

## Kingfisher Curriculum 2022/23

<b>Autumn</b>		
<b>English</b>	A Journey Story – Charlie and The Chocolate – focus on Character and dialogue Non-fiction – Recount – Charlie’s day out A Journey – Monkey See Monkey Do – Focus on Openings and Endings Invent writing Poetry -	
<b>Maths</b>	Year 2: Read and write 2-digit numbers Compare and order numbers up to 100 Recall and use addition facts to 10 Find 10 more or less than a 2-digit number Add two 2-digit numbers Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Know that addition is commutative and subtraction is not Subtract two 2-digit numbers Recall and use subtraction facts to 10 Understand how multiplication can be represented Know that multiplication is commutative and division is not Understand how division can be represented 13. Describe turns using right angles	Year 3: Read and write 3-digit numbers Compare and order numbers up to 1000 Finding 10 or 100 more or less than a given number Recognise and count in tenths Recognise horizontal, vertical, perpendicular and parallel lines Add numbers with up to 3-digits mentally Subtract numbers with up to 3-digits mentally Know and use multiplication facts for 3, 4 and 8 multiplication tables Know and use division facts for 3, 4 and 8 multiplication tables
<b>Science</b>	<b>Animals including Humans (Y3 unit)</b> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> </ul> <b>Light Y3</b> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> </ul>	

	<ul style="list-style-type: none"> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>• Find patterns in the way that the sizes of shadows change.</li> </ul>
<b>RE</b>	<p>God: <u>What do Christians believe God is like?</u></p> <ul style="list-style-type: none"> <li>• Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this. • Christians worship God, and try to live in ways that please him</li> </ul> <p>Christmas</p> <ul style="list-style-type: none"> <li>• Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.</li> </ul>
<b>History</b>	<p><u>How has life changed over time? How have local people and events affected us?</u></p> <p>School's 150<sup>th</sup> Birthday - Focus on School life</p> <ul style="list-style-type: none"> <li>• The similarities and difference between schools today and in the time of their parents and grandparents and beyond</li> <li>• To investigate the changes in the school buildings over time</li> <li>• To investigate how what is taught has changed</li> <li>• To find out if there were times in the past when life at school was particularly unusual and why was this</li> </ul> <p>KS1</p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality.</li> <li>• Changes within living Memory.</li> </ul> <p>KS2</p> <ul style="list-style-type: none"> <li>• A study over time tracing how several aspects of national history are reflected in the locality.</li> </ul>
<b>Geography</b>	<p>Local Geography – our village:</p> <p>To locate the school buildings on a map and aerial photograph</p> <p>To identify human and physical features of geography in our village</p> <p>To be able to draw a map and use a key</p> <p>NC</p>

	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p>KS2: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
<b>Art</b>	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	
	<b>Year 2:</b> Experiment with tools and surfaces. Draw a way of recording experiences and feelings. Discuss use of shadows, Use of light and dark. Sketch to make quick records.	<b>Year 3</b> Experiment with a variety of pencils to explore potential. Close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting. Accurate drawings of people – particularly faces
	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	
	<b>Year 2:</b> Begin to describe colours by objects. Make as many tones of one colour as possible (using white) Darken colours without using black Using colour on a large scale	<b>Year 3:</b> Colour mixing. Make colour wheels. Introduce different types of brushes Techniques- apply colour using dotting, scratching, splashing.
<b>PE</b>	Autumn A: Fundamentals and Gym	
	Autumn B: Invasions games and Dance	
<b>Music</b>	African call and response songs <ul style="list-style-type: none"> <li>• Use tempo, dynamics and timbre in their piece.</li> <li>• Play in time with their group.</li> <li>• Use instruments appropriately.</li> <li>• Successfully sing back the melody line in time and at the correct pitch.</li> <li>• Play either a call and/or response role in time with another pupil.</li> <li>• Perform their composition.</li> </ul>	
<b>PSHE</b>	Rules:	

- Suggest actions that will contribute positively to the life of the classroom;
- How to listen to other people and play and work cooperatively.
- About what rules are, why they are needed, and why different rules are needed for different situations.

