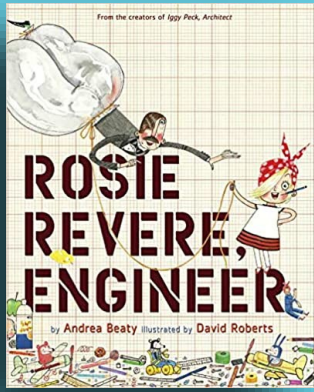
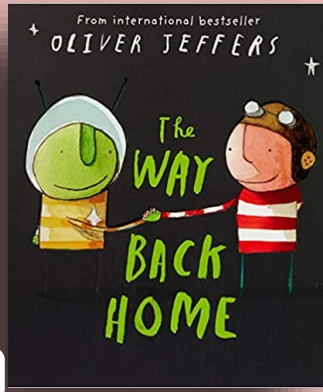


YEAR 1—FLYING HIGH

1



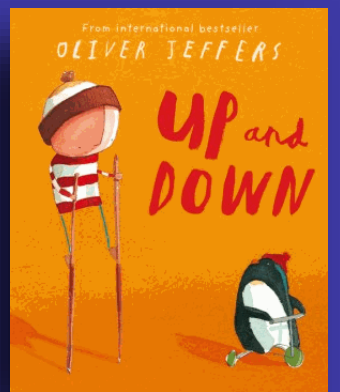
2



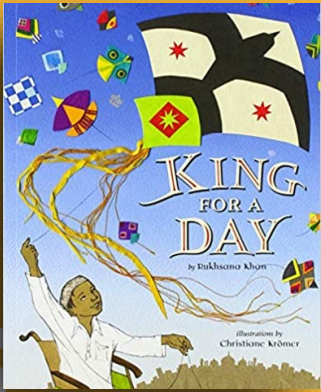
3



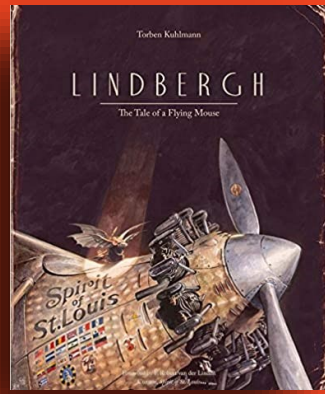
4



5



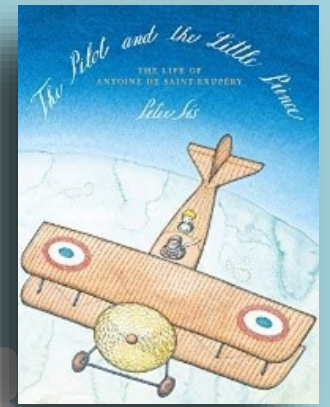
6



7



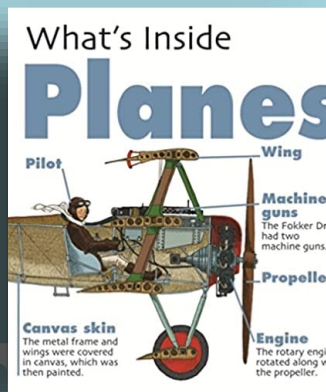
8



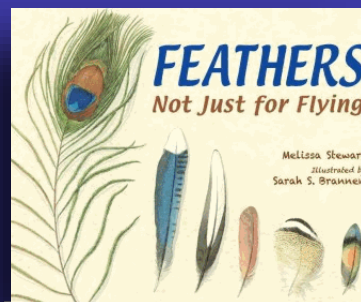
9



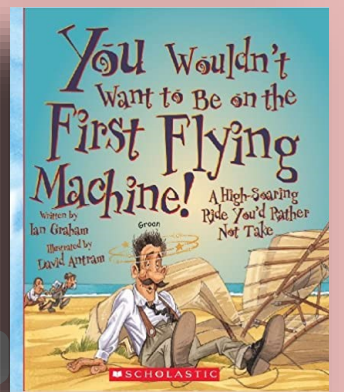
10



11



12



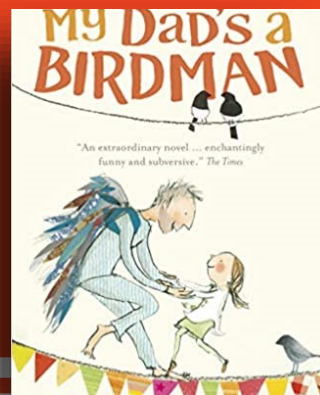
13



14



15



16



1. *Rosie Revere Engineer* by Andrea Beaty
2. *The Way Back Home* by Oliver Jeffers
3. *How to Make a Bird* by Meg McKinlay, illus. Matt Ottley
4. *Up and Down* by Oliver Jeffers
5. *King for a Day* by Rukhsana Khan, ills. Christiane Kromer
6. *Lindbergh: The Tale of the Flying Mouse* by Torben Kuhlmann
7. *Those Magnificent Sheep in their Flying Machine* by Peter Bently, illus. David Roberts
8. *The Pilot and the Little Prince* by Peter Sis

