

Topic Title – Space		
<p>Science</p> <p>Focus - Materials – everyday materials</p> <p><i>'What is the best material for...'</i></p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials - describe the simple physical properties - compare and group together a variety of every day materials based on their properties - work scientifically by performing simple tests - raise and answers questions about everyday materials <p>Focus - Seasons – weather</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> - name the 4 seasons - name the 12 months of the year - observe changes across the 4 seasons - observe and describe weather associated with the 4 seasons - work scientifically by making charts about the weather - explain the day length varies during the year 	<p>Geography</p> <p>Focus: What is the Geography of where I live?</p> <p><u>Key Skills:</u></p> <p>Place Knowledge - Can I recognise similarities and differences of geographical features in my own immediate environment?</p> <p>Can I talk about people and places within my local environment?</p> <p>Can I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?</p> <p>Outdoor learning:</p> <ul style="list-style-type: none"> - Explore the local area and identify physical and human features <p>Human and physical knowledge - Can I identify land use around the school?</p> <ul style="list-style-type: none"> - Can I use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied? <p>Skills and fieldwork - Can I use aerial images to recognise landmarks and basic physical features?</p> <p>Can I use simple fieldwork to observe, measure and record the human and physical features in the local area?</p> <p>Can I use a simple key to recognise physical or human</p>	<p>History</p> <p>Focus – The lives of significant individuals</p> <p>Key question: Who's achievements were more significant?</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> - Sequence events, objects or people on a timeline (within living memory and beyond living memory) - Use vocabulary of everyday historical terms e.g 'a long time ago', 'yesterday', '50 years ago', 'in 1969'. - Explain why people may have acted the way they did - Find answers to some simple questions about the past from simple sources of information e.g artefacts or pictures - Ask and answer questions e.g 'Which things are old and new?' or 'What were people doing?' - Talk, draw or write about aspects of the past - Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. - Select information from different types of sources including written, visual and oral sources and artefacts. - Identify differences in a range of sources e.g pictures

	<p>features on a map? Can I create a simple map of my local environment?</p>	<ul style="list-style-type: none"> - Observe that there may be more than one way of looking at a significant individual e.g how important Neil Armstrong was compared to Buzz Aldrin and Michael Collins - Observe that there may be more than one way of looking at what happened in the past
<p>Art and design – term 1 Focus – Drawing Van Gogh Starry Night <u>Key skills:</u></p> <ul style="list-style-type: none"> - Use a variety of tools and tecyhniques including the use of different brush sizes - Use a range of media to explore line, shape and colour - Mix primary colours to make secondary colours - Exploring and developing ideas - Evaluating and developing work - Build a repeating pattern 	<p>Design Technology – term 2 Focus - Structures <u>Key skills:</u></p> <ul style="list-style-type: none"> - Evaluating existing products - Exploring using a range of materials and evaluating which is the strongest/most stable - Joining materials to create a secure structure - Choosing the best material to make final product for purpose - Communicate ideas and designs through talking, drawing and labelling - Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing) 	<p>Computing Focus – Understanding technology <u>Key Skills:</u></p> <ul style="list-style-type: none"> - explain technology as something that helps us - I can name the main parts of a computer - I can switch on and log into a computer - I can use a mouse to click and drag - I can identify rules to keep us safe and healthy when we are using technology in and beyond the home <p>Focus – Programming <u>Key skills:</u></p> <ul style="list-style-type: none"> - Learn that programmes execute following clear instructions - Understand that programmes respond to inputs to do different things
<p>PSHE Being me in my world: Re-establishment of school rules and expectations</p> <p>Understand their own rights and responsibilities within their classroom</p> <p>Understand that their choices have consequences</p>	<p>Religious Education What does it mean to belong to a faith community? Do we all belong to something? Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</p> <p>How do Christians/Muslims/Jewish people show they belong?</p>	<p>Music Focus – Singing <u>Key Skills:</u></p> <ul style="list-style-type: none"> - Using their voices expressively and creatively by singing songs and speaking chants and rhymes - Learn about voices, singing notes of different pitches (high and low). - Learn that they can make different types of

<p>Understand that their views are important</p> <p>Understand the rights and responsibilities of a member of a class e.g. table monitor or locker monitor</p> <p>Setting personal goals and targets to know what they are striving for.</p> <p>Celebrating Difference: Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy. How to ask for help.</p> <p>Know that people are unique and that it is OK to be different</p> <p>Know skills to make friendships and how to look after friends who have been bullied.</p> <p>Know that people have differences and similarities</p>	<p>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</p> <p>Is every person valuable? Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people <p>How do Christians welcome a new baby? How do Muslims welcome a new baby? Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</p> <p>What matters about being in a community? Recognise that loving others is important in lots of communities Make connections:</p> <ul style="list-style-type: none"> • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	<p>sounds with their voices – you can rap or say words in rhythm.</p> <ul style="list-style-type: none"> - Learn to start and stop singing when following a leader. <p>Focus – Composing <u>Key skills:</u></p> <ul style="list-style-type: none"> - Listen with concentration and understanding to a range of high quality live and recorded music - Experiment with, create, select and combine sounds using the inter related dimensions of music. - Help to create a simple melody using one, two or three notes. - Learn how the notes of the composition can be written down and changed if necessary.
<p>Physical Education</p> <p>Focus – Feet <u>Key Skills:</u></p> <ul style="list-style-type: none"> -recap different ways of using feet to move with a ball -develop using the inside and outside of feet to dribble with a ball -apply dribbling technique to keep the ball away from opponents 		<p>Stunning start: Training as an astronaut day</p> <p>Marvellous middle: Science centre trip</p> <p>Fabulous finish: Virtual reality in space CLASS VR</p>

- understand consequences of defending
- kick a ball towards a target
- learn to be accurate when kicking a ball

Focus – hands

Key skills:

- Explore different ways of passing the ball to each other
- Be accurate when sending the ball
- Send a ball using force
- Stop the ball with our hands
- Keep possession of the ball

Focus – dance

Key skills:

- **Control and coordinate bodies to create movements**
- **Add movements together**
- **Perform a motif**
- **Perform a sequence with a partner**
-