#### Friends and Family:

- About how people make friends and what makes a good friendship.
- Simple strategies to resolve arguments between friends positively.
- Identify people who are special to them and why
- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);
- Explain where someone could get help if they were being upset by someone else's behaviour.
- Recognise and describe acts of kindness and unkindness;

#### Safe Relationships:

- Anti Bullying week
- Identify safe secrets (including surprises) and unsafe secrets;
- Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;
- Identify the types of touch they like and do not like;
- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;
- Understand and describe strategies for dealing with bullying;
- Explain the difference between bullying and isolated unkind behaviour;
- Identify special people in the school and community who can help to keep them safe;
- Know how to ask for help.

#### Online Safety:

- I agree and use sensible rules to keep me safe when I use technology

	<ul style="list-style-type: none"> <li>• I talk about why it is important to be kind and polite online and in real life</li> <li>• I know that not all information online is true</li> <li>• Before I use a device, I talk to a trusted adult about how I will keep myself safe</li> <li>• I tell a trusted adult when something worrying or unexpected happens when I am using a device</li> </ul>
<b>DT</b>	<p>A Balanced Diet</p> <ul style="list-style-type: none"> <li>• Name the main food groups and identify foods that belong to each group.</li> <li>• Describe the taste, texture and smell of a given food.</li> <li>• Think of four different wrap ideas, considering flavour combinations.</li> <li>• Construct a wrap that meets the design brief and their plan.</li> </ul> <p>Textiles: Pouches</p> <ul style="list-style-type: none"> <li>• Sew a running stitch with regular-sized stitches and understand that both ends must be knotted.</li> <li>• Prepare and cut fabric to make a pouch from a template.</li> <li>• Use a running stitch to join the two pieces of fabric together.</li> <li>• Decorate their pouch using the materials provided.</li> </ul>
<b>Computing</b>	<p>Computing Systems and Network – What is a computer?</p> <ul style="list-style-type: none"> <li>• Name some computer peripherals and their function.</li> <li>• Recognise that buttons cause effects.</li> <li>• Explain that technology follows instructions.</li> <li>• Recognise different forms of technology.</li> <li>• Design an invention which includes inputs and outputs.</li> <li>• Explain the role of computers in the world around them.</li> </ul>

<b>Spring</b>	
<b>English</b>	<p>Invent writing</p> <p>Rags to Riches – The Elves and the Shoe Maker – Focus: settings</p> <p>Poetry</p> <p>Non Fiction: Persuasion – Can and buy our shoes.</p> <p>Poetry</p>

	Non fiction invent linked to history	
<b>Maths</b>	<p>Year 2:</p> <p>Know and use multiplication facts for 2, 5 and 10 multiplication tables</p> <p>Know and use division facts for 2, 5 and 10 multiplication tables</p> <p>Read scales in divisions of 1, 2, 5 and 10</p> <p>Use standard units to measure length, mass and height</p> <p>Recognise and find one third</p> <p>Recognise and find three quarters</p> <p>Tell the time to quarter to/past and 5 minute intervals</p> <p>Calculate change</p> <p>Combine coins to make amounts</p>	<p>Year 3:</p> <p>Compare and order fractions with same numerator or same denominator</p> <p>Add numbers with up to 3-digits using a formal written method</p> <p>Subtract numbers with up to 3-digits using a formal written method</p> <p>Choose efficient methods to add and subtract numbers up to 3-digits</p> <p>Multiply 2-digit by 1-digit numbers mentally</p> <p>Divide 2-digit by 1-digit numbers mentally</p> <p>Multiply 2-digit by 1-digit numbers using a formal written method</p>
<b>Science</b>	<p><b>Everyday material (Y2)</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><b>States of matter/ (Y4)</b></p> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>Sound (Y4)</b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating</li> <li>Recognise that vibrations from a sound travel through a medium to the ear.</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	
<b>RE</b>	<p>Judaism: <u>What do Jewish people believe about the Torah?</u> (AMV)</p> <p>Know that the Torah means 'teaching' is the most important part of Jewish scriptures. • Know that it contains the first 5 books of the Hebrew Bible. • It teaches Jews what God is like and how they should live their lives. • One day a week Jews observe the Sabbath: they</p>	

