



# Inspire

## CURRICULUM

**Unit:** Flying High  
**Term:** Autumn 3  
**Year:** 2

## Flying High Unit Summary

In this Unit pupils will explore man's fascination with flight. They will learn about the Wright brothers and the invention of powered flight and how aeroplanes have changed people's lives. They will also think about magical flying creatures including Father Christmas and his flying reindeer.

## Programme of Study

**Unit:** Flying High

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Please note that all appendices and guidelines referred to in the programme of study are available to download at: <https://www.gov.uk/government/collections/national-curriculum> The POS codes replace the DfE bullets for ease of reference.

**Key:**  
**FT** = First Teaching  
**OG** = On Going

Spoken Language	
<b>SL1</b>	listen and respond appropriately to adults and their peers
<b>SL2</b>	ask relevant questions to extend their understanding and knowledge
<b>SL3</b>	use relevant strategies to build their vocabulary
<b>SL4</b>	articulate and justify answers, arguments and opinions
<b>SL5</b>	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
<b>SL6</b>	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
<b>SL7</b>	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
<b>SL8</b>	speak audibly and fluently with an increasing command of Standard English
<b>SL9</b>	participate in discussions, presentations, performances, role play, improvisations and debates
<b>SL10</b>	gain, maintain and monitor the interest of the listener(s)
<b>SL11</b>	consider and evaluate different viewpoints, attending to and building on the contributions of others
<b>SL12</b>	select and use appropriate registers for effective communication
<p>These statements apply to all Years. The content should be taught as a level appropriate to the age of the pupils (taken from notes and guidance [non-statutory]). Speaking and listening activities throughout the Unit have been designed with these POS statements in mind. Specific speaking and listening objectives are provided for some English lessons where appropriate.</p>	

<b>English</b>	<b>Reading – word reading</b>		
	<b>WR1</b>	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	<b>OG</b>
	<b>WR2</b>	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	<b>OG</b>
	<b>WR3</b>	read accurately words of two or more syllables that contain the same GPCs as above	<b>OG</b>
	<b>WR4</b>	read words containing common suffixes	<b>OG</b>
	<b>WR5</b>	read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word	<b>OG</b>
	<b>WR6</b>	read most words quickly and accurately without overt sounding and blending when they have been frequently encountered	<b>OG</b>
	<b>WR7</b>	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	<b>OG</b>
	<b>WR8</b>	re-read these books to build up their fluency and confidence in word reading	<b>OG</b>
	<b>Reading - comprehension</b>		
	<b>RC1</b>	<i>develop pleasure in reading, motivation to read; vocabulary and understanding by:</i>	
	<b>RC1.1</b>	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	<b>OG</b>
	<b>RC1.2</b>	discussing the sequence of events in books and how items of information are related	<b>OG</b>
	<b>RC1.3</b>	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	<b>OG</b>
	<b>RC1.5</b>	recognising simple recurring literary language in stories and poetry	<b>OG</b>
	<b>RC1.6</b>	discussing and clarifying the meanings of words, linking new meanings to new vocabulary	<b>OG</b>
	<b>RC1.7</b>	discussing their favourite words and phrases	<b>OG</b>
	<b>RC1.8</b>	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	<b>OG</b>
	<b>RC2</b>	<i>understand both the books that they can already read accurately and fluently and those that they listen to by:</i>	
	<b>RC2.1</b>	drawing on what they already know or on background information and vocabulary provided by the teacher	<b>OG</b>
<b>RC2.2</b>	checking that the text makes sense to them as they read and correcting inaccurate reading	<b>OG</b>	
<b>RC2.3</b>	making inferences on the basis of what is being said and done	<b>OG</b>	

