

Out of this World—Curriculum Driver

Year 1 /2 Spring Term

Topic Question: Can we explore further than we can see?

Linked people of study: Katherine Johnson, Yuri Gagarin, Valentine Tereshkova, Neil Armstrong, Buzz Aldrin, Tim Peake, Peter Thorpe and Yagoi Kusma.

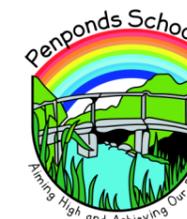
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Trips/Visitors: Space Dome- visiting trip

Topic Composite/Finale: Art Gallery of Abstract work in the style of Peter Thorpe and Yagoi Kusma.

Linked Prior Learning: Superheroes- Autumn Term- Children will learn about people who help us in our community. On the Move- Summer Term- Children will learn about the world beyond where we live and a variety of different vehicles. This learning builds the foundations for this topic.

Future Learning Link: Y5/6- Space, Spring Term Year B



History

Intent: To learn about the history of space travel including the significant people involved and to be able to place the events in chronological order. To compare the experiences of astronauts in the past to astronauts today.

Hooks from old learning (YR):

- Links to superheroes and people who do amazing things - Superheroes Assemble
- Links to On the Move where children compare how transport has developed and improved over time

Skills, and Knowledge Components Focus

- Put things in order within the topic.
- Offers opinions and facts with some reasoning.
- Answer simple questions relating to the topic.
- Language specific to the topic.
- Use sources to find out about the past.
- Answer simple questions relating to the topic.
- To talk simply about why something happened.

- Explore a particular event and how it affected people at the time.

Sticky Knowledge:

- In 1961, Yuri Gagarin was the first male to go to space.
- In 1963, Valentine Tereshkova was the first female to go to space.
- In 1969, Neil Armstrong became the first person to step foot on the moon.
- In 2015, Tim Peake was the first British person to go to the International Space Station.

Key Vocabulary: Past, present, future, history, timeline, chronological order, astronaut, space race.

Subject Composite: Children will add key events to a timeline to show the history of space travel.

Impact: Children will have an understanding of the past and the present and can start to ask questions to find out more and put events in chronological order. Children will understand how space travel has developed over time and how this might develop in the future.

Hooks for new learning (Y3/4, Y5/6):

- Y5/6 Space- Children will learn about the invention of the telescope. They will learn about the advancements of rockets since WWII. Children will also explore more recent developments including the Hubble Telescope.

Geography

Intent: To research seasonal and daily weather patterns of the UK and beyond.

Hooks from old learning (YR):

- Children observe and learn about the weather during each of the seasons throughout their time in Reception. They walk in the local area during each season and identify changes in the environment.

Skills, and Knowledge Components Focus

- Identify seasonal and daily weather patterns in the UK.

Sticky Knowledge:

- The four seasons are autumn, winter, spring and summer.
- Children will be able to recognize and name a number of weather symbols.
- Countries which are closer to the equator are warmer. Countries which are further away from the equator are colder.

Key Vocabulary: Seasons, autumn, winter, spring, summer, weather, temperature, extreme, adverse, drought, flooding, heatwave, blizzard, equator, North and South Pole.

Subject Composite: Children will present their own weather forecast.

Impact: Children will have a good understanding of daily and seasonal weather patterns in the UK and beyond. They will be aware of examples of dangerous/ adverse weather. Children will be able to identify hot and cold places in the world in relation to the equator.

Hooks for new learning (Y3/4 Y5/6):

- Y5/6 Space- Children will gain a deeper understanding of the Solar System and how planets move.

Science

Intent: Spring 1- To understand where we are in the solar system. To learn about why we have day and night and how the length of day time and night time is affected by the seasons. To investigate different seasons and their impact on humans.

Spring 2- To investigate a range of materials and their properties.

Hooks from old learning (YR):

- Children observe and learn about the weather during each of the seasons throughout their time in Reception. They walk in the local area during each season and identify changes in the environment.
- Throughout their time in Reception, children investigated a range of materials and their suitability when designing, making and evaluating as part of Expressive Art and Design.

Skills and Knowledge Components Focus

- Ask simple questions and recognise that they can be answered in different ways
- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Observe closely, using simple equipment. Use observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions

Sticky Knowledge:

- The order of planets from the sun is Mercury, Venus, Earth and Mars, Jupiter, Saturn, Uranus and Neptune.
- The Earth rotates on an imaginary line called an axis. During daytime, our part of the Earth is facing the sun. As the Earth rotates you move away from the sun and it is no longer visible, this is now night time.

