



Final Event: Design and make a form of future transport.

UNDERSTANDING THE WORLD

Working scientifically KS1

- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc4** performing simple tests
- **sc6** using their observations and ideas to suggest answers to questions
- **sc7** gathering and recording data to help in answering questions.

Seasonal changes KS1

- **sc18** observe changes across the four seasons

- **sc19** observe and describe weather associated with the seasons and how day length varies.

Core Skills across the Key Stage KS1

- **hi1** I can use common words and phrases related to the passing of time
- **hi2** I can place objects, people and events into chronological order
- **hi5** I can ask and answer questions about the past
- **hi7** I can use sources of information to find out about the past

COMMUNICATION AND LANGUAGE

KS1

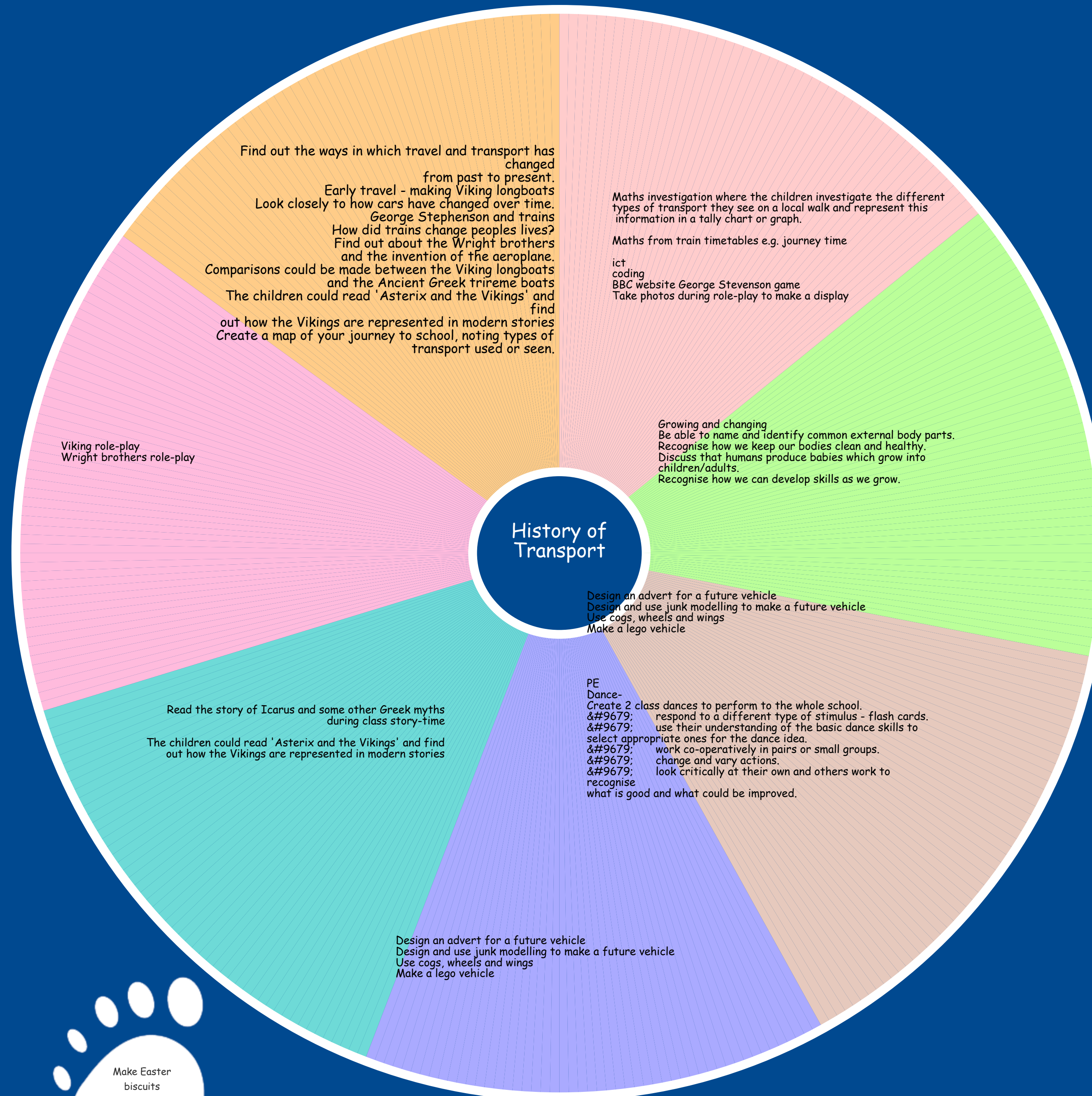
- **sl3** use relevant strategies to build their vocabulary
- **sl4** articulate and justify answers, arguments and opinions
- **sl5** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **sl6** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- **sl8** speak audibly and fluently with an increasing command of Standard English
- **sl9** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl10** gain, maintain and monitor the interest of the listener(s)
- **sl12** select and use appropriate registers for effective communication.

LITERACY

Reading - comprehension KS1

- **cl11** listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently



MATHEMATICS AND COMPUTING

Number - multiplication and division KS1

- **m10** solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

KS1

- **co3** I know that programmable toys can only understand the program language and can only do what the programs tells them to do
- **co4** I can write a simple computer program
- **co5** I can find and correct a problem in my program

- **co6** I can predict what will happen by 'reading' a program
- **co7** I can use a variety of technologies to create and save my work
- **co8** I can manipulate text and pictures
- **co9** I can find and retrieve my work or information that I need
- **co10** I can talk about how information technology is used at home, in shops and in other places (mobile phones, internet etc)
- **co11** I know how to use equipment safely and respectfully

PHYSICAL EDUCATION

KS1

- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs

- **pe3** I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings

PSED & RELIGIOUS EDUCATION

O KS1

- Ask and respond imaginatively to puzzling questions, communicating their ideas.
- Caring for my body
- Babies and growing
- What goes into and onto my body
- Feeling ill, feeling better
- Me and my special people

- Looking after myself

PSED Developing a healthy, safer lifestyle KS1

- **ph5** Begin to maintain personal hygiene.
- **ph6** Begin to understand that certain actions spread disease.
- **ph7** Identify the main parts of the body.

