



Fabulous Flying Machines - 2020-2021



History/Geography-	Art– Watercolours	English
<p>History</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally the first aeroplane flight • the lives of significant individuals in the past who have contributed to national and international achievements. • significant historical events, people and places in their own locality. <p>Geography</p> <ul style="list-style-type: none"> • 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 • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • 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. 	<ul style="list-style-type: none"> • Cross curricular Writing • Soar– Narrative– video stimulus • Persuasive letter writing • Rhyming Couplets • Recount Cross curricular Writing • Soar– Narrative– video stimulus • Persuasive letter writing • Rhyming Couplets • Recount

Computing— Computer Science	Music– Composition and Notating	RE– How can we learn from sacred books?
<ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> • To find different ways to write down the tune they compose. 	<ul style="list-style-type: none"> • Recognise that sacred text contain stories which are sacred to many people and should be treated with respect • Retell stories from the Christian bible and stories from other faiths and suggest meaning of the stories

Maths
<ul style="list-style-type: none"> • Addition/subtraction • Addition and Subtraction using the column method • Time • Geometry

SMSC/ Enrichment	British Values
<ul style="list-style-type: none"> • Assembly themes - Cultural/SEAL/Class • Encourage children to take responsibility for their behaviour • Reflection within lessons on progress/learning/next steps • Yorkshire Air Museum trip 	<ul style="list-style-type: none"> • To talk and write about their opinions and explain their views • To care about other people’s feelings and try to see things from their point of view • To reflect on spiritual, moral, social and cultural issues • To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • To think about people with different values and customs • To think about the lives of people living in other places and times