9. *How to Build a Plane* by Martin Sodomka, illus. Saskia Lacey
10. *What's Inside Planes* by David West
11. *Feathers: not just for flying* by Melissa Stewart, illus. Sarah Brannen
12. *Avoid being on the First Flying Machine!* by Ian Graham, illus. David Antram
13. *After the Fall* by Dan Santat
14. *Kite Flying* by Grace Lin
15. *My Dad's a Birdman* by David Almond
16. *Farther* by Grahame Baker-Smith

YEAR 1—FLYING HIGH



THEMES

I. Designing and constructing flying machines—STEM

1. *Rosie Revere, Engineer*—key text. Fictional story about perseverance, the design process and creativity
2. *The Way Back Home*—picturebook about a boy and martian who travel to the moon. Lots of discussion
9. *How to Build a Plane*—non fiction story about three friends who want to build a plane. Detailed technical drawings.
10. *What's Inside Planes*—non fiction text about how aeroplanes work.

II. Designing and constructing flying machines—History

6. *Lindbergh*—richly illustrated longer story about a mouse who longs to fly. Based on life of Charles Lindbergh. Good for talking about the history of flight and engineering—possible class novel.
7. *Those Magnificent Sheep in their Flying Machines*—rhyming text about sheep who fly a bi-plane around the world. Read alongside the trailer for *Those Magnificent Men in Their Flying Machines*, upon which the illustrations for the book is based (and which inspired the Darstadly and Muttley cartoons)
8. *The Pilot and The Little Prince*—a picturebook biography of Antoine de Saint-Exupery which may not be accessible for all of Year 1, however the illustrations are beautiful and his life is an amazing one.
12. *Avoid being in the first flying machine*—a fun, fact filled (and wordy) text about how humans learned to fly.

II. Flying like a bird

3. *How to Build a Bird*—beautiful picturebook about a girl gathering things from the natural world to make a bird. Great for visual literacy, as well as discussion about creativity and imagination.
4. *Up and Down*—picture book about a penguin who wants to fly. Good for talking about why some birds fly and why some can't. Read in conjunction with 11. *Feathers*.
13. *After the Fall*—picture book about Humpty Dumpty after he fell with a surprising ending which provokes a lot of discussion about the life cycle of a bird.
15. *My Dad's a Birdman*—short illustrated novel about a man who enters the Great Human Bird Competition. Great for a class novel.
16. *Farther*—a deep picturebook about a father who is longs to fly and is obsessed with making his own wings. When he doesn't return from the war, his son revisits his father's passion.

III. Kites

5. *King For A Day*—a book about the Spring kite fighting festival in Basant, Pakistan. Vibrant collage illustrations tell the story of a boy in a wheelchair who designs a kite for the festival and beats the local bully by working together with his sister.
6. *Kite Flying*—a book about a Chinese family building their dragon kite. Very short, simple words, repetition and colourful illustration make this perfect for phonics instruction.

YEAR 1—FLYING HIGH



	Reception	Year 1
Connect	<ul style="list-style-type: none">Expresses curiosity about topics of personal interest or curricular focus	<ul style="list-style-type: none">Connects ideas to own interests
Wonder	<ul style="list-style-type: none">Asks questions in response to listening to a variety of texts	<ul style="list-style-type: none">With help, begins to develop questions to be answered in shared research
Investigate	<ul style="list-style-type: none">Recognizes the library has many different kinds of materials and locates the picture book section	<ul style="list-style-type: none">With help, begins to use library labels and ABC arrangement of picture books to locate materialsIdentifies facts about a topic, idea, or problem
Construct	<ul style="list-style-type: none">With help, sorts and categorizes “like” and “different” objects	<ul style="list-style-type: none">Verbally and physically demonstrates simple organizational skills such as sorting and categorizing objects and information
Express	<ul style="list-style-type: none">Draws a picture to illustrate a response to a storyRecognizes the difference between own drawing or creation and someone else’s drawing or creation	<ul style="list-style-type: none">Uses emergent writing and drawing to present facts and simple answers to questionsRecognizes the difference between own ideas and ideas of others
Reflect	<ul style="list-style-type: none">Identifies own strengths in listening, reading, and learning	<ul style="list-style-type: none">Identifies own strengths in listening, reading, and learning

FOSIL CYCLE

Topic: Flying High

Question: Can we fly? Can we make something which flies?

Key Skill: **CONNECT, WONDER, CONSTRUCT**

Connect ideas to own interests

Asks questions in response to listening to a variety of texts

Verbally and physically demonstrates simple organizational skills such as sorting and categorizing objects and information

CONNECT & WONDER

With airline travel being so familiar with our pupils, it is to be expected that many of them will draw on this experience when asked whether we can fly.

However, after reading *Up and Down*, *Those Magnificent Sheep in their Flying Machines*, *Lindbergh*, *After the Fall* or *How to Make a Bird* and *Feathers—not just for flying*, the students may have some new questions... who do we mean by ‘we’ when we ask if ‘we’ can fly? Why can some birds fly and some can’t? What do you need to be able to fly? Can you make a feather?

CONSTRUCT

There are two possibilities here to develop the skill of sorting and categorising objects and information.

One is to identify the difference between fiction and non-fiction texts.

The other would be to sort materials into ones which can and can’t be used to make a kite and offer an explanation as to why this is.