



Topic: Ready, Steady, Go – Year 1/2

Term: Spring 1

Topic Length: 6 weeks

INTENT	Vision	Together we all discover, learn, grow and succeed					
	Values	W	A	R	M	T	H
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>					
	Learning Behaviours		Skills		Knowledge and Understanding		
	Attitudes and attributes for learning and life		Subject specific skills required to attain and excel		Deep learning of the key concepts of our curriculum and the National Curriculum		

IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge
	Topic Purpose	<i>To be able to understand that different materials are used for different purposes. To use this knowledge to design a formula 1 car and carry out a scientific investigation to determine whose is best.</i>									
		<p>Hook: The children will enter the classrooms on the first day back at school being given a boarding pass and passport. Staff will be dressed as pilots and air hostesses to set the scene that they are about to embark on a journey. The children will complete their pass ports and then be ushered to the hall where an ‘aeroplane’ is waiting for them to take them on a journey. The children will then spend the rest of the day completing a range of transport related carousel activities involving maths, reading and design technology.</p>					<p>Outcome: Linking with English, the children will re-write the story of the ‘Naughty Bus’, making up their own journey of where their bus will go. They will also learn about Amelia Earhart and the write a biography about her life. In DT the children will design and make a formula 1 car linking with their learning about materials in science where they will then test their cars to see which one travels the furthest over a range of materials.</p>				
	Main Subjects	HISTORY			SCIENCE				DT		
Key Performance Indicators	<p>To be able to discuss an event beyond living memory that is significant globally – the first woman pilot.</p> <p>To be able to discuss the life of Amelia Earhart and how she made a contribution to international achievements.</p>			<p>Working Scientifically – To be able to ask simple questions and perform simple tests by observing closely, using simple equipment, gathering and recording data to help in answering their questions.</p> <p>Year 1 – To be able to distinguish between an object and the material from which it is made identifying and naming a variety of everyday materials.</p> <p>Year 2 – To be able to identify and compare the suitability of a variety of everyday materials finding out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>				<p>To be able to design, make and evaluate a purposeful, functional, appealing product - a formula 1 car based on design criteria using mechanisms.</p> <p>To be able to select from and use a range of tools and equipment to perform practical tasks, selecting from a wide range of construction materials according to their characteristics.</p>			
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency			



Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

(e.g. computing, PE, music, MFL, PSHE, RE, etc...)

Subject	Key Performance Indicators
PE - Gymnastics	To explore gymnastic shapes and movement moving confidently in their own space, using changes of speed, level and direction. To copy and create movement phrases with beginnings, middles and ends. To know how to watch, copy and describe what they and others have done.
PE – Hockey	To participate in team games, developing simple tactics for attacking and defending.
Music	To learn to play simple chords on the ukulele, accompanying topic based songs linking to transport.
ICT	To use technology safely and respectfully, keeping personal information private. To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
PSHE	To be able to set goals and tell you about some of the things I do well. To be able to explain how to celebrate achievement. To be able to explain how I might tackle a challenge and how I might feel when doing this. To be able to identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them.