



Launching the alien's pants back to space

Hillfort rocket launch with secondary teachers and press

Term: Spring 2018

Class: Phase 1

Classroom Immersion: Space - space stations, planets, stars, black, rockets, aliens, pants

Trips/Experiences: Observatory, Hillfort rocket launch

Experts: Secondary science teachers

Where will my rocket take me?

Can you see my pants from space?



Literacy:	Dates: 2 weeks	Creative: Designing, making and evaluating alien pants using a range of materials - using
Newspaper article (recount) of rocket launch (send recounts to Cornishman and on school newsletter) Aliens love underpants (text) Alien descriptions - using adjectives to describe pants and aliens. Write first draft, Critique, teach skills ie comma	Outdoor learning: We are off to look for aliens (book) - linked to orienteering	buttons, etc for making. Read Aliens are Coming and discuss aliens - How do they look? What is different about them? Draw around each other's bodies. They then decide how they will transform themselves into AN ALIEN! What could we change? re draw themselves using the original template ie adding an extra head, 6 eyes etc paint these using colours, mixing appropriately. EOS - play dough alien
list, apostrophes and then up level Maths:	Mini Project	Music - Out of the ark (space songs) to learn and perform and add own percussion to. Holst planets suite
http://glowmathsplanning.com/ks1.html Using aliens to solve multiplication/division problems-for example 2 aliens with 3 eyes for yr2 Similarly with Addition/subtraction in yr1. <u>Maths Nav planning</u> Addition and subtraction (3 weeks) (Y1) Multiplication and Division (Y2) Set weekly Mathletic homework related to addition/subtraction/multiplication.	Aliens love underpants Alien descriptions (written)	RE/Virtues/PSHE Kindness - Have you filled a bucket today? What would you put in your bucket? Perseverance - ball games Take the ball in one hand and try to make a circle with it around your waist. Then try to make a circle around your legs. Then try to do a figure eight with the ball – around one leg, between the legs, then around the other leg. PSHE - looking after environment - cleaning u after the rocket. Looking at similarities and differences between the aliens.
Science: None as short outcome	None as short outcome	Computing: 'found pants' poster - create poster on pic collage using texts (different fonts and colours), inserting pictures off internet and using different backgrounds.
		PE: Lime and green swimming Expert from gym club(2 sessions per class) Orienteering (searching for aliens - punches on aliens around field to locate on map Space Dance scheme on Twinkl

Litoraov:		
Literacy: Space poems	Dates: 4 weeks	Creative: Art - Creating the planets (colour mixture, marbling, notteen and texture)
Waiting for space poem book to arrive	Outdoor loorning:	pattern and texture) (where their alien has come from)
Making own space acrostic poem about chosen	Outdoor learning:	Music - Out of the ark (space songs) to learn and
planet	Weather observations and experiments	perform and add own percussion to. Holst planets suite
Postcard/letter back to the aliens		Garage band - composing own planet music
Information sheet on planets	Participation and a second second second second	
Guided read comprehension on planets	Mini Project	RE/Virtues/PSHE
Maths:		Honesty – Boy who cried wolf
http://glowmathsplanning.com/ks1.html		Justice
Sharing planets into fractions.		Flexibility
Compare sizes of the planets/distance from	Creating the planets (colour mixture,	Determination
earth. Maths Nav planning	marbling, pattern and texture)	
Measure	(where their alien has come from) (art)	Sun awareness/safety
Fractions Half termly test 12.2.17		
Set weekly Mathletic homework related to		Computing:
measures and fractions.		
Science:	Humanities:	Garage band - composing own planet music
What do we already know about space, light and		http://amazingspacejourney.com
dark? - map	Weather / seasons	
How the sun moves across the sky Looking at light sources and what darkness is	Look at seasons and weather - what will the	
Share with chn the story of The Owl Who Was Afraid Of The Dark What did Plop find out about the dark?	weather be like on their planet?	
Blindfold game. Dark Tunnel/Blanket:		PE:
Shoeboxes: What is a light source? Can you think of any? <u>http://www.bbc.co.uk/learningzone/</u>		Lime and green swimming
clips/light-sources-in-your-bedroom-at-night/2428.html 'light sources walk'. Chn to note down or draw all the things where light comes from		Expert from gym club(2 sessions per class)
		Orienteering (searching for aliens - punches on aliens around field to locate on map)
		Time to Move BBC website - space
·	·	Space Dance scheme on Twinkl