	<p>rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important. • Understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah. • Raise and suggest answers to relevant questions in response to the Jewish teachings on the Torah. • Attempt to support their answers using reasons and/or information</p> <p>Easter</p>	
<b>History</b>	<p>Which queen was the best Queen Victoria or Queen Elizabeth II? (A study of the lives of significant individuals from the past who have contributed to national/international achievements)</p> <ul style="list-style-type: none"> <li>• To identify characteristic features of the periods each queen ruled in.</li> <li>• To identify similarities and differences in the changes of communication these monarchs made. (impact)</li> <li>• To understand what connections both nationally and internationally these monarchs influenced.</li> <li>• To know that different positions hold different amounts of power e.g. queen / king / prime minister.</li> <li>• To know that the prime minister represents a party that is voted into power by the people of the country.</li> <li>• To know that the United Kingdom has a queen (Elizabeth II), but that the power of the monarch has reduced over time. (impact)</li> </ul>	
<b>Geography</b>	Studies in Summer Term	
<b>Art</b>	Texture (textiles, clay, sand, plaster, stone)	
	<p>Overlapping and overlaying to create effects Use large eyed needles – running stitches Simple appliqué work</p> <p>Start to explore other simple stitches.</p> <p>Collage</p>	<p>Use smaller eyed needles and finer threads Weaving</p> <p>Tie dying,</p> <p>Batik</p>
	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )	
	<p>Awareness of natural and man-made forms. Expression of personal experiences and ideas.</p> <p>To shape and form from direct observation (malleable and rigid materials)</p> <p>Decorative techniques</p>	<p>Shape, form, model and construct (malleable and rigid materials)</p> <p>Plan and develop</p> <p>Understanding of different adhesives and methods of construction ☐ aesthetics</p>

<b>PE</b>	Spring A: Gym and Dance
	Spring B: Invasion Games and Net/Racket games
<b>Music</b>	<p>Orchestral Instruments: Traditional Stories</p> <ul style="list-style-type: none"> <li>• Make plausible descriptions of the music.</li> <li>• Identify a few instruments and the sounds of different sections of the orchestra.</li> <li>• Explain what is happening in the music using language relating to emotion.</li> <li>• Create a piece of music with some appropriate tempo, dynamic and timbre changes.</li> <li>• Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.</li> <li>• Perform confidently using appropriate instrumental sounds.</li> </ul>
<b>PSHE</b>	<p>Belonging to a community</p> <ul style="list-style-type: none"> <li>• Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul> <p>Online safety:</p> <ul style="list-style-type: none"> <li>• I explain why I need to keep my passwords and personal information private</li> <li>• I know that not everyone is who they say they are online</li> <li>• I identify some possible risks to devices</li> <li>• Before I use a device, I talk to a trusted adult about how I will keep myself safe</li> <li>• I tell a trusted adult when something worrying or unexpected happens when I am using a device</li> </ul> <p>Respecting Ourselves and others:</p> <ul style="list-style-type: none"> <li>• Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>• Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> <li>• Demonstrate simple ways of giving positive feedback to others.</li> <li>• Use a range of words to describe feelings;</li> <li>• Recognise that people have different ways of expressing their feelings;</li> <li>• Identify helpful ways of responding to other's feelings.</li> <li>• Recognise and explain how a person's behaviour can affect other people.</li> </ul>



