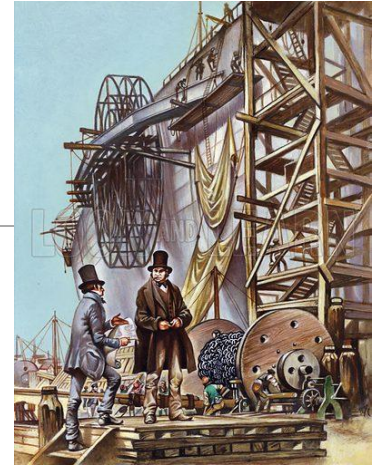




Who were the greatest engineers- The Ancient Britons or the Victorians?



OUR LEAD STATES OF BEING
ARE:
ENGINEER AND HISTORIAN

Our Enquiry Question in Term 3 is: Who were the greatest engineers-The Ancient Britons or the Victorians?

OUR SUPPORTING
STATES OF BEING
IS: ARTIST



We are **ENGINEERS**

Looking at engineering through history and how engineering advancement has been made possible through the comparison of who achieved most the Victorians or the ancient Britons. As engineers, learners design, make and evaluate a range of engineering including architectural design.



We are **HISTORIANS**

As Historians we will be learning to critically evaluate between two distinct eras of history. There are two lead states of being - both with equal importance in this enquiry.



We are **ARTISTS**

The supporting state as Artists ensure aesthetics and architecture are also included.



WE ARE
MATHEMATICIANS

Core Subjects Coverage:

WE ARE
AUTHOR=WRITERS



Focused Texts: *The Present (Narrative) Screen Use (balanced argument)*

Grammar and punctuation: Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, *It's raining; I'm fed up*] (Y6). Use hyphens. Use a range of sentence starts and structures. Develop the use of language for effect.

Spelling: Spell and use all statutory words for their year group. Exploring prefixes and suffixes. Contractions, exploring different phonemes and their pronunciations.

Reading: Develop a reading habit based on reading for pleasure. Take part in informal book talk. Read a range of texts with fluency, building stamina to increase their words read per minute. **Inference:** write detailed answers to questions using the text.



Fractions: Y4 and Y5- add and subtract fractions and mixed numbers. Multiply fractions and mixed numbers; finding fractions of whole numbers. **Decimals and Percentages.**

Y6-equivalence, comparing, ordering, adding and subtracting fractions and mixed numbers. Multiply and divide fractions by integers; fraction of an amounts.

Decimals and Percentages, Ratio and Algebra.

Multiplication and Division: Y4 and Y5- Multiply and divide by 10, 100 and 1000 (Y5).

Y6 as Y5 but also: short division, long division and solving multistep problems.

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MILESTONES IN LEARNING

KEY VOCABULARY

architecture
levers
exert
pressure
invention
criteria
industrial revolution
smelting
raw materials

IKH Milestone

Learners can evaluate a product by investigating & analysing a range of existing products.

Learners are confident in using a timeline to compare different time periods.

IKO Milestone

Learners begin to understand how key events and/or individuals in design and technology have helped shape the world

Learners can compare and contrast different time periods noting connections and trends over time.

PKH Milestone

Learners understand the design, make, evaluate process. They can test, make changes, product and retest. Learners can communicate ideas and reason in coherently.

Learners can summarise their historical learning.

PKO Milestone

Learners understand how to critique, evaluate and test their ideas and products and the work of others
Learners can express their historical understanding in different ways both orally and in writing