Literacy:	Dates: 4 weeks	Creative:
Labelling a rocket Write instructions on how to launch a balloon for final outcome	Outdoor learning: Science experiments - launching rockets	PDR DT- create, make and evaluate balloon 'nest' to protect falling object
Maths: Creating shape 2D rockets and 3D aliens Buying pants for the aliens using different coins. <u>http://glowmathsplanning.com/ks1.html</u> <u>Maths Nav planning</u> Movement Shape (Y2) Money (Y1) Half termly test 26.3.18	Mini Project	RE/Virtues/PSHE Moses and the 10 plagues - Easter Drugs and alcohol Generosity Excellence Self-discipline Forgiveness Creativity
Set weekly Mathletic homework related to shape and money. Science: Gravity - predictions and recordings about how objects fall, ensuring fair test. How does a rocket get into space? Show chn the short clip of a rocket launching into space: http://www.bbc.co.uk/news/science-environment-12251194. If gravity pulls things downwards how do you think a rocket might get into space? What can we say are the features of rockets? What makes something, a rocket and not a plane or a helicopter? Shared-write a list of the features of rockets Balloon Rockets Demonstrate - Balloon Rocket - what is happening? How? Why? Rocket Mice chdn make rocket mice using templates - (science museum.org resources) launch their rockets outside what is happening? How? Why?	Humanities: History - Apollo II - looking at event - answering questions who/ what/ where/ when. chdn to make a time line of space 'firsts' with illustrations and glue on captions - some chdn may be able to write own captions Geography - (weather) Key features of environment How will the environment effect the balloon launch	Computing: Log in to email and email aliens saying that we are returning their pants! - Link back to e-safety. PE: Lime and green swimming
Big Rockets Chdn to make rockets using templates and bicarbonate of soda/vinegar -	-Launch sites around the World - comparing weather to our environments	Expert from gym club(2 sessions per class) Space Dance scheme on Twinkl

	1	
Yr 1 Reading:		Yr 2 Reading
I can use my phonics to decode words		I can apply phonic
I can respond speedily with the correct sound of 40+ graphemes and know the alternatives.		I can read accurate
I can read accurately by blending sounds in unfamiliar words		I can read words of
I can read words containing suffixes -s, -es, -ing, -ed, -er and -est		I can read words c
I can read common exception words		I can read further
I can read words of more than one syllable		I can read most wa
I can read words with contractions and understand what the apostrophe represents.		I can read aloud bo
I can read aloud accurately books that are consistent with my phonic knowledge		I can re-read book
I can re-read books to build up my fluency and confidence in word reading.		Comprehensi
Comprehension:		I can listen to, disc
I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently		independently
I can develop pleasure in reading and beI am familiar with key stories, fairy and traditional tales, can retell them and consider their		I can discuss the s
particular characteristics.		I am familiar with
encouraged to link what I've read or heard to my own experiences		I have been introd
I can join in with predictable phrases.		I can recognise sim
I can develop pleasure in reading, rhymes and poems, and recite some by heart.		I can discuss and c
I can understand the significance of the title and events		I am motivated to

I can make inferences on the basis of what is being said and done

I can predict what might happen on the basis of what has been read so far

I can participate in discussion about what is read to me, taking turns and listening to what others say,

Composition:

I can say out loud what I am going to write about.

I say my sentence orally then write it

Sequence a series of sentences.

I can sequence sentences to make a short narrative

I can re-read my writing to check it makes sense

I can discuss my writing with my teacher and peers

I can read aloud my writing confidently.

Spelling:

I can hold a sentence and write a sentence applying spellings learnt so far

I can spell words using speed sounds cards set 1

I can spell words using speed sounds cards set 2

I can spell words using speed sounds cards set 3

I can correctly spell the year 1 common exception words

I can spell the days of the week.