- Children will be able to name a number of materials and describe their properties.

Key Vocabulary: Space, solar system, planets, star, moon, axis, day, night, length, materials, properties, investigate, experiment, observe, compare, describe, gather, record.

Subject Composite:

Spring 1- To conduct experiments to compare the purpose and effectiveness of different materials.

Spring 2- To keep a weather diary and present the data in pictogram.

Impact: Children will know where Earth is in the solar system. They will have an understanding of how day and night happens and how this is affected by the seasons. Children will know about different materials and their properties.

Hooks for new learning (Y3/4 Y5/6):

- Y3/4 Exciting Egyptians- Children will explore materials and how some are electrical insulators.
- Y3/4 Ancient Maya- Children will identify some magnetic materials.
- Y5/6 Space- Children will gain a deeper understanding of the Solar System and how planets move.

RE

Intent: Unit 1.7- Who is Jewish and how do they live? The principle aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. In this unit, children will develop an understanding of Judaism as a religion and how Jewish people live, including their special stories, places, objects and celebrations. The big question for this unit is 'Who is Jewish and how do they live?'

Hooks from old learning (YR):

- Unit F4: Being special: Where do we belong?- Children discussed belonging to different religious groups.
- Unit F5: What places are special and why?- Children were introduced to a Synagogue as a special place for Jewish people.

Skills, and Knowledge Components Focus

- Retell a religious story and talk about it.
- Recognise that religious symbols, words and actions express a community way of living.
- Notice and respond sensitively to some similarities between different religious and world views.
- Think about what is important to them and to other people.

Sticky Knowledge:

- The Torah is an important text to Jewish people, they believe that it contains instructions from God on how to live a good life.
- A Synagogue is where Jewish people go to worship.
- Chanukah is the Jewish festival of light.
- Shabbat is a Jewish person's festive day which happens every week.

Key Vocabulary:

Judaism, Jewish, Synagogue, Rabbi, Torah, Chanukah, Shabbat, Challah bread, Challah board, Kosher, Wine Goblet, Star of David, Shema, Menorah.

Subject Composite: Children will answer the big question 'Who are Jewish people and what do they believe?'

Impact: Children will begin to understand Judaism as a religion. They will know how Jewish people live, including their special stories, places, objects and celebrations.

Hooks for new learning (Y3/4 Y5/6):

- Children will explore other religions in this way including Islam and Hinduism.
- Unit L2.10 How do festivals and family life show what matters to Jewish people?
- Unit U2.9 Why is the Torah so important to Jewish people?

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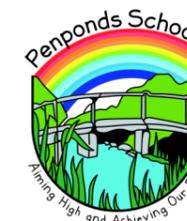
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Art and Design

Intent: To compare figurative and abstract art. Children will study the work of abstract artist, Peter Thorpe. Children will use this as a stimulus to create their own space pictures.

Hooks from old learning (YR):

In the EYFS, children will study and learn about different artists and art movements e.g. pop art, seascapes and making observational drawings.

Skills, and Knowledge Components Focus

- Use a piece of artwork as a starting point for their own work.
- Work with a range of paints including powder, ready mix and block.
- Begin to look at different artists' work and attempt own interpretations of the style and technique.
- Create Art from imagination.
- Explore pattern through printing and stamping.
- Be able to describe the similarities and differences between pieces of work by other artists.

Sticky Knowledge:

- Peter Thorpe is an American artist who is well known for his paintings of rockets and space.
- Abstract art does not represent things in our everyday lives.
- Figurative art is art which is recognisable from the real world (humans/ animals).

Key Vocabulary: figurative, abstract, background, foreground, techniques, plan, evaluate.

Subject Composite: Children develop ideas through experimental mark making and painting to create space artwork.

Impact: Children are able to compare artist's work and identify different styles of art and how different techniques and colours are used effectively to create different effects. Children can use a variety of tools to create their own work.

Hooks for new learning (Y3/4 Y5/6):

Children will explore and develop their skills, knowledge and understanding of a range of artists and techniques throughout their time in KS2. Artists include Anthony Gormley, Georgie O'Keefe, Michelle Reader, John Harris and Olafur Eliasson. Techniques include painting, drawing, printing, sculpture, ceramics and mixed media. Children will also explore Ancient Egyptian artefacts, Greek pottery and architecture, Viking jewellery and patterns and cave art.

Design Technology

Intent: To design, make and evaluate a space robot and explore and make 3 different mechanisms for the robot.

