



**Key Questions**

Spring 1: How fast are you?  
Spring 2: Where am I now ?



**Curriculum Intent:**

*This topic will explore the theme of transport and location. They will consider how transportation has developed over time, it's uses and its ability to allow us to access areas of the world beyond our own vicinity. They will deepen their geographical understanding of the local area, recognising local landmarks and the key human and physical features of the surrounding environment. They will master position and direction, plan and take simple journeys, describing routes and locating positions on maps. They will be able to identify significant people who have helped aid the development of transportation over the years, and talk about memorable national events such as the first aeroplane flight, or travel into space. They will develop their design and making skills by creating moving vehicles, learning about key points of structure and strengthening techniques.*

- *At the end of this topic, children will be able to talk about a range of transportation and its use in our everyday lives. They will be able to talk about a significant event in history.*
- *They will be able to confidently use language relating to direction and location.*



Our core value this term will be: **Courage**

We will make further links with the values of: **Service** , **respect** , **Thankfulness** 

, **trust**



**Enrichment and Experiences:**

Visit to a Transport Museum

**English – long term overview coverage:**

This term we revisit the genre of diary writing and will send postcards to our members of our family.

We will explore instruction writing through our reading and English work. We will look closely at Biographies of famous people such as the Rev. W. Awdry before writing our own biographies.

In our creative writing, we will pull together our descriptive writing skills learnt previously and innovate stories about known characters.

**Possible texts:**

- Gingerbread man
- Aladdin
- Thomas the Tank Engine

We will cover the following sentence structures: ing, ing, ing sentences, 3 \_ed, 2 Pairs, and Verb, person sentences.

We will read:

- Stories with a familiar theme – transport and journeys.
- A traditional tale
- Non-fiction texts appropriate to our lines of enquiry.

We will continue to broaden our range of poetry and learn to recite new poems from memory.

### **Opportunities for Cross Curricular Maths:**

In this topic we will explore position, direction and distance. The children will collect data on transportation and methods of travel, taking time to study timetables for local bus routes.

### **Science NC objectives:**

- observe changes across the 4 seasons (ongoing throughout the year)
- observe and describe weather associated with the seasons and how day length varies
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

### **Geography NC objectives:**

- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

### **History NC objectives:**

- 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]

### **Art NC objectives:**

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. In this unit we will explore the works by [L.S Lowry](#) and [J. M. W. Turner](#)

### **DT NC objectives:**

- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products
- evaluate their ideas and products against design criteria

### **PSHE areas (for objectives see PSHE overview):**