I can name the letters of the alphabet in order

I can use the spelling rule of adding -s or -es to make the plural of a noun

I can add the prefix -un to the beginning of the word without any change to the spelling of the root word I can add -ing, -ed and -er to verbs where no change is needed to the root word; hunter, hunted, hunting

I can add suffix -er and -est to adjectives were no change is made to the root word; arander, grandest

I can divide words in to syllables

I can make compound words by joining 2 words; football

Punctuation:

I am beginning to use capital letters and full stops consistently

I am beginning to use ? and ! in my writing

I can use capital letters for people, places, days of the week and 'I'. mostly correctly I can identify where capital letters and full stops are missing within sentences. I can use commas for a list.

I am beginning to recognise how apostrophes are used for omission

a:

c knowledge to read fluently. ately by blending the sounds in words of two or more syllables containing common suffixes. er common exception words words auickly and accurately without sounding and blending (OVER 90 WORDS PER MIN) books closely matched to my phonic knowledge sounding out unfamiliar words accurately without hesitation oks to build up my fluency and confidence in word reading sion: iscuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that which I can read sequence of events in books and how information is related h and can retell a wider range of stories, fairy stories and traditional tales duced to non-fiction books that are structured in different ways, eq using alphabetical order imple recurring literary language in stories and poetry clarify the meanings of words, linking new meanings to known vocabulary to read, and show my understanding by discussing my favourite words and phrases. I am building up a repertoire of poems learnt by heart with appropriate intonation I can make inferences on the basis of what is being said and done I can answer and ask questions I can predict what might happen on the basis of what has been read so far I can participate in discussion about books I can read for myself taking turns and listening to what others say I can explain and discuss my understanding of books that I listen to and that I read for myself

GD - I can make links between the book I am reading and other books I have read

Composition:

I can develop my writing speed by writing at least 10 sentences that link together.

I can write about personal experiences and those of others (real and fictional) with a positive attitude and stamina

I can write poetry with a positive attitude and stamina

I can write about real events with a positive attitude and stamina

I can write for different purposes with a positive attitude and stamina

I can consider what I am going to write before beginning by: planning or saying out loud what I are going to write about I can consider what I am going to write before beginning by: writing down ideas/key words and new vocab I can consider what I am going to write before beginning by: summarising what they want to say sentence by sentence. I can use feedback from both teachers and peers to make simple additions and corrections to my writing I can proof-read to check for errors in spelling, grammar and punctuation and make simple revisions and corrections I can re-read to check that my writing makes sense and that I have used the correct tense consistently and make simple additions and corrections to my writing

Spelling:

I can seament spoken words into phonemes I can recognise and apply alternative spellings to phonemes that sound the same but are spelt differently I can read and spell correctly, the year 2 common conception words. I can recognise words with contracted forms; don't, can't and spell using the apostrophe for missing letters. I am learning to apply the possessive apostrophe; the girl's book. I can hold a sentence and write a sentence while continually using my phonics and the correct punct I can recognise some common homophones (see appendix for examples) I can add suffixes to spell longer words; including: -ment. -ness, -ful, -less, -ly I can spell words ending in -tion I can apply the spelling rules taught through my weekly spelling tests. Punctation: I can use capital letters, full stops, ? and ! consistently. I can use capital letters for people, places, days of the week and 'I' consistently and accu I can identify where capital letters and full stops are missing within sentences I can use commas for a list consistently correctly I can use apostrophes for omission and possession I can punctuate mostly correctly the different forms of sentences; statement, guestion, exclai

I am beginning to use inverted commas to show speech.

