Space and Beyond Overview – Year 1/ 2 Autumn Term A

Subject	Learning questions	Products	Vocabulary	Curriculum links
History	**Composite - Time line of Space** **Components:** *When was the first rocket launched into space? *What was the first animal in space? *What was the first monkey in space called? *What was the first satellite in space called? *Where was Laika the space dog from? *Who was the first man in space? *Who was the first woman in space? *Who were the first men to walk on the moon? *Who was the first Britain in space? **Composite - Neil Armstrong** **Components:** *Who is Neil Armstrong? *What did he do? Why is he significant? *What is he famous for saying?	Timeline of space – Sequencing activity Moon landing - Matching statements to images Who is Neil Armstrong – Fact file	Lunar Achievement Exploration Rivals Orbit Commander Achievements Breakthrough Plaque Exploration	Taught about events beyond living memory that are significant nationally or globally. *(Space Race, Moon Landing)* Taught about the lives of significant individuals in the past who have contributed to national and international achievements. *(Neil Armstrong)*
Geography	**Composite –** **Components** • What can we see from space? • Looking at continents from space. • N.S.E.W - How can we remember this? • What is a compass?	Exploring google maps Recognise the continents from space. The continents song N.S.E.W - Building rhymes Making a compass and using this to guide a friend.	Space Satellite Size Europe Africa North America South America Asia Antartica Australia North South East West Compass	To use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. *(What can you see from Space looking down? Matching on maps/ globes.)* To use simple compass directions (north, south, east, and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. *(Plot journeys)* - H

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Science	**YR 1** **Composite -** Everyday Materials (1) *(Name and describe materials. Compare properties)* Seasonal changes (1) *(Length of day, weather comparisons, Evergreen etc)* **Components** • What materials can we find in the classroom? • What are different materials like? • What is magnetic and how can we check? • What makes certain materials suitable for their purpose? • What materials are good for building a house? • Why did the houses in London burn so quickly? **YR2** **Composites -** Everyday Materials (2) *(Materials and their uses, how to change materials)* **Components** • What do we already know about materials? • What materials are good for absorbing liquid? • Are bricks absorbent? • Which materials are waterproof? • How can material be changed? • What happens when we heat and cool wax?	Matching objects to materials Properties of an object Is it magnetic? Suitability of materials What can I use to build a house? Three little pig's experiment Comparing and grouping materials Matching objects to materials Drops on a beaker experiment Hard materials cannot absorb water experiment Winnie the pooh experiment Changing material States of matter experiment	**Yr1** Materials Plastic Glass Metal Wood Rock Water Properties Magnets/ magnetic Suitable Purpose **Yr2** Suitability Absorbing/ absorbent Solid Liquid Waterproof Squashing Bending Twisting Stretching Melt/melting Congealed State of matter	**YR1** Pupils should be taught to: Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. **YR2** Pupils should be taught to: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **YR1/2** **WORKING SCIENTIFICALLY** PUPILS SHOULD BE TAUGHT TO IDENTIFY AND CLASSIFY PUPILS SHOULD BE TAUGHT TO USE THEIR OBSERVATIONS AND IDEAS TO ANSWER QUESTIONS PUPILS SHOULD BE TAUGHT TO OBSERVE CLOSELY PUPILS SHOULD BE TAUGHT TO GATHER DATA TO HELP ANSWER QUESTIONS

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Art	**Composite** – **Drawing** Artist: *Peter Thorpe* **Components:** *****Research rockets. Investigate the shapes of rockets. Draw some sketches of different rockets. *What shape can you see?* *What types of lines are being used? (straight, curved?)* (colour these purposefully, vibrant, bright, cool, warm colours.) *Choose your favourite Peter Thorpe Piece to inspire you. Have a go at creating your own rocket in the style of Peter Thorpe. *Create your own abstract art combining background and image (rocket) *What is abstract art?* *Why are certain colours used?* *What techniques can you use to alter the pencil effect?*	To create an abstract piece of art. (To draw a picture of a craft landing on a planet of choice- colour of planets.) *Learning to show line thickness and cool or vibrant colours for purpose.	Abstract Natural world Background Media Pastel Paint (poster, water colour) Layer Smear Smudge Vibrant Cool Pale Fine Thick Bright Shade Tone	To use <u>drawing</u>, to develop and share their ideas, experiences, and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space
Design and Technology	**Composite:** Mechanisms- Wheels and Axles **Components:** *How do wheels move? *How are the wheels fixed on? Why this number of wheels? *Children to assemble sample materials and components following simple examples and copying models.	Children to make own Space crafts that can move on Mars. *To use either a fixed or free moving axle *Children's vehicle to roll across the playground and come to a natural stop.	Vehicle Wheel Axle Fixed axle Axle holder Chassis Body Cab Assemble Join Shape fix Free/ moving mechanism	Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Make: Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) Evaluate: Evaluate their ideas and products against design criteria (see planning) *investigate and evaluate activities on completion (IEA's) *Ft's *Complete the