Significant People/Events

Wassily Kandinsky

Joan Miro





1893-1983

Christopher Columbus

Neil Armstrong





1451-1506

1930-2012

Filipa Moniz (wife)

Buzz Aldrin

Diego Columbus (son)

Michael Collins

King Philip &

Queen Isabella of Spain

Vocabulary

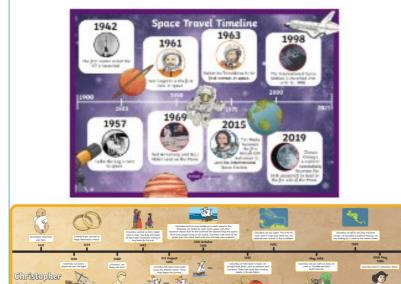
St Annes, Thorton Hall Farm, field, barn, crop/ animal/field, coast, seaside, beach, pier, sand dunes, rock pool, rain, snow, sleet, sun, hailstones, thunder, lightning, autumn, winter, spring, summer

Explorer, voyage, navigator, sailor, Caribbean, Europe, USA, Race to Space, pilot, flight commander, astronaut, Moon landing, Lunar Module, NASA,

Relief print, colour, shape, form, join, coil, roll,

Assemble, join, measure, mark, cut, shape, model, evaluate, improve, inishing techniques

Timeline



Into the Unknown

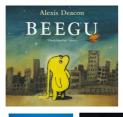
Experiential Learning

Explore different ideas to send a letter to the Man on the Moon. Perform simple tests to find out how we can make our rockets (air

P4C / Big Questions

What makes a holiday a happy time? What happens when you make a wrong choice? Why is it sometimes hard to say sorry? How do you think the world could be a happier place? Would you rather live in world without plants or a world without animals?

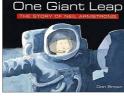
Text Links















As a Geographer:

I can talk about UK weather and different seasons and daily weather changes.

I can compare and contrast the human and physical features of two British localities including how the land differs: Thornton Hall Farm and St Anne's Beach.



I can use key vocabulary such as beach, coast, sea, season, weather, farm and house.

I can use world maps, atlases and globes to identify the United Kingdom and its countries.

As an Historian:

I can question why people did things in the past and answer some simple historical questions.

I can use a range of sources to find out characteristic features of the past.

I can sequence events or objects from the lives of Columbus and Armstrong in chronological order.



I can communicate my understanding through; - the use of a time line

(3D with objects/sequential pictures) - drawing - drama/role play - writing - ICT.

As an Artist:

I can experiment with relief printing

I can apply applying colour with a range of tools.

I can pinch and roll coils and slabs using a modelling media.







Joan Miro

Several Circles, 1926

Figures and Dog in front of the Sun, 1949

As a Designer:

I can model my ideas in card and paper.

With help I can measure, mark out, cut and shape a range of materials.

I can use tools e.g. scissors and a hole punch safely.

I can assemble, join and combine materials and components together using a variety of

temporary methods e.g. glues or masking tape.

I can make my design using appropriate techniques.

I can use simple finishing techniques to improve the appearance of my product.

I can evaluate my product by asking questions about what I have made and how I have gone about it.







	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Geography	I can locate St Annes on a map of the UK. I know that beaches are located along the coast- line.	I can recognise main features of a beach. I can identify human and physical features in St Annes. I can locate features/landmarks on an aerial map.	I can locate Thornton Hall Farm on a map of the UK. I know the definition of a farm.	I can recognise main features of a farm. I can identify and locate human and physical features in Thornton Hall Farm I can locate features/landmarks on an aerial map.	I can compare and contrast a farm with a seaside. Tourist leaflet/ report.	I can locate the North & South Poles.	I can identify seasons and weather conditions .	I can study daily weather conditions and changes.	I can study daily weather conditions and changes.	I can study daily weather conditions and changes.
History	I can question why people did things in the past and an- swer some simple historical ques- tions	I can use a range of sources to find out characteristic fea- tures of the past .	I can sequence events or objects from the life of Co- lumbus in chrono- logical order .	line	I can question why people did things in the past and answer some simple historical questions	tures of the past .	_	I can communicate my understanding through; - the use of a time line (3D with objects/ sequential pictures) - drawing - drama/role play - writing - ICT.		
Art				-			I can experiment with a range of printing techniques.	I can apply apply- ing colour with a range of tools .	I can pinch and roll coils and slabs us- ing a modelling media.	I can pinch and roll coils and slabs us- ing a modelling media.
DT	I can model my ideas in card and paper	With help I can measure, mark out, cut and shape a range of materials.	I can use tools e.g. scissors and a hole punch safely	I can assemble, join and combine materials and components to- gether using a va- riety of temporary meth-	I can make my design using ap- propriate tech- niques	I can make my design using appropriate techniques	I can use simple finishing tech- niques to improve the appearance of my product	I can evaluate my product by asking questions about what I have made and how I have gone about it.		