Grammar: I know what nouns and adjectives are and use them accurately. I can recognise vowels and consonants. I know regular plural nouns - s,es, e.g. dog, dogs. I am beginning to use a variety of sentence openers e.g. One day, In the afternoon, I can join words and sentences using the conjunctions and, because, but, or. I recognise how suffixes change the tense of a verb e.g. helping, helped I know how the meaning of a word changes when the prefix un- is added, e.g. unhappy. I am beginning to understand this differences between past and present tense.	Grammar: I know what a noun, verb, adjective and adverb is and how they relate to each other: I can expand noun phrases to describe, e.g. the green grass; I can identify different forms of sentences: statement, question, exclamation, command: I can use subordinating and co-ordinating clauses linked by when, if, that, because or, and, but I am beginning to recognise different sentence structures - simple, compound, complex and sometimes vary these in writing: I understand that conjunctions can come at the beginning of a sentence: I can form nouns using suffixes such as -ness, -er. I know how the meaning of a word changes when I add suffixes to adjectives - ful, -less. I can turn adjectives into adverbs using -ly, -est, -er. I can recognise and create compound words [eg, whiteboard, superman] I can use the past and present tense correctly and consistently. I can use the progressive form of verbs in the present and past tense (e.g. she is drumming, he was shouting]
Maths Y1 Place value: I can count to and across 100 forwards and backwards from any given number. I can count, read and write numbers to 100 in numerals. I can read and write numbers from 1 to 20 in words I can compare and order numbers to 100 and use ⇔ and = I can begin to recognise the place value of any 2 digit number I can identify and represent numbers using objects, pictures including a number line I can use the language of equal to, more than, less than (fewer),most and least. I can count in 2, 5 and 10s from zero I can count in tens from any number forward and backwards.	I recognise that verbs indicate tense and an able to change as appropriate. Understand verb-subject agreement, e.g. The children are waiting rather than the children is waiting. Maths Y1 Place value: I can count in steps of 2, 5 and 10 from 0. I can count in 3's I can count in 6's I can recognise the place value of each digit in a two-digit number. I can begin to recognise the place value of of each digit in a 3 digit number I can estimate numbers using different representations, including the number line. I can compare and order numbers from 0 up to 100 and begin to 1000 using <, > and = signs. I can use place value and number facts to solve problems
Addition and subtraction: I can read, write and understand sums using (+), (-) and (=) signs: I can recall and use my number bonds to 20 FLUENTLY. I can add and subtract one-digit and two-digit numbers to 20, including zero. I can solve missing number problems I can solve addition and subtraction one-step sums using objects and pictures	Addition and subtraction: I can solve problems with addition and subtraction, applying my increasing knowledge of mental and written methods I can recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100 I can show that addition of two numbers can be done in any order and subtraction cannot. I can show that addition of two numbers can be done in any order and subtraction cannot. I can show that addition of two numbers can be done in any order and subtraction cannot. I can recognise and use the inverse operation between addition and subtraction to check my number sentences are correct and solve missing number problems I can add a two-digit number and ones using objects, pictures and mentally. I can subtract a two-digit number and ones using objects, pictures and mentally I can add a two digit number and tens, using objects, pictures and mentally. I can add three one-digit number and tens, using objects, pictures and mentally. I can add three one-digit numbers, using objects, pictures and mentally. I can subtract a two digit numbers, using objects, pictures and mentally. I can add three one-digit numbers, using objects, pictures and mentally.

Multiplication and division: I can solve one-step division problems using concrete objects, pictorial representations and arrays with the support of the teacher. I can solve one-step multiplication problems using concrete objects, pictorial representations and arrays with the support of the teacher.	Multiplication and division: I can read, write and understand sums using (x), (/) and (=) signs I can show that multiplication of two numbers can be done in any order (commutative) but division of one number by another cannot. I can solve problems involving multiplication using concrete objects, pictorial representations and arrays I can solve problems involving division using a variety of methods I can recall and use multiplication and division facts for the 2 times tables I can recall and use multiplication and division facts for the 5 times tables I can recall and use multiplication and division facts for the 5 times tables I can recall and use multiplication and division facts for the 6 times tables I can recall and use multiplication and division facts for the 6 times tables I can recall and use multiplication and division facts for the 6 times tables I can recall and use multiplication and division facts for the 6 times tables I can recall and use multiplication and division facts for the 6 times tables I can recall and use multiplication and division facts for the 6 times tables I can recall and use multiplication and division facts for the 6 times tables I can recognise odd and even numbers
Fractions and decimals: I can recognise, find and name a half of an object, shape or quantity. I can recognise, find and name a quarter of an object, shape or quantity. I can begin to write simple fractions 1/2 and 1/4	Fractions and decimals: I can recognise, find, name and write fractions (1/3, 1/4, 2/4, 3/4) of a length, shapes, sets of objects or quantity. I can write simple fractions for example, 1/2 of 6=3 and recognise the equivalence of 2/4 and 1/2
Measurement: I can measure and begin to record capacity and volume choosing appropriate units (I/mI) height and length (cm/m) time, capacity (mI/I) I can compare and order, solve problems lengths, mass and volume/capacity/time I can sequence events in chronological order using language. I can recognise and use language relating to dates, including days of the week, weeks, months and years. I can tell the time to the hour and half past and draw the hands on a clock face to show these times. I can show I know the number of minutes in an hour and the number of hours in a day. I can recognise and know the value of different of coins and notes and make an amount	Measurement: I can measure and record capacity and volume choosing appropriate units (l/ml) height and length (cm/m) time, weight and mass (g/kg) using rulers, scales, thermometers and measuring vessels. I can compare and order lengths, and record the results using >, < and = I can compare and order mass and record the results using >, < and =. I can compare and order volume/capacity and record the results using >, < and =. I can compare and order volume/capacity and record the results using >, < and =. I can tell and write the time at quarter past and to the hour. I can draw the hands on a clock face to show these times I can tell and write the time to within five minutes. I can draw the hands on a clock face to show these times. I know the number of minutes in an hour and the number of hours in a day I can compare and sequence intervals of timer. I can recognise and use symbols for pounds and pence and combine amounts to make a particular value. I can find different combinations of coins that equal the same amounts of money.
Geometry: I can name and describe 2-D shapes (using properties) I can name and describe 3-D shapes (using properties)	Geometry: I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces I can identify 2-D shapes on the surface of 3-D shapes I can compare and sort common 2-D and 3-D shapes and everyday objects I can order and arrange combinations of mathematical objects in patterns and sequences
Statistics: I can begin to interpret simple pictograms, block diagrams and tally charts. I can begin to answer simple questions by counting the number of objects in each quantity.	I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line I can distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns Statistics: I can interpret and construct tally, picture, bar charts, block diagrams and simple tables I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity I can solve problems and posing questions such as how many more?

