

Class: EYFS & KS1

Theme: Space

Big question: What is the world like beyond earth?

Hook from our 5 star pledge/enrichment programme:

Length of time: 6 weeks

<u>Key learning Outcome for theme</u>		<u>Maths links</u>	<u>Key Vocab essential to comprehension and learning</u>
<u>National curriculum objectives</u> <u>Science:</u> <u>Materials</u> Year 1 – Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Year 2 - Identify and compare a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	<u>National curriculum key skills</u> <u>Science:</u> Year 1 - Can I ask questions about everyday materials? Can I explore and experiment with a wide range of materials? Can I perform simple tests to explore questions such as: What material is best for...? Can I sort and group? Year 2 - Can I observe the uses of different materials? Can I compare uses of everyday materials? Can I record my findings about uses of materials? <u>History</u> Year 1 - Can I talk about my own life and the lives of people I know? Can I use the terms 'now' and 'then' when I talk about my experiences? Year 2 - Can I talk about and describe events in the life of a well-known historical person?	Link to statistics. Sorting materials and creating tally charts, pictograms, block diagrams, tables. Link day and night/time etc – Recognise and use language relating to dates, including days of the week, weeks, months and years. Compare and sequence intervals of time. Know the number of minutes in an hour and the number of	Wood, metal, plastic, glass, brick, rock, paper, cardboard. Squashing, bending, twisting, stretching. Sort, group, properties. Stars, moon, planet, Earth, rocket, satellite, astronaut, space station, Apollo 11. Now, then Design, make, evaluate, materials, tools, join, cut, stick, roll, product. Rhythm, pitch, tempo, dynamics, beat, pulse, mood, untuned, percussion. Long(Legato)/short(staccato)/high/low/loud(forte)/quiet(piano) sounds.

<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>History:</u></p> <p><u>Significant individuals – Neil Armstrong</u></p> <p>Year 1 and 2 -</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p><u>DT:</u></p> <p><u>Design and make a rocket</u></p> <p>Year 1 & 2 -</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology.</p> <p>Select from and use a wide range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wide range of materials and components including construction materials.</p>	<p><u>DT:</u></p> <p>Year 1 -</p> <p>Can I talk about and-or use words and pictures to plan my design?</p> <p>Can I talk about what I am doing/making?</p> <p>Can I use simple tools and materials with support?</p> <p>Can I join with tape or glue?</p> <p>Can I cut paper/card using scissors?</p> <p>Can I roll paper and card to form a tube?</p> <p>Can I add paper and card shapes to products?</p> <p>Can I talk about what I am making and what I have done?</p> <p>Year 2 -</p> <p>Can I use construction kits, pictures and captions to plan my design? Can I talk about and describe the tools and materials I need and order the key tasks within my plan?</p> <p>Can I use simple tools to cut and join a range of materials, eg. scissors, stapler, masking tape?</p> <p>Can I use a range of simple ways to improve the appearance of my product?</p> <p>Can I join by edge to edge using glue?</p> <p>Can I talk about what I am doing and what I might do next?</p> <p>Can I suggest ways in which I could improve my work?</p> <p><u>Music:</u></p> <p>Year 1 -</p> <p>Can I explore sounds and how they can be changed through play?</p> <p>Can I handle instruments with control, learning some of the names of them?</p>	<p>hours in a day.</p> <p>Story sequencing link Sequence events in chronological order using language.</p> <p>Link to measuring. How tall is your rocket? How far away does it land? Which is heaviest? Which goes further?</p>	
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<p>Evaluate their ideas and products against design criteria.</p> <p><u>English:</u></p> <p><u>Computing:</u> (link to E-safety week)</p> <p><u>Music:</u></p> <p>Percussion. Creating space music.</p> <p>Year 1 and 2:</p> <p>Play untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Can I accompany rhymes of songs with a pulse, or simple rhythmic or melodic accompaniment?</p> <p>Can I explore different sound sources and find different ways to play instruments to create long/short sounds or high/low sounds?</p> <p>Can I identify and name common classroom instruments when choosing which to play?</p> <p>Can I repeat short, rhythmic and melodic patterns?</p> <p>Can I respond to moods in music (through talking and movement)?</p> <p>Year 2 -</p> <p>Can I join in and stop as appropriate?</p> <p>Can I create and choose sounds to create an effect?</p> <p>Can I respond physically to well defined changes in pitch/tempo/dynamics?</p> <p>Can I listen back to recordings of my own work and begin to suggest strengths and improvement areas?</p>		
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