

Autumn 2 Journey Into Space

AUTUMN 2 TOPIC:

Understanding Arts

L3 To select and use appropriate ICT tools and techniques to develop and refine their ideas across the arts.

I can create a multi media presentation using sound and dialogue.

L8 To develop and refine their movement repertoire and show understanding of artistic meanings and intentions when they dance.

I can create a dance sequence with different phases.

I can work co-operatively in a small and large group.

L9 To analyse, compare and evaluate dances and aesthetic qualities (e.g. the sensory and expressive qualities of dance phrases and how these convey feelings, ideas and meaning) using appropriate dance and vocabulary.

I can analyse, compare and evaluate dances using appropriate vocabulary.

L10 To create roles and devise performances that sustain characters, plots and intentions.

I can make a contribution individually and within a larger group performance .

L11 How facial expressions, body language, movement and space can communicate different emotions and characteristics of behaviour.

I know and understand how to use facial expressions, body language, movement and space when performing.

L12 To select and experiment with a broad range of drama conventions and forms for different purposes (e.g. to explore issues of human significance) and effects.

I can explore a broad range of drama conventions and forms for exploring a drama about Space.

Scientific and Technological Understanding

L1 To ask questions that can be answered by different types of investigative activity and decide the best approach to use. (this includes selecting equipment, including ICT such as sensors and data logging devices, to make appropriate observations and measurements and repeats to use and how to record them, and using secondary sources where appropriate.)

I can ask questions and hypothesise in different types of investigations.

I can investigate how shadows are affected by the position of the Sun.

L2 To choose equipment and tools, including ICT, to make their work more effective and efficient, and explain the reasons for their choices.

I can select a range of tools and equipment including ICT to improve my work.

L3 To make and record accurate measurements and detailed observations, presenting them appropriately, (this includes using scientific and technical language, together with bar charts and prepared line graphs to present results.)

I know how to make and record accurate measurements of shadows throughout the day and observations of their movement and present them in a bar chart.

L4 To devise simple criteria to evaluate their approaches, products and outcomes.

I can create a simple criteria to evaluate with.

L5 To explore and explain how significant innovations and inventions have come about and how they have changed the way people live (this includes exploring the contributions of historically significant scientists, technologists and engineers.)

I can research how the invention of the space craft has assisted space travel.

L6 To use ideas from other cultures and times to inform their own experiments, investigations and designs.

I can use ideas from other cultures and decades in my experiments, investigations and designs.

L7 To make controllable systems or models, devising and refining sequences of instructions taking into account users, purposes and needs (including the use of conditional statements, procedures or subroutines.)

I can design and construct a space buggy.

L11 To investigate combinations of forces (this includes opposite forces, more than one force acting on an object and representing them diagrammatically.)

I can investigate the opposing forces involved in space travel.

L19 To explore and explain practical ways in which science can contribute to a more sustainable future.

I can explore practical ways in which developments in space exploration contribute to a more sustainable future.

Earth and Space 2014

I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

I can describe the movement of the Moon relative to the Earth.

I can describe the Sun, Earth and Moon as approximately spherical bodies.

I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

I can investigate known scientists such as, Ptolemy, Alhazen and Copernicus.

Historical, Geographical and Social Understanding

L10 About the factors that affect weather and climate

I know how the position of the Earth in Space affects the weather and climate in different hemispheres.

L13 The effects of economic, technological and scientific developments on the UK and the wider world over time (for example, the impact of changes in transport and technology in the last 200 years: the development and impact of roads, canals and railways in the eighteenth and nineteenth centuries; car manufacture and developments in aviation in the twentieth centuries; the impact of changes in transport on the local area.)

I can identify some of the developments in space travel and exploration and how these affect the modern world.

L14 To understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and to locate within this the periods, events and changes they have studied.

I can use a timeline to plot major advancements in Space exploration.

Religious Education

L1 To describe and discuss some key aspects of religions and beliefs.

I can tell a Hindu story and say some of the things that people believe. AT1

L3 To consider the meaning of a range of forms of religious expression, identifying why they are important in religion and noting links between them.

I can say what some Hindu symbols stand for and what the art is about (rangoli). AT1

Speaking and Listening opportunities

5R's: Reflective, Relationships, Resilient, Resourceful, Risk Taking

PSHE

Inquire, Research, Investigation