Science

Yr1 Working scientifically:	Yr2 Working scientifically:
Observe closely using simple equipment.	Observe closely using simple equipment.
Perform simple tests.	Perform simple tests.
Identify and classify.	Identify and classify.
Record findings: drawings, diagrams, photographs, simple prepared formats, such as tables and charts, tally charts and	Record findings: drawings, diagrams, photographs, simple prepared formats, such as tables and charts, tally charts
displays.	and displays.
Plants:	Plants:
Identify and name common plants.	Describe how seeds/bulbs grow.
Describe the basic structure of a plant.	Describe how plants need water, light, and a suitable temperature to grow.
Life processes:	Life processes:
Identify/name a variety of animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.	Explain the difference between things that are living a d things that have never been alive
Identify carnivores, herbivores & omnivores.	Explain animals have offspring and these grow into humans.
Describe/compare the structures of common animals.	Explain basic needs of animals/humans to survive.
Identify/name/draw basic parts of human body and relate to senses.	Describe importance of exercise/ eating right amounts/types of food.
Light and Sound: Identify/name sources of light. Explain what darkness is: Compare the variety of sources of light. Describe the movement of the sun across the sky	Habitats: Identify living things live in habitats to which they are particularly suited and how these provide basic needs. Identify/name a variety of plants/animals in a variety of habitats * describe simple food chains
	Materials: Identify/ name a variety of everyday materials and describe their properties. Compare and group materials based on properties. Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching. Identify and compare the uses of everyday materials.
	Forces: Describe how things move at different speeds, speed up and slow down.

