



**SEAFORD PRIMARY SCHOOL**

Year One Term 2

<p>Topic Title- <b>Destination Outer Space-The Moon Landing.</b></p>		
<p><b><u>History</u></b>  <b><u>Knowledge</u></b>            To understand 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 (e.g. Neil Armstrong            To understand the events beyond living memory that are significant nationally or globally  <b><u>Chronological Skills</u></b>            Sequence events in order of time.            Begin to use dates.  <b><u>Historical Enquiry</u></b>            To be able to use stories to distinguish between fact and fiction; Compare adults talking about the past – determine the reliability of memory.            To be able to identify different ways in which the past is represented.  <b><u>Organise, evaluate and communicate information</u></b>            To be able to select from the knowledge of history and communicate in a variety of ways.  <b><u>Causes and Consequences</u></b>            To be able to recognise why people did things, why events happened and what happened as a result.</p>	<p><b><u>Geography –</u></b>   <b><u>Knowledge</u></b>   <b><u>Key Skills:</u></b>            identify seasonal and daily weather patterns in the United Kingdom (as part of the exploration of the seasons)             ♣ use world maps, atlases and globes to identify the United Kingdom and its countries   <b><u>Enquiry:</u></b></p>	<p><b><u>Science</u></b>             Observe changes across four seasons. <b><u>Summer to Autumn, Autumn to Winter (these observations will be made periodically throughout the year)</u></b>             Observe and describe weather associated with seasons and how day length varies.   <b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• Using their observations and ideas to suggest answers to questions.</li> </ul> <p>Gathering and recording data to help in answering questions.</p>
<p><b><u>English</u></b>  <b><u>Genres/Texts</u></b>            Character descriptions / feelings – fantasy character(Aliens) 3 weeks            Information writing – Moon            Landing Diary Entry – as Neil Armstrong 2 weeks            I Want to go to the Moon!            Here Come the Aliens            The Girl Who went to Space            Poetry – Aliens Love Underpants 1 week  <b><u>Writing Opportunities</u></b>            Description of aliens</p>	<p><b><u>Maths (opportunities for maths links)</u></b></p> <ul style="list-style-type: none"> <li>• Recognise and name 3D shapes</li> <li>• Sort 3D shapes</li> <li>• Recognise and name 2D shapes</li> <li>• Sort 2D shapes</li> <li>• Patterns with 3D and 2D shapes</li> </ul>	<p><b><u>Computing in small groups due to COVID Bubbles)</u></b>  <b><u>E-Safety</u></b>            To identify the technology we use at school and home  <b><u>Digital Literacy-Using a Paint Programme</u></b>            To create a Christmas/celebration card using the programme            2simple</p>

<p>Qualities of astronaut Information booklet Diary of Neil Armstrong Planning a story Own adventure <b>Audience</b> <u>Learning adventure books/SLT</u></p>		
<p><b>Design Technology</b></p> <p><u>Structures</u></p> <p><u>Key skills</u></p>	<p><b>Art and Design</b> <b>Knowledge</b> Use language to describe art, e.g. cold blue, angry shapes ... <b>Comparing artists, evaluating</b> <b>Drawing</b> Explore the concept of dark and light with shading. <b>Light and dark studies.</b> <b>Painting</b> Recognise warm and cold colours. <b>Space pictures.</b> <b>Craft Skills</b> Make printing block from simple materials, e.g. press print, found objects. Use them to create simple motifs and multicolour patterns. <b>Printed stars and planets</b> <b>Ideas</b> Draw and paint to invent things and develop ideas. <b>Design a house, space creature.</b></p>	<p><b>P.E</b> Indoor P.E will be exploring music and movement in dance and outdoor P.E we will be learning how to catch and throw. <b>Skills</b> To move and be still under basic control so that movements are performed with accuracy and clarity. To repeat and co-ordinate simple movement combinations so that they link together. To use simple equipment with purpose and basic control. <b>Condition, Health and Well-being</b> To find and use space well showing an awareness of others and basic safety. How to use simple tactics and compositional ideas with consistency. Some simple things they can do to be healthy. <b>Decision Making</b> To recognise and copy simple actions and follow basic instructions with some accuracy. To describe what they and others are doing with some accuracy. To come up with and suggest ideas that relate to their performance</p>
<p><b>PSHE</b> <b>Celebrating Difference.</b> I can identify similarities between people in my class. I can identify differences between people in my class. I can tell you what bullying is. I know some people I can talk to if I was feeling unhappy or feeling bullied. I know how to make new friends. I can tell you some ways I am different to my friends. I can be kind to children who may be being bullied. I know how it feels to make a new friend. I understand the differences making us special and unique.</p>	<p><b>R.E.</b> <b>Symbols and religious expressions</b> understand that advent means preparing for the coming of Jesus Pupils ask 'who', 'where', 'how' and 'why' questions about religious stories and stories from non-religious worldviews. Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and worldviews, expressing ideas of their own and commenting on some ideas of others</p>	<p><b>Music</b> <b>Listen with concentration and understanding to arrange high-quality live and recorded music.</b> <b>Listening, Memory and Movement.</b> <i>To explore different sound sources.</i> <i>Identify different sound sources</i> <b>Control of instruments</b> <i>Make sounds and recognise how they can give a message.</i> <i>Identify and name classroom instruments.</i> <i>Create and chose sounds in response to a given stimulus.</i> <b>Evaluating and appraising</b> <i>Choose sounds and instruments carefully and make improvements to their own and others' work.</i> <b>Composition</b> <i>Contribute to the creation of a class composition.</i> <i>Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</i></p>

Super Start – Blast off into space in a rocket. Children to have tickets to get on the rocket and special roles. PPT of going through space.  
Fabulous finish – Children to set off their own rockets.

**Curriculum Careers links**

[https://www.nasa.gov/audience/foreducators/stem\\_on\\_station/index.html](https://www.nasa.gov/audience/foreducators/stem_on_station/index.html)