EXPRESSIVE ARTS AND DESIGN

KS1

- **ad1** I can use different materials to design and make things
- **ad2** I can use drawing to share my ideas.
- **ad4** I can use sculpture to share my ideas.
- **ad8** I can talk about different ways of creating work and which ways I have tried and which I liked best

Design KS1

- **dt1** I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need
- **dt2** I can explain how my design will meet the needs of the users
- **dt3** I can draw and talk about what I am going to make
- **dt4** I can make a realistic model of my design
- **dt5** I have used ICT to help develop or communicate my design

- **dt10** I can create things using a variety of materials and components, including construction materials
- **dt11** I can create things from textiles
- **dt12** I can create or follow simple recipes
- **dt13** I can explain why I have chosen particular materials, components or ingredients

Evaluate KS1

- **dt14** I can look at things other people have made and tell you what I like or dislike
- **dt15** I can talk about existing products and tell you how they might be improved for the user/consumer
- **dt16** I can talk about how closely my finished product matches my design
- **dt17** I can talk about what worked well with my product and how it could be improved

Technical knowledge KS1

History of Transport - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p>Working scientifically <i>KS1</i></p> <ul style="list-style-type: none">• sc2 asking simple questions and recognising that they can be answered in different ways• sc4 performing simple tests• sc6 using their observations and ideas to suggest answers to questions• sc7 gathering and recording data to help in answering questions. <p>Seasonal changes <i>KS1</i></p> <ul style="list-style-type: none">• sc18 observe changes across the four seasons• sc19 observe and describe weather associated with the seasons and how day length varies. <p><i>KS1</i></p> <ul style="list-style-type: none">• hi1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.• hi2 They should know where the people and events they study fit within a chronological framework• hi5 They should ask and answer questions• hi7 They should understand some of the ways in which we find out about the past	<p>Number - multiplication and division <i>KS1</i></p> <ul style="list-style-type: none">• m10 solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <p><i>KS1</i></p> <ul style="list-style-type: none">• co3 understand that programs execute by following precise and unambiguous instructions• co4 create simple programs• co5 debug simple programs• co6 use logical reasoning to predict the behaviour of simple programs• co7 use technology purposefully to create digital content• co8 use technology purposefully to organise, store and manipulate digital content• co9 use technology purposefully to retrieve digital content• co10 recognise common uses of information technology beyond school.• co11 use technology safely and respectfully	<p><i>KS1</i></p> <ul style="list-style-type: none">• pe1.5 master basic movements and begin to apply these in a range of activities• pe3 perform dances using simple movement patterns.	<p><i>KS1</i></p> <ul style="list-style-type: none">• ad1 to use a range of materials creatively to design and make products• ad2 to use drawing to develop and share their ideas, experiences and imagination• ad4 to use sculpture to develop and share their ideas, experiences and imagination• ad8 about the differences and similarities between different practices and disciplines, and making links to their own work. <p>Design <i>KS1</i></p> <ul style="list-style-type: none">• dt1 design purposeful, functional, appealing products• dt2 design for themselves and other users based on design criteria• dt3 generate and communicate their ideas through talking and drawing templates• dt4 model and communicate their ideas through mock-ups• dt5 generate, develop, model and communicate their ideas through information and communication technology <p>Make <i>KS1</i></p> <ul style="list-style-type: none">• dt6 select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping• dt7 select from and use a range of tools and equipment to perform practical tasks such as joining• dt8 select from and use a range of tools and equipment to perform practical tasks such as finishing• dt9 select from and use a range of tools and equipment to perform practical tasks• dt10 select from and use a wide range of materials and components including construction materials• dt11 select from and use a wide range of materials and components, including textiles• dt12 select from and use a wide range of materials and components, including ingredients• dt13 select from and use a wide range of materials and components according to their characteristics <p>Evaluate <i>KS1</i></p> <ul style="list-style-type: none">• dt14 explore a range of existing products• dt15 evaluate a range of existing products• dt16 evaluate their ideas• dt17 evaluate their products against design criteria <p>Technical knowledge <i>KS1</i></p> <ul style="list-style-type: none">• dt18 build structures, exploring how they can be made stronger• dt19 build structures, exploring how they can be made stiffer and more stable• dt21 explore and use mechanisms, such as wheels and axles, in their products.	<p>Reading - comprehension <i>KS1</i></p> <ul style="list-style-type: none">• e11 listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	<p><i>KS1</i></p> <ul style="list-style-type: none">• sl3 use relevant strategies to build their vocabulary• sl4 articulate and justify answers, arguments and opinions• sl5 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• sl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• sl8 speak audibly and fluently with an increasing command of Standard English• sl9 participate in discussions, presentations, performances, role play, improvisations and debates• sl10 gain, maintain and monitor the interest of the listener(s)• sl12 select and use appropriate registers for effective communication.	<p>PSED Developing a healthy, safer lifestyle <i>KS1</i></p> <ul style="list-style-type: none">• ph5 Begin to maintain personal hygiene.• ph6 Begin to understand that certain actions spread disease.• ph7 Identify the main parts of the body.