Hooks from old learning (YR):

In the EYFS children will follow the 'plan, do, review' process when making and evaluating a protective structure, a bug hotel and a moving vehicle.

Skills, and Knowledge Components Focus

- Design a product to do a specific job.
- Explain what they are making, and what they will need to use.
- Name the tools they are using and know how to use them safely.
- Know which equipment is used for cutting, shaping joining and finishing.
- Select from a wide range of materials and components, depending on use.
- Explore and evaluate existing products.
- Evaluate their product against their design criteria.

Sticky Knowledge:

- To name mechanisms that enable a robot to move e.g. hinged joint, wheel and axle

Key Vocabulary: robot, mechanism, hinged joint, wheel, axle, materials, design, evaluate.

Subject Composite: Children will design, make and evaluate a space robot with 3 different mechanisms.

Impact: Children will have an awareness of mechanisms and how different mechanisms are made. Children will have an awareness of space exploration and the developing role of a space robot.

Hooks for new learning (Y3/4 Y5/6):

Children will design, make and evaluate a range of products while developing their technical knowledge. These products include packaging for a light bulb, smoothies, catapults, gliders, kebabs and bridges.

Music

Intent:

Spring 1- To listen to and appraise classic rock songs. To learn to sing, play, improvise and compose I Wanna Play in a Band by Joanna Mangona.

Spring 2- To listen to and appraise classic reggae songs. To learn to sing, play, improvise and compose Zootime by Joanna Mangona.

Hooks from old learning (YR):

To build on previously learnt skills from the Charanga scheme.

Skills, and Knowledge Components Focus

- Follow instructions when to sing/play an instrument
- To take part in singing
- To hear the pulse in music
- Know how sounds are created and changed.
- Opportunities to play tuned/untuned instruments
- Use voice in different ways.

Sticky Knowledge:

- To be able recognise different styles of music—classic rock, reggae.

Key Vocabulary: pulse, tune, performance, unison, tuned and untuned, improvise, improvisation, compose, composition, melody.

Subject Composite:

Spring 1- Over a course of 6 lessons, children will focus on the song Zootime by Joanna Mangona, they will learn to sing the song, play instrumental parts within the song, improvise using their voice and instruments, perform compositions within the song and take part in an end of unit performance, showcasing all that they have learnt.

Spring 2- Over a course of 6 lessons, children will focus on the song I Wanna Play in a Band by Joanna Mangona, they will learn to sing the song, play instrumental parts within the song, improvise using their voice and instruments, perform compositions within the song and take part in an end of unit performance, showcasing all that they have learnt.

Impact: Children will be able to use their voices and instruments for different effects.

Hooks for new learning (Y3/4 Y5/6):

- To build on previously taught skills from Charanga scheme
- Apply known skills to learning to play an instrument i.e. ukulele and glocks.

Computing

Intent:

Spring 1- To develop an understanding of the various aspects of using a computer to create and manipulate text.

Spring 2- To use a computer to create music and compare creating music digitally and non-digitally.

Hooks from old learning (YR):

Children used a variety of different technology throughout their time in Reception including iPads, an interactive whiteboard and Beebots. Children know what personal information is and that it should not be shared online.

Skills, and Knowledge Components Focus

- Use different font sizes, colours and images to communicate meaning for a given audience.
- Use technology to create, organise, store, manipulate and retrieve digital content.
- Know what personal information is and why they need to keep it private.
- Use technology safely and respectfully.

Sticky Knowledge:

- To be able to identify and find keys on keyboard.
- To use letter, number, space and backspace keys.
- To know how to use a computer to experiment with pitch.

Key Vocabulary:

Spring 1- Keyboard, typing, text, space, backspace, toolbar, bold, italic, underline, click, double-click, drag, font, undo.

Spring 2- Rhythm, pattern, instrument, pitch, notes.

Subject Composite:

Spring 1- Children will make comparisons between using a computer for writing and writing on paper.

Spring 2- Children will choose an animal and create a piece of music using the animal as inspiration.

Impact:

Spring 1- Children will learn the parts of a computer and develop the basic skills needed to effectively use a computer keyboard and trackpad.

Spring 2- Children will listen to a variety of pieces of music and consider how music can make them think and feel. Children will compare creating music digitally and non-digitally, they will look at patterns and purposefully create music.

Hooks for new learning (Y3/4 Y5/6):

Linking units- Branching databases, Data logging, Fact file databases, Programming quizzes, Desktop publishing, Events and actions in programs, Repetition in games.