





<p>Topic Name – To The Moon and Back Disposition Developing Contemplation: Being Curious and Valuing Knowledge.</p> 	<p>Curriculum Coverage Design Technology. Topic Purpose – To use creativity, imagination and knowledge to design and make a product that solves a real problem. To do this a board range of subject knowledge is needed which draws on disciplines of mathematics and science. Throughout this topic a variety of practical and creative activities should be taught to gain the knowledge, understanding and skills needed to engage in an interactive process of design and making.</p>	<p>Year Group - Year 1 Spring 2 Topic Purpose Questions – Why is it important that we know information about the moon and space? How has this help us understand the world today?</p>	<p>Class Novel: Fantastic Mr Fox Purpose- Reading a novel by a classic author to extend vocabulary.</p>
<p>Links to previous topics. EYFS Weather</p> <p>Links to future topics. Year 1 Seasons Year 2 Explores Year 4 Mountain and Rivers Year 5 Space Year 5 Amazon Rainforest</p>	<p>Engage Stage</p> <p>Workshop: Mobile Planetarium is coming into school to show the children the night sky.</p> <p>Science Everyday Materials Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft, stretchy/stiff, shinny/dull; rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only what has been listed in the objectives, but to include for example, brick, paper, fabrics, elastic and foil.</p>	<p>History The lives of significant individual in the past who have contributed to national and international achievements – Neil Armstrong</p> <ol style="list-style-type: none"> Has man ever been to the moon and how can we know for sure? Why did the astronauts risk their lives to go to the Moon? How were the spacemen able to get there and back safely? What did they do when they got to the Moon and how do we know? 	<p>Geography Physical Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Activity: From space identify Earth’s features.</p> <p>Key Vocabulary: Sea, ocean, land, human feature, physical feature, aerial, environment, globe,</p>
<p>Oracy</p>  <p>Physical</p> <p>Are you thinking about the speed and volume of your voice?</p>  <p>Are you using gestures and expression to help make your point?</p>  <p>Are you facing who you are speaking or listening to?</p> <p>Instigate - Starts the discussion or moves it onto a new point.</p> <ul style="list-style-type: none"> I think... I know... I can see.... I can hear.... <p>Build - Adds to or builds on an idea.</p> <ul style="list-style-type: none"> Also... And... <p>Challenge – Give reason/s to disagree or present an alternative argument.</p> <ul style="list-style-type: none"> I disagree with...because... 	<p>Distinguish between an object and the material from which it is made. Activity: Make a ‘Welcome to Earth’ box for the alien visitor to help them understand our planet. Select samples and objects made from everyday materials. Write a label for each item to identify it, explain its simple properties and show how it can be used</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials. Pupils might work scientifically by performing simple tests to explore questions, for example... ‘What is the best material for an?’ Activity: Investigate the best material for an astronaut’s helmet e.g. blackout glass. Purpose Question: What type of material do you need to make a successful astronaut’s helmet?</p> <p>Key Vocabulary: wood, plastic, glass, brick, paper, fabric, elastic, foil, rock, water, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, opaque, transparent, property</p>	<p>Similarities and Differences: Main concept ‘now’ and ‘then’. Children can spot significant differences between now and then e.g. kettles without plugs, wells for water, Neil Armstrong has no mobile phone</p> <p>Interpretation: Begin to understand that we have different views of familiar events.</p> <p>Key Vocabulary: Significant, evidence , historical event, remember, astronaut, command module, lunar, orbit</p>	<p>PSHE Healthy Me. Being Healthy Clean and Healthy Road Safety Good Health Week</p> <p>Key Vocabulary: Healthy, Unhealthy, Balanced, Exercise, Sleep, Healthy, Clean, Body parts, Toiletry items, e.g. toothbrush, shampoo, soap, Hygienic, Safe, Safety, Green Cross Code, Eye, Ears, Look, Listen, Wait.</p>
<p>DT Mechanism - To make a moon buggy.</p> <p>The children will design a vehicle that includes functioning wheels, axles and axle holders. Make a moving vehicle with working wheels and axles to go over the moon terrain. Explain what must be changed if there are any operational issues.</p> <p>Design: Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move. Creating clearly labelled drawings that illustrate movement.</p> <p>Make: Adapting mechanisms, when:</p> <ul style="list-style-type: none"> they do not work as they should. to fit their vehicle design. to improve how they work after testing their vehicle. <p>Evaluate:</p> <ul style="list-style-type: none"> Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move. <p>Key vocabulary: Axle, axle holder, chassis, design, evaluation, fix, mechanic, mechanism, model, test, wheel</p>	<p>PE Games (Attack, Defend, Shoot) – Sports Coach To find our pulse on our wrists. To move side to side to defend a goal. To bounce a ball with control to ourselves. To aim at different targets. To adapt to a game with changing rules. To play in the best defensive position in a game.</p> <p>Key vocabulary: Cooperate, defend, fluency, heart rate, outwit, physical activity, pitch.</p> <p>Gymnastics (Unit 2) – Teacher Led To move on, off and over apparatus and use the ‘Magic Chair’ landing. To rock on different parts of our body and rock using shape. To perform specific point balances such as ‘h’ and ‘y’ balance. To perform actions at the same time as others (unison). To perform actions one person after the other (canon). To turn and jump and quarter and half turn.</p> <p>Key Vocabulary: Balance, body tension, tensed, rock, roll, link, quarter, half, turn, spin, twist, unison, canon</p>	<p>Computing iCreate – iMove Level 1</p>	<p>Music Music is delivered during PPA by Junior Jam Keyboards Lite Level 1</p> <p>RE Theme: Easter - Palm Sunday</p> <p>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Religion: Christianity</p> <p>Disposition: Being thankful</p> <p>Key Vocabulary: Palm leaf, royalty, Jerusalem, messiah, Roman, trinity, Holy Spirit, cross</p> 