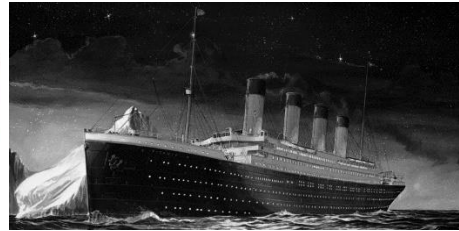


Marvellous Machines



Successful learners

Areas of Learning

As Historians we will look at transport in the past, see how things have changed over time and place these on our class timeline. We will learn about different inventions that have changed the course of history. We will compare what cars, bikes etc. are like now to ones 100 years ago. We will describe the first flight / sinking of the Titanic.

As Scientist we will investigate materials that objects around us are made from and compare how different toys / vehicles move using a force of a push, pull or twist. We will investigate which vehicle we have made will travel the furthest and record the results.

As Musicians we will explore beat through body percussion and instruments to represent different machines. We will learn how to use tempo and dynamics to represent the sounds of different vehicles on a journey.

We will choose poems to perform to the class that increases our vocabulary.

As users of Technology we will explore how different toy vehicles move and are made, discussing what we like to help with designing and making our own vehicles. We will explore and construct wheeled vehicles using a variety of construction kits and materials, evaluating and improving our creations.

We will practise our skipping and enter the virtual schools' challenge along with learning how to play Boccia for round 1 of the virtual schools' competition. As gymnasts we will develop skills to travel in different ways both on the floor and on apparatus, using a sequence of different actions.

As users of technology we will learn how to give precise instructions, using simple coding language for programs including Turtle and Scratch.

Confident individuals

Challenge

As enterprising people, we will:
Perform poems to the class.
Read out loud stories we have written.

Responsible Citizens

Enrichment

To enrich our learning:
We will develop our knowledge of how to safe on line through activities for Internet Safety Day.
Role play:
We will make and repair wheeled vehicles in our workshop using large and small construction kits & tools.

Spiritual & Moral

In our spiritual and moral development, we will:
Be exploring different lessons that Jesus taught to help people understand how they can be kind and caring to others. We will discuss the different stories and think about how we can help others and be kind.

Communities

As members of a community we will:
Share our learning with the class when reading stories we have written and performing poetry.
Be sharing the Easter story to people in our school, church and local community.

History Threshold Concepts	
Investigate and interpret the past	<ol style="list-style-type: none"> 1. Observe or handle evidence to ask questions and find answers to questions about the past. 2. Ask questions such as: What was it like for people? What happened? How long ago? 3. Use artefacts, pictures, stories, online sources and databases to find out about the past. 4. Identify some of the different ways the past has been represented.
Understand chronology	<ol style="list-style-type: none"> 1. Place events and artefacts in order on a time line. 2. Label time lines with words or phrases such as: past, present, older and newer. 3. Recount changes that have occurred in their own lives.
Build an overview of world history	<ol style="list-style-type: none"> 1. Describe historical events. 3. Recognise that there are reasons why people in the past acted as they did.
Communicate historically	<ol style="list-style-type: none"> 1. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 2. Show an understanding of the concept of nation and a nation's history.
Geography Threshold Concepts	
Communicate geographically	<ol style="list-style-type: none"> 3. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. 4. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
Investigate places	<ol style="list-style-type: none"> 1. Use aerial images and plan perspectives to recognise landmarks and basic physical features.
Science Threshold Concepts	
Work scientifically	<ol style="list-style-type: none"> 1. Ask simple questions. 2. Observe closely, using simple equipment. 3. Perform simple tests. 4. Identify and classify. 5. Use observations and ideas to suggest answers to questions. 6. Gather and record data to help in answering questions.
Understand movement, forces and magnets	<ol style="list-style-type: none"> 1. Notice & describe how things move, using simple comparisons such as faster & slower. 2. Compare how different things move.
Investigate materials	<ol style="list-style-type: none"> 1. Distinguish between an object and the material from which it is made. 2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. 3. Describe the simple physical properties of a variety of everyday materials. 4. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 5. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 6. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.

Technology Threshold Concepts	Milestone 1
To take inspiration for design throughout history.	<ol style="list-style-type: none"> 1. Explore objects and designs to identify likes and dislikes of the designs. 2. Suggest improvements to existing designs. 3. Explore how products have been created.
To design, make and evaluate	<ol style="list-style-type: none"> 1. Design products that have a clear purpose and an intended user. 2. Make products, refining the design as work progresses.
To master practical skills: Mechanics	<ol style="list-style-type: none"> 1. Create products using wheels.
To master practical skills: Construction	<ol style="list-style-type: none"> 1. Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.
To master practical skills: Materials	<ol style="list-style-type: none"> 1. Cut materials safely using tools provided. 2. Measure and mark out to the nearest centimetre. 4. Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
PE – Gymnastics Threshold Concepts	Milestone 1
To develop practical skills in order to participate, compete and lead a healthy lifestyle.	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.
Music Threshold Concepts	Milestone 1
To perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments.
To compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.
To describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.

English	Mathematics
<ul style="list-style-type: none"> • Contemporary Fiction – Knock, knock • Rhyming couplets • Take one Book- The Tiger who came to Tea 	2d shapes Adding and subtracting numbers to 20, Numbers to 20 equality and balance, problem solving,

	Comparing numbers to 20 – difference, more, fewer
Books	Resources
<p>Mr Gumpy's Outing – John Burningham Mr Gumpy's Motorcar – John Burningham Wheels – Shirley Hughes Wheel, wings and other things The Tiger who came to Tea Chocolate by Michael Rosen Pet poems Vehicle poems Season poems Topsy and Tim go sailing – J & G Adamson Row, row, row your boat – Pippa Goodhart</p>	<p><u>Construction kits</u> Mobilo Lego Brio Meccano Large construction kit (Garage) Happy Street – Roads, vehicles and houses Garage / Repair shop Work bench, tools, trikes, scooter Wheeled toys Boxes of various sizes</p>