	<ul style="list-style-type: none"> <li>• Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> <li>• To recognise the ways in which we are all unique.</li> <li>• To recognise the ways in which they are the same and different to others.</li> <li>• To understand how it feels to be part of a group;</li> <li>• To understand how it feels to be left out from a group</li> </ul> <p>Money and Work:</p> <ul style="list-style-type: none"> <li>• Understand that people have choices about what they do with their money;</li> <li>• Know that money can be saved for a use at a future time;</li> </ul> <p>Recognise that money can be spent on items which are essential or non-essential;</p>
DT	<p>Mechanisms: Fairground Wheel</p> <ul style="list-style-type: none"> <li>• Design and label a wheel.</li> <li>• Consider the designs of others and make comments about their practicality or appeal.</li> <li>• Consider the materials, shape, construction and mechanisms of their wheel.</li> <li>• Label their designs.</li> <li>• Build a stable structure with a rotating wheel.</li> <li>• Test and adapt their designs as necessary.</li> <li>• Follow a design plan to make a completed model of the wheel.</li> </ul>
Computing	<p>Programming: Algorithms and debugging</p> <ul style="list-style-type: none"> <li>• Decompose a game to predict the algorithms.</li> <li>• Give a definition for 'decomposition'.</li> <li>• Write clear and precise algorithms.</li> <li>• Create algorithms to solve problems.</li> <li>• Use loops in their algorithms to make their code more efficient.</li> <li>• Explain what abstraction is.</li> </ul>

Summer	
English	<p>Portal Story – Where the Wild Things Are – Focus: Adjectives</p> <p>Invent Writing</p>

	Non-fiction- Information Text – Wild Things Non-Fiction – Instructions (directions) – How to find your way to the Wild Things.	
<b>Maths</b>	Year 2: Calculate fractions of amounts Add and subtract fractions with the same denominator Tell the time to the nearest minute Calculate durations of events Measure the perimeter of shapes Identify angles in shapes Interpret bar charts Recall factor- factor-product relationships for 3, 4 and 8 multiplication tables	Year 3: Divide 1 and 2-digit numbers by 10 and 100 Add and subtract fractions with the same denominator beyond the whole Find families of equivalent fractions Recall factor-factor-product relationships for 6,7,9,11 and 12 multiplication tables Add and subtract decimal numbers (up to 2 decimal places) including measures and money Find the area of rectilinear shapes by counting squares Describe and plot positions on a 2-D grid as coordinates in the first quadrant Convert between analogue and digital 12 and 24-hour clocks and other units of time
<b>Science</b>	<b>Rocks (Y3)</b> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul> <b>Plants (Y2)</b> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> </ul> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	
<b>RE</b>	Gospel: <u>What is the good news Jesus brings?</u> Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus’ teachings make people think hard about how to live and show them the right way.	
<b>History</b>	Studies in Autumn and Spring Term	
<b>Geography</b>	<b>How is where I live different to Lyme Regis?</b> <b>UK Countries – another area of UK – Lyme Regis</b> To locate Lyme Regis on a map	