				DT V/											
Art/DT: Y1				DT: Y1 Design							Art: Y2				
Materials				Design Design and make purposeful and functional products.					Materials						
Explore and understand the impact of materials including hard and soft				Use pictures and words to convey what they want to design and make. Introduce chalk and pastels alongside o						ngside other drawir	ng materials to				
pencils, wet and dry paper, paint and ink. Use a range of textile equipment including beads and fabric/thread for			Describe and explain what they are making, how it works and what they need to do next.												
sewin	0			Make	Simple ducing techniques including tig duing and printing						rinting.				
	ession and Imaginatio			Name the tools you are using. Use given tools for a variety of tasks e.g. Knife, grater, chopping board, scissors, needles, pins, scissors, templates, Respond to a range of stimuli.						range of paints includi	ng powder, ready mix	c and block.			
	te Art from imaginat														
	te a piece of Art tha	t is responding to an	experience.	glue, tape.	glue, tape. Join appropriately for different materials and situations. Techniques:						natorials and colours				
	niques:		_	Join appropriat											
Explore line and mark making in different ways. Work with a variety of different brushes. Threading and using a needle to create a stitch. Colour mixing.				Explore ideas by rearranging materials e.g. paper, card, ingredients, fabrics, sequins, buttons, tubes, dowel, cotton Practise a variety of methods for dying material.											
					reels, paper, card, mouldable materials: Explore shading with a pencil. Creating light and dark colours by tinting. Evaluate tinting.										
	range of tools (sponge	s, fabric) to begin to ex	periment with		Explore existing products.							e pattern through printing and stamping. Create work using			
textur Antia						bout products they hav					natural mat	erials to develop skil	ls on texture.		
Artis Explo	ore a range of work b	v other entists cref	t makans and			ed product could be imp	proved.				Artists:				
desig		y other artists, crat	T makers and	Tech Knowledge							Continue to	explore and be expo	sed to work by othe	er artists and	
	ole to give their opini	on and say why they	like/dislike the		s using different ma						designers.				
	of other artists.	on and say why mey		-		structures stronger and		2				describe the similarit	ies and differences	s between pieces	
				Begin to explor	e mechanisms such a	s levers, wheels and ax	ers					other artists.			
											Work along	side an artist in orde	r to make links to t	their own work.	
				┛											
	outing: Y1 nology in the real work	4.		DT: Y1							nputing: Y2				
	lifferent font sizes,			Design							hnology in the real wor				
	t appropriate images				and the second	ctional and appealing p					- different font sizes, - presentation softwar	-	o communicate med	ining for a given aua	Jience,
	lop an awareness of a		in an email.	-		deas as they are devel	oped.				on to an email or blog				
	amming	·····		Make	ork as it progresses.						appropriate language				
Know	what algorithms are	and how they are us	ed.		a the tools needed to	n work the meterials. E	o choope cu	inc no	adlae vann eciecon			in a simple enfan.			
Unde	rstand how algorithm	s impact programmi	10		Select and name the tools needed to work the materials. E.g. spoons, cups, needles, yarn, scissors, saws, drills. Understand that programmes are a sequence of simple instructions.										
Understand how algorithms impact programming. Purposeful application									saws, drills. Select materials from a limited range to meet design criteria. Create and test a simple programme.						
Purpo	seful application		·g.		ls from a limited rand	pe to meet design crite	eria						I simple instruction	no.	
Reco	gnise how ICT is used	d beyond school.	·9.	Select material	ls from a limited rang	ge to meet design crite	eria.			Cre			a simple instruction	15.	
Reco		d beyond school.	ıy.	Select material Evaluate	ls from a limited rang aluate existing produ	, <u>,</u>	eria.			Cre Pur	ate and test a simple	programme.	·	15.	
