



### Skills

|   |   |
|---|---|
| Communicate clearly                       | X |
| Collaborate with others                   | X |
| Apply knowledge to new situations         | X |
| Make judgements and decisions             | X |
| Ask questions                             | X |
| Solve problems                            | X |
| Metacognition                             | X |
| Reflect                                   | X |
| Adapt to change                           |   |
| Manage goals and time                     | X |
| Take risks                                | X |
| Self-direct learning                      | X |
| Persist despite setbacks                  | X |
| Be curious                                | X |
| Manage projects                           | X |
| Guide and lead others                     | X |
| Access and evaluate information           |   |
| Analyse media                             |   |
| Create media products                     |   |
| Apply technology effectively              |   |
| Perform in front of a group               | X |
| Select and use appropriate writing genres | X |
| Use tier 2 and tier 3 vocabulary          | X |

### Linked Text: Rosie Revere, Engineer



### Linked Art: Andy Warhol



### Curriculum Learners

- ❖ **As historians**, we will 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 from different periods (compare Elizabeth 1 to Queen Victoria. Look at Victorian times and compare to now). We will investigate events beyond living memory that is significant nationally or globally (inventions from the past. How do they help us now?).
- ❖ **As geographers**, we will use aerial photographs to recognise landmarks and basic human and physical features (using basic geographical vocabulary).
- ❖ **As product designers**, we will design and make purposeful products evaluating against design criteria (design, build and evaluate a new invention).
- ❖ **As artists**, we will learn about the work of an artist studying the linked art and develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. We will develop skills in sculpture using clay as a material using techniques such as rolling, cutting, moulding and carving to communicate our ideas. We will use drawing to develop and share ideas, experiences and imagination.
- ❖ **As musicians**, we will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians (investigate music from different periods).
- ❖ **As explorers of faith** we will study Unit 2.3: Questions, Questions.
- ❖ **As mathematicians**, we will complete a maths investigation.
- ❖ **In computers**, we will use Purple Mash to study Unit 2.1 Coding, Unit 2.3 Spreadsheets and Unit 2.4 Questioning (Science).

### Showcase

|                             |   |
|-----------------------------|---|
| Role Play                   | X |
| IT Presentation             | X |
| Poster                      | X |
| Design Creation             | X |
| Digital Media               |   |
| Art Work                    | X |
| Dance                       |   |
| Production                  |   |
| Writing Genre - Narrative   | X |
| Writing Genre - Non Fiction | X |

### Tier 2 Vocabulary

aware code command contact contrast couple direction effect environment experience express familiar focus guide locate viewpoint mass measure peers physical recognise relate represent view similar statement tactile

### Hook Event and Enrichment

Time Machine to Victorian Times  
Scrapstore – Invention creations

### Spaced Retrieval of Prior Learning

Y1 – Our changing Planet  
Y2 – Jet, Set, Go!