	<p>To know the countries of the UK and major cities</p> <p>To know where the UK is in the world and identify the continents and oceans</p> <p>To compare Lyme Regis to Long Sutton</p> <p>Explore what it would be like to live in Lyme Regis</p> <p>To understand the physical features of the coast</p> <p>To use simple maps and plans</p> <p><b>NC</b></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• 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</li> </ul> <p><b>What would it be like to live in Australia?</b></p> <p><b>Non European country – Australia</b></p> <p>To be able to locate Australia on a map</p> <p>To learn the names and positions of the continents and oceans.</p> <p>To know which regions are hot and which are cold</p> <p>To find out about Australia and its geography, cities &amp; countryside.</p> <p>To compare life in Australia with life in the UK and imagine living in Australia</p> <p>To compare rural and city locations in Australia.</p> <p>To explore the similarities/differences between life in Australia and the UK.</p> <p>To begin to learn about different Australia landscapes.</p> <p><b>NC</b></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</li> <li>• Knowledge 7 Continents and 5 Oceans - the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>
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	<ul style="list-style-type: none"> <li>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</li> </ul>	
<b>Art</b>	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	
	Print with a growing range of objects Identify the different forms printing takes	Relief and impressed printing Recording textures/patterns Monoprinting Colour mixing through overlapping colour prints
	Pattern ( paint, pencil, textiles, clay, printing)	
	Experiment by arranging, folding, repeating, Overlapping, regular and irregular patterning. Natural and manmade patterns ? Discuss regular and irregular	Pattern in the environment Design using ICT Make patterns on a range of surfaces Symmetry
<b>PE</b>	Summer A: Athletics and Fielding and Striking	
	Summer B: Swimming	
<b>Music</b>	Musical Me <ul style="list-style-type: none"> <li>Clap the rhythm of their name.</li> <li>Sing a melody accurately.</li> <li>Play their instrument in time.</li> <li>Show a range of emotions using their voices.</li> <li>Describe the dynamics and timbre of their pieces.</li> <li>Play a known melody from letter notation in the right order, if not with the right rhythms.</li> <li>Play a new melody from letter notation in the right order, if not in time.</li> <li>Invent a melody, write it down and play it back.</li> <li>Select instruments with different timbres.</li> <li>Compose and perform a piece using different dynamic levels.</li> </ul>	
<b>PSHE</b>	Physical Health and Mental Health: <ul style="list-style-type: none"> <li>Explain how germs can be spread;</li> <li>Describe simple hygiene routines such as hand washing;</li> <li>Understand and give examples of things they can choose themselves and things that others choose for them</li> </ul>	

- To understand the importance of good dental hygiene;
- Understand that the body gets energy from food, water and oxygen;
- Recognise that exercise and sleep are important to health

#### Keeping Safe:

- Identify situations in which they would feel safe or unsafe;
- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
- Understand that medicines can sometimes make people feel better when they're ill;
- Explain simple issues of safety and responsibility about medicines and their use.
- About what is meant by first aid; basic techniques for dealing with common injuries.

#### Online Safety

- I identify similarities and differences between people
- I know and people I see in the media/online
- I tell you how I feel when someone says something nice or not nice to me I describe the things
- I enjoy about age appropriate apps, games and websites I am guided to use
- I take a break when I have been using a device for too long
- I do a range of other activities when I am not using devices

#### Changing and growing:

- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);
- Understand and describe some of the things that people are capable of at these different stages.
- Identify which parts of the human body are private;
- Explain what privacy means;
- Know that you are not allowed to touch someone's private belongings without their permission;
- Identify how inappropriate touch can make someone feel;
- Understand that there are unsafe secrets and secrets that are nice surprises;
- Recognise that some touches are not fun and can hurt or be upsetting;

<b>DT</b>	<p>Mechanisms: Making a moving monster</p> <ul style="list-style-type: none"> <li>• Identify the correct terms for levers, linkages and pivots.</li> <li>• Analyse popular toys with the correct terminology.</li> <li>• Create functional linkages that produce the desired input and output motions.</li> <li>• Design monsters suitable for children, which satisfy most of the design criteria.</li> <li>• Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design.</li> <li>• Select and assemble materials to create their planned monster features.</li> <li>• Assemble the monster to their linkages without affecting their functionality.</li> </ul>
<b>Computing</b>	<p>Stop Motion</p> <ul style="list-style-type: none"> <li>• Create a flip book animation.</li> <li>• Decompose a story into smaller parts to plan a stop motion animation.</li> <li>• Create stop motion animations with small changes between images.</li> </ul> <p>Data Handling: International Space Station</p> <ul style="list-style-type: none"> <li>• Describe and explain how astronauts' survival needs are met aboard the ISS.</li> <li>• Identify and digitally draw items which fulfil basic human needs when aboard the ISS.</li> <li>• Read the correct temperature on a thermometer.</li> <li>• Design a display showing everything that needs to be monitored by sensors on the ISS.</li> <li>• Create an algorithm that addresses all plants' needs.</li> <li>• Explain how space exploration can benefit life on Earth.</li> <li>• Read data to identify whether a planet might be habitable</li> </ul>