

Theme: Ingenious Geniuses		Year: R/1			Main concepts: History & Art/DT				
What should children already know?					What will the children learn?				
<p>Children should be able to: Understand events happened before they were born Understand there have been changes over time. Awareness of other countries around the world. Awareness of different flying machines.</p>					<p>By the end of this topic the children should be able to:</p> <ul style="list-style-type: none"> • Find out about the history of flight and how airplanes fly • Use role play to recreate historical events • Recall key information about the Wright Brothers • Know some differences between the Wright Flyer and a modern airplane • Talk about other famous people linked to flight • Recreate the Flight of Icarus in the style of Henri Matisse • Design their own airplane tail • Make Glider planes • Recreate the Wright Flyer from junk modelling • Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing). 				
Key vocabulary									
Inventor	Airplane	Engine	Explorer	Design					
Inventions	Fuselage	Glider	Sources of evidence	Aviation					
Geniuses	Cockpit	Continents	Cut-outs	Propellers					
Pilot	Wings	Countries	Past	Historical period					
Historical skills									
<p>Make comparisons between the past and now Awareness of significant historical events, people and places Understanding of the lives of significant individuals in the past (Wright Brothers, Emelie Earhart). Awareness of events beyond living memory that are significant</p>									
Scientific skills					Transferable skills				
<p>Perform simple tests, using their observations and ideas to suggest answers to questions. To have a basic understanding of how gliders fly.</p>					<p>During this theme, children will continue to develop and expand their use of the following transferable skills: Personal Effectiveness *Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal setting) *Resilience (including self-motivation, perseverance and adaptability) *Self-regulation (including promotion of a positive growth mindset and managing emotions and impulses) *Clarifying own values and re-evaluating values and beliefs in light of new learning, experiences and evidence *Recalling and applying knowledge creatively and in new situations Interpersonal and Social Effectiveness *Empathy and compassion (including impact on decision making and behaviour) *Respect for others' right to their own beliefs, values and opinions *Teamworking *Leadership skills Managing Risk and Decision Making (integral to above) *Identification, assessment and management of positive and negative risk to self and others *Formulating questions (as part of enquiring approach to learning and assessing value of information) *Identify links between values and beliefs, decisions and actions *Making decisions</p>				
English curriculum links									
<p>Reading of fiction and non-fiction texts to research more information. Participate in discussions, drama, role play and improvisations. Label diagrams. Diary entry writing Sequence pictures from the Wright Brother story and to write sentences to match the pictures Maintain attention and participate actively in collaborative conversations, staying on topic and responding to comments.</p>									
Mathematics curriculum links									
Measurement									
PHSE & Values									
<p>PSHE –Relationships; R1, R4, R6, R8. Living in the Wider World; L4, L7, L8, L9, L10 Values – Courage, Perseverance</p>									
RE Links					Computing				
					Researching using search engines.				
Art/DT Skills					Geography				
<p>Extend the variety of drawing tools Use materials to make know objects for a purpose Collage Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing).</p>					<p>Countries and continents – where Wright Brothers / Amelie Earhart flew Use world maps, atlases and globes locate countries</p>				