

ENTRY POINT:

Group Art Work (Transport)

EXIT POINT:

Assembly to school and parents.

HISTORY

- Study the Wright brothers and the bi-plane. Who were they? What did they do?
- Sequence pictures of aircraft through time, look at the similarities and differences.
- Children research different modes of transport. The inventor and origin and some facts. Place on whole class map of the world.

RE

Faith Stories

Surprise

DT

- Follow the journey of a banana from the 'field to the shop'.
- Banana Loaf
- Inventors and innovators—Wright Brothers
- Wright Brothers

ART

- Create large collages in groups using different materials and paint (Entry Point)
- **CCSp+L—Look at and discuss line, shape, colour, how it makes them feel in the paintings 'Speed of a Motorcycle' Giacomo Balla and 'Dynamism of a train' Luigi Russolo**
- Look at modern photographs of transport with slow shutter speed
- Create own futurist painting of transport (IPC Set 1 A-B pg 39)- Develop painting skills

Computing

- Follow simple instructions (i.e. guide someone around PE equipment).
- Write sets of instructions and test them. Alter them to make them work.
- Program Beebot to move around a grid or map.
- Program Beebot on the iPad to achieve a given goal.

Cycle B Spring: Journeys (Activities)

SCIENCE

- Make gliders and alter one part to see if they can make it travel further (IPC A-B pg 44-46) - poss. STEM week CCDT
- Discuss fair testing and how to record results.
- Record experiment in a chosen format e.g. report, cartoon strip
- **CCM—Measuring the distance travelled, create a block graph or pictogram of distance travelled.**
- **CCM—Answer and write questions about a results table.**

MUSIC

- Learn traditional African tribal songs.
- Explore different animal movements using music that is representative e.g. carnival of the animals
- Explore movements from different dance cultures from around the world.
- African drummers to visit.
- Create a piece of drumming music based on visit from African drummers.
- Use percussion instruments to create sounds for transport (IPC pg 57-58)
- **CCC— Record performances and evaluate**

GEOGRAPHY

- Look at York as a city and the surrounding areas. Look at names of these places. Identify on a map and Google Earth. Look at the OS maps and identify churches, train stations, schools, post office, parks etc. List the features of a city. Compare with the features of a UK seaside location e.g. jobs, houses, climate, physical features
- Look at an atlas and identify where the UK is and the continents and oceans—place on own map of the world, make a key for map. Discuss compass directions.
- Make a birds-eye view map with a key of the playground/green.
- **CCM—How long does it take to travel to a different location time or miles, how would you travel to a different location e.g. plane, train, car.**
- Look at an area of Africa and the differences and similarities between their culture and ours.
- **CCE—Create an information book on Africa include animals, dress, language, cuisine, weather, currency, flags of the different countries in Africa etc.**

ENTRY POINT:

Group Art Work

EXIT POINT:

Parent visit (activities)

HISTORY

- To order 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]
- To investigate 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 pe-

RE

Faith Stories

Surprise

DT

- Understand where food comes from
- To prepare food safely

ART

- To use a range of materials creatively to design and make products
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

COMPUTING

- To follow instructions in order to make things happen.
- To begin to understand the term 'programming'
- To program a moving toy to reach a destination.
- To correct programs in order to alter the outcome.

Cycle B Spring: Journeys (Objectives)

SCIENCE

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- using observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

MUSIC

- To learn to use their bodies to respond to music
- To follow instructions and make different shapes with their bodies
- To explore different levels (working on the floor, on their knees and standing up)
- To learn to describe the mood of the music and the images it reminds them of

GEOGRAPHY

- name and locate the world's seven continents and five oceans
- use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port,
- 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
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Compass directions