

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

<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b><u>History:</u></b></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><b><u>DT:</u></b></p> <p><u>Design and make a rocket</u></p> <p>Year 1 &amp; 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><b><u>DT:</u></b></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><b><u>Music:</u></b></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><b><u>English:</u></b></p> <p><b><u>Computing:</u> (link to E-safety week)</b></p> <p><b><u>Music:</u></b></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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