Recog Use t E-Sat	gnise how ICT is used echnology to create fety	l beyond school. digital content.	-	Select material Evaluate Explore and eva	- aluate existing produ	cts.		to impi	rove throughout th	Cre Pur Cre	ate and test a simple poseful application	programme. ple programmes on d	igital devices.		
Recog Use t E-Sat Know	gnise how ICT is used rechnology to create fety what to do if they so	l beyond school. digital content. ee something inappro	opriate online.	Select material Evaluate Explore and eva	- aluate existing produ ir developing designs	, <u>,</u>		to impi	rove throughout th	Cre Pur Cre Us	ate and test a simple poseful application ate and implement sin	programme. ple programmes on d	igital devices.		
Recog Use t E-Sat Know	gnise how ICT is used echnology to create fety	l beyond school. digital content. ee something inappro	opriate online.	Select material Evaluate Explore and eve Talk about thei design process.	- aluate existing produ ir developing designs -	cts.	ts and areas t	to imp i	ove throughout th	Cre Pur Cre Us E-S	ate and test a simple poseful application ate and implement sim technology to create	programme. Iple programmes on d , organise, store, mar	igital devices. iipulate and retriev	e digital content.	
Recog Use t E-Sat Know	gnise how ICT is used rechnology to create fety what to do if they so	l beyond school. digital content. ee something inappro	opriate online.	Select material Evaluate Explore and eve Talk about thei design process.	- aluate existing produ ir developing designs - product and its apped	cts. and identify good point	ts and areas t	to impi	rove throughout th	Cre Pur Cre Us E-S Kno	ate and test a simple poseful application ate and implement sin technology to create afety	programme. Iple programmes on d , organise, store, mar mation is and why the	igital devices. iipulate and retriev	e digital content.	
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PSHE: Health and Wellbeing Discuss ways to stay healthy and identify healthy foods. Understand personal hygiene and know how diseases spread. Make healthy choices and discuss reasons for choices. Know how diseases spread and how to control them. Identify how needs change through the life cycle. Relationships Recognise similarities and differences between people. Define bullying and understand that it is wrong. Understand that their behaviours and actions can impact on others. Identify and respect differences between people. Know how to deal with bullying. Wider World Begin to understand the difference between right and wrong and discuss rules within society. Respond to simple questions. Explain own views and listen to the views of others. Understand the importance of money. Understand the importance of money. Understand fairness as a citizen concept.Express own views with reasons.Listen and respond to others views. Know where money comes from and how it should be used. Understand how to look after the environment.	Drugs and Alcohol. Understand the purpose of medicines: Understand what people can help us stay safe. Understand that some medicines can be harmful. Understand how people keep us safe out of school, particularly road safety:	 Music: Singing and Performing Sing songs and chants rhymes with some expression. Experiment to create accompaniments using instruments. Perform to an audience. Sing songs creatively adding accompaniments. changing the words and musical qualities. Add accompaniments to create and combine sounds using tuned and untuned instruments. Composing Explore different instruments and ways of making a sound with them. Begin to use symbols to represent sounds. Begin to use technology to record sounds: Adapt symbols representing music to show changes in dynamics. Choose and control sounds to create different moods and effects. Listening and Appraising Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns. Respond to different musical elements combined can create a mood. Identify different instruments used in a piece of music.
Humanities: Geography: Locational Knowledge Know the world has continents and oceans. Know the 5 oceans Know the seven continents. Know the 4 countries of the UK.	Humanities: History: Chronological events Put things in order sign Put things in order with Use of sources	nificant to themselves.