<b>English</b>	<b>Reading – comprehension continued</b>		
	<b>RC2.4</b>	answering and asking questions	<b>OG</b>
	<b>RC2.5</b>	predicting what might happen on the basis of what has been read so far	<b>OG</b>
	<b>RC3</b>	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	<b>OG</b>
	<b>RC4</b>	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	<b>FT</b>
	<b>Writing - transcription – spelling</b>		
	<b>WTS1</b>	<i>spell by:</i>	
	<b>WTS1.1</b>	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	<b>OG</b>
	<b>WTS1.3</b>	learning to spell common exception words	<b>FT</b>
	<b>WTS1.5</b>	Learning the possessive apostrophe (singular) [for example, the girl's book]	<b>OG</b>
	<b>WTS2</b>	add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful</i> and <i>-less, -ly</i>	<b>OG</b>
	<b>WTS3</b>	apply spelling rules and guidance, as listed in English Appendix 1 PHONICS PROGRAMME	<b>OG</b>
	<b>WTS4</b>	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	<b>OG</b>
	<b>Writing – handwriting</b>		
	<b>WH1</b>	form lower-case letters of the correct size relative to one another	<b>OG</b>
	<b>WH2</b>	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	<b>OG</b>
	<b>WH3</b>	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	<b>OG</b>
	<b>WH4</b>	use spacing between words that reflects the size of the letters	<b>OG</b>

<b>English</b>	<b>Writing – composition</b>		
	<b>WC1</b>	<i>develop positive attitudes towards and stamina for writing by:</i>	
	<b>WC1.1</b>	writing narratives about personal experiences and those of others (real and fictional)	<b>OG</b>
	<b>WC1.2</b>	writing about real events	<b>OG</b>
	<b>WC1.3</b>	writing poetry	<b>OG</b>
	<b>WC2</b>	<i>consider what they are going to write before beginning by:</i>	
	<b>WC2.1</b>	planning or saying out loud what they are going to write about	<b>OG</b>
	<b>WC2.2</b>	writing down ideas and/or key words, including new vocabulary	<b>OG</b>
	<b>WC2.3</b>	encapsulating what they want to say, sentence by sentence	<b>OG</b>
	<b>WC3</b>	<i>make simple additions, revisions and corrections to their own writing by:</i>	
	<b>WC3.1</b>	evaluating their writing with the teacher and other pupils	<b>OG</b>
	<b>WC3.2</b>	re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	<b>OG</b>
	<b>WC3.3</b>	proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)	<b>OG</b>
	<b>WC4</b>	read aloud what they have written with appropriate intonation to make the meaning clear	<b>OG</b>
	<b>Writing – vocabulary, grammar and punctuation</b>		
	<b>WVGP1</b>	<i>develop their understanding of the concepts set out in English Appendix 2 by:</i>	
	<b>WVGP1.1</b>	learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular	<b>OG</b>
	<b>WVGP2</b>	<i>learn how to use:</i>	
	<b>WVGP2.1</b>	sentences with different forms: statement, question, exclamation, command	<b>OG</b>
	<b>WVGP2.3</b>	the present and past tenses correctly and consistently including the progressive form	<b>FT</b>
<b>WVGP2.4</b>	subordination (using <i>when, if, that, or because</i> ) and co-ordination (using <i>or, and, or but</i> )	<b>OG</b>	

<b>Maths</b>	<b>Number and place value</b>	
	1	count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward and backward
	4	compare and order numbers from 0 up to 100; use <, > and = signs
	<b>Addition and subtraction</b>	
	2	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
	<b>Multiplication and division</b>	
	1	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
	<b>Measurement</b>	
	1	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
	2	compare and order lengths, mass, volume/capacity and record the results using >, < and =
	3	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
	4	find different combinations of coins that equal the same amounts of money
	5	solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
	<b>Statistics</b>	
	1	interpret and construct simple pictograms, tally charts, block diagrams and simple tables
	2	ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
	3	ask and answer questions about totalling and compare categorical data

<b>History</b>	2	events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)	
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<b>Geography</b>	<b>Geographical skills and fieldwork</b>		
	8	use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key	

<b>Music</b>	1	use their voices expressively by singing songs and speaking chants and rhymes	
	2	play tuned and untuned instruments musically	
	4	experiment with, create, select and combine sounds using the inter-related dimensions of music	

<b>Art &amp; Design</b>	1	to use a range of materials creatively to design and make products	
	4	about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	

<b>Design &amp; Technology</b>	<b>Design</b>	
	1	design purposeful, functional, appealing products for themselves and other users based on design criteria
	2	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
	<b>Make</b>	
	3	select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
	4	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
	<b>Evaluate</b>	
	5	explore and evaluate a range of existing products
	6	evaluate their ideas and products against design criteria
	<b>Technical knowledge</b>	
8	explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products	

<b>Applied Computing</b>	4	use technology purposefully to create, organise, store, manipulate and retrieve digital content
	5	recognise common uses of information technology beyond school
	6	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies