

## History

Can I retell an event beyond living memory that is significant globally?

Can I retell the lives of significant individuals in the past who have contributed to international achievements?

Can I compare aspects of life in different periods?

## Skills

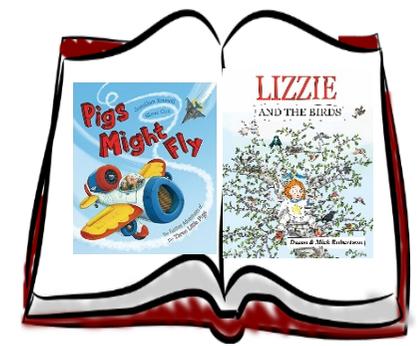
Can I order events along a timeline?

Can I solve calculations using different units of measure?

Can I use the correct tense when writing about the past and comparing to life now?

Can I write for different purposes? Explanation/Story/Poem

Can I recount themes, comment on plots and connect with characters?



## The Arts

### Music – Glockenspiel 1

- Can I play tuned and un-tuned instruments musically?  
- Can I listen with concentration and understanding to a range of high-quality live and recorded music?

Art - Can I use drawing, painting and sculpture to develop and share their ideas, experiences and imagination?  
- Can I use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space?  
- Can I recognise the work of a de Vinci?

## Why do we love flying?

Can we find out who invented the first plane?

Can we explain how planes in the past looked?

Can we research famous pilots?

Can we recognise different materials and describe their properties?

Children's experiences and local context to make

**Manchester Airport trip**

Can we design and build our own plane?

Can you plan a journey with times?

Can you research another inspirational person?

## Science

### Design and Technology

Can I identify and compare suitable materials for an aeroplane?

Can I describe different models of aeroplanes?

Can I experiment with different materials?

Can I design and build a glider?

## Geography

Can I use world maps, atlases and globes to identify the continents and oceans?

Can I use simple compass directions and locational and directional language to describe the location of features and routes on a map?  
(Link to computing - programming)

## Computing

Can I use the internet safely to find information?

Can I log on and use Rockstars independently?

## SMSC

RE – Who is Jewish and what do they believe?

SMSC – Living in the wider world

Self- respect, rights and responsibilities.

PE – Gymnastics

## **National Curriculum objectives**

### **History**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

### **Geography**

Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to: Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

### **Computing**

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### **Science**

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### **Design & Technology**

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- build structures, exploring how they can be made stronger, stiffer and more stable

## Music

- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music

## Art

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## PE

- master basic movements including running, jumping, throwing and catching, as well as **developing balance**, agility and **co-ordination**, and begin to apply these in a range of activities (gymnastics focus).