Know the capital cities of the UK and surrounding countries. Place Knowledge Know geographical features of the UK. Compare features of the UK to geographical features of 1 chosen country. Human and Physical Geography Use some key vocabulary to describe features of the environment. Know the typical weather of the UK. Know hot and cold areas in relation to the equator. Geographical Skills and Fieldwork Use directional language (left or right, near or far). Study features of the local environment. Use maps, atlases and globes to identify the UK and selected other countries.

PE Y1

Gymnastics/ Athletics
Show control and coordination when travelling and balancing.
Roll, jump, throw and balance with some control.
Team games
Move or stop to catch or collect a ball.
Decide where to stand to make it difficult for the opposing team.
Dance and movement
Perform some simple dance moves.
Demonstrate rhythm and control.
Outdoor Adventurous activities
Follow a simple course using a basic map. Willingness to work and communicate as part of a team.
Basic Skills Hit a ball with a bat. Throw and kick a ball in different ways.

PE Y2

Vocabulary

Historical Enguiry

Who? Where? When? Why?

People, photographs, Personal Opinions and facts.

Offers opinions and facts with some reasoning.

Answer simple questions relating to the topic.

To talk simply about why something happened.

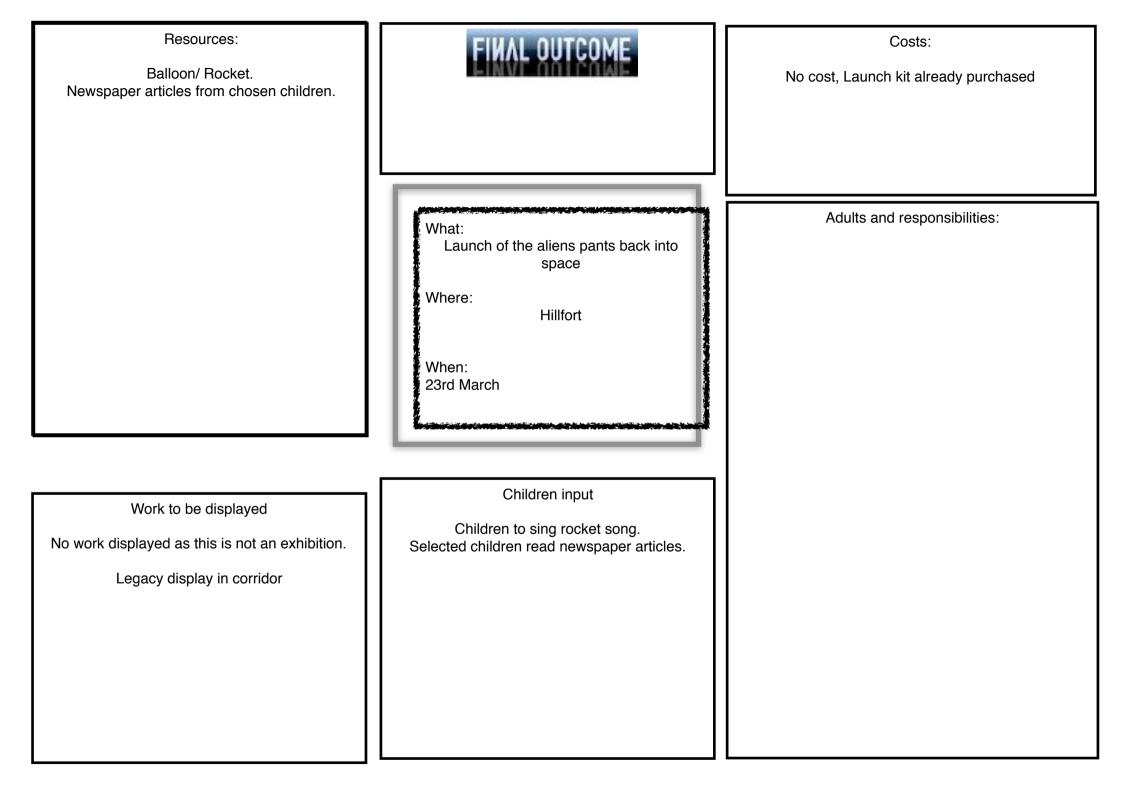
Language specific to topic (e.g. mummified)

Gymnastics/ Athletics Balance on different points of the body. Travel at different speeds in a variety of ways. Jump with accuracy from a standing position. Team games Decide on the best position and move accordingly. Understand basic tactics of a game. Dance and movement Perform dance actions with control and co-ordination. Link two or more actions together. Outdoor Adventurous activities Developing knowledge of maps and diagrams to travel around a course. Be aware of safety. Basic Skills: Choose appropriate rolling, kicking and hitting skills within games.

Analyse and evaluate the impact of significant people/events in history

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

Past , present, future Language specific to topic (e.g. mummified)



Virtues timetable

Week 1 4/9	Unity	Week 23 26/2	Generosity
Week 2 11/9	Unity	Week 24 5/3	Excellence
Week 3 18/9	Friendliness	Week 25 12/3	Self-discipline
Week 4 25/9	Cooperation	Week 26 19/3	Forgiveness
Week 5 2/10	Helpfulness	Week 27 26/3	Creativity
Week 6 9/10	Respect	Week 28 16/4	Love
Week 7 16/10	Courage	Week 29 23/4	Optimism
Week 8 30/10	Patience	Week 30 30/4	Courtesy
Week 9 6/11	Self - confidence	Week 31 7/5	Understanding
Week 10 13/11	Enthusiasm	Week 32 14/5	Compassion
Week 11 20/11	Caring	Week 33 21/5	Joyfulness
Week 12 27/11	Thankfulness	Week 34 4/6	Loyalty
Week 13 4/12	Trust	Week 35 11/6	Tolerance
Week 14 11/12	Peacefulness	Week 36 18/6	EYFS choice
Week 15 18/12	Peacefulness		
Week 16 1/1	Kindness	Week 37 25/6	Phase 1 choice
Week 17 8/1	Kindness	Week 38 2/7	Phase 2 choice
Week 18 15/1	Perseverance	Week 39 9/7	Phase 2 choice
Week 19 22/1	Honesty	Week 40 16/7	Phase 3 choice
Week 20 29/1	Justice		FILLSE J CHUICE
Week 21 5/2 Week 22 19/2	Flexibility Determination	Week 41 24/7	