozen.
- To be able to explain the water cycle.



Key Vocabulary

Angles	Tribes from Denmark and Northern Germany.
Saxons	German-Dutch tribes who settled in Britain from around AD 450.
Jutes	Tribes originally from Jutland which is part of today's Denmark.
Picts	Tribes originally from Scotland.
Pagan	A religion that involves worshipping many gods and goddesses.
Scots	People originally from Northern Ireland who settled in the West of Scotland.
Monk	A religious person who separates themselves from society to either live alone or in a community in order to dedicate their lives to their spiritual beliefs.
missionary	A person who tries to convert people to his own faith.

Key Questions

1. Why did the Romans leave Britain?
2. What did the end of the Roman Empire mean for Britain?
3. Why did the Anglo-Saxons invade Britain?
4. The mystery of the empty Saxon grave
5. How did religion in Britain change after the arrival of the Anglo-Saxons?

End goal

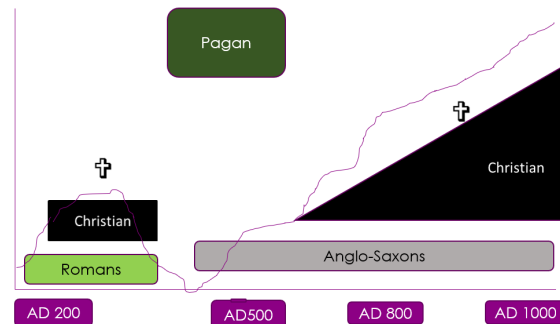
- To build on knowledge from the Romans by explaining why the Romans left Britain.
- To explain who the Anglo-Saxons were and why they invaded Britain.
- To explain how religion changed in Britain after the Anglo-Saxons had arrived.

Key Information I will learn...

Who invaded Britain after the Roman Empire fell and where did they come from?



Religion in Britain



Why did the Anglo-Saxons come to Britain?



Pull factors



Push factors

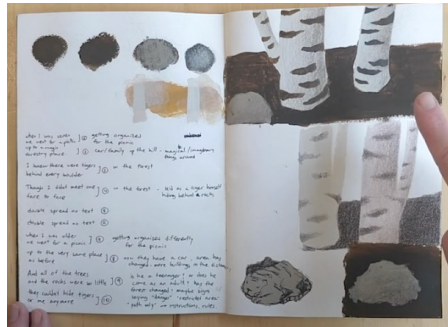


Key Vocabulary

explore	To discover or search for something.
experiment	To test or trial something to see if it will work for you.
line	A mark made using a drawing tool or a brush.
shape	The outline or a boundary of an object
exaggerate	To make something seem larger, more important, better or worse than it is.
gesture	The fast sketching of a figure or character.
construct	To make something or put something together.
character	Someone from a story.
reflect	To think about something
respond	Changing parts of your work.
composition	The way the parts of something are put together.
focus	The activity you are completing.
intention	The plan you have created for your work.

Key Information I will learn...

To be inspired by artists and illustrators



To Create something using authors as inspiration.



Key Questions

1. Can I see how artists are inspired by other artists often working in other artforms?
2. Can I understand how artists sometimes use sketchbooks to understand and explore their own response to an artists work.
3. Can I use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials?
4. Can I make a sculpture using materials to model or construct which is inspired by a character in a book or film?
5. Can I reflect and share how the way I made my sculpture helps capture my feelings about the original character?

End Goal

- To use literature and film to inspire our making, and that through making we can retell / re-invent stories.
- To create a structure that is inspired by an author.



Key Vocabulary

appearance	The way something looks.
climate	The weather conditions that an area usually has.
complimentary	Things that go together like colours or flavours.
design	A plan for a recipe or dish.
evaluate	To decide how good something is.
export	Food sold to another country
import	Food bought from another country
ingredients	Foods that a recipe is made from
peel	To remove the skin of fruit or vegetables
seasonal	Food that grows at a certain time of the year.
temperate	A climate with four seasons like the UK.
texture	The way food feels in your mouth
weather	The temperature or conditions outside.

Key Information I will learn...

Fruits and vegetables are full of vitamins, minerals and fibre. The different colours give a clue to what they contain.

grating

pumpkins from Mexico

soya beans from Canada

plums from China

spreading

Blue and purple: vitamin C and fibre.

Red: vitamin A and vitamin C.

Green: vitamin E, iron, B vitamins and calcium.

Orange and yellow: vitamin A, vitamin C and fibre.

cutting

bananas from Brazil

olives from Greece

watermelons from South Africa

taste testing

peeling

Key Questions

1. Can I explain why food comes from different places around the world?
2. Can I explain the benefits of seasonal foods?
3. Can I develop my cutting and peeling skills?
4. Can I evaluate seasonal ingredients?
5. Can I design a dish using seasonal ingredients?
6. Can I evaluate my work?

End Goal

- To design, create and evaluate a tart using seasonal fruit and vegetables.
- To have developed skills such as grating, spreading, cutting, peeling and taste testing.