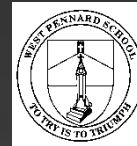




# Up in the Air and Beyond



## Areas of learning

As **Historians** we will be exploring the history of flight to include the Montgolfier Brothers and the Wright Brothers. We will also be considering some famous people - the first person in Space, Yuri Gagarin and the first man on the moon, Neil Armstrong.

As **Geographers** we will be making a birds eye view map of the school and plan of the Earth, Moon, Sun and Planets in Space. This will include work on the compass and using a key for the map.

As **Scientists** we will be investigating balance and flight particularly the flight of hot air balloons and aeroplanes. We will also be considering the night sky, the sun, the earth and the moon in space and the planets in the solar system.

As **Artists and Designers** we will be drawing dots, lines/patterns from planes and clouds, painting hot air balloon designs and cloud pictures, collaging moon scenes and making papier mache planets or hot air balloons.

As **Musicians** we will be listening and appraising Holst – the Planets.

French: saying our age, months of the year and our birthdays.

PSHE: Drugs Education – the role of medicines and Safer Internet Day

R.E: Why are some books special? and Easter

P.E: Multi-Skills and Dance

### Enterprise

As enterprising people we will:

Following our own lines of enquiry and research aspects of Space that particularly interest us or make us ask questions.

### Enrichment

As part of our enriched curriculum we will:

Visit the Fleet Air Arm and Helicopter Museum.

### World and Community

As members of our world and wider community we will:

Appreciate the wonders of the Earth and Outer Space.

### Spiritual and Moral

In our spiritual and moral development we will:

Consider the feelings of the pioneers of flight including the first man on the moon.

## Learning across the curriculum

### Using communication

#### Writing, presenting and broadcasting

- Stories
- Plays
- Instructions
- Recounts
- Persuasive writing
- Explanations
- Non-chronological reports

### Using mathematics

#### Modelling

- Predict, plan and try out options
- Estimate

#### Calculating

- Measures
- Quantities, including fractions

#### Interpreting data

- Reading graphs, charts and tables

#### Justifying

- Using mathematical language to explain

### Using ICT

#### Searching

- Websites
- Databases

#### Developing ideas and making things happen

- Graphics
- Text
- Multimedia
- Programmable Toys

#### Communication

- E mail and messages

### Personal development

#### Learning and thinking skills

- Children will ask their own questions
- They will judge the value of information they find out through research
- They will use their imagination to envisage possibilities
- During the process of planning children will try out alternatives
- Children will communicate through advertising and through broadcasting
- Children will evaluate the success of their actions in relation to the original purpose

#### Personal and emotional skills

- As part of review children will identify where they contributed well and will identify areas for development

#### Social skills

- Children will work collaboratively
- They will negotiate, respecting others' roles within the group, and they will resolve conflicts as they arise
- They will adapt their behaviour to suit the situation

## Subject Key Skills

### History, geography and citizenship

#### Investigate

Undertake investigations and enquiries, using various methods, media and sources.

#### Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

#### Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

#### Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

### Science and design technology

#### Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

#### Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

#### Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

#### Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

#### Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

### Art, dance and drama

#### Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

#### Create

Create, design, devise, compose and choreograph individual and collective work.

#### Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

#### Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

#### Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

### PSHE and PE

#### Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

#### Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

#### Move with control

Move with ease, poise, stability and control in a range of physical contexts.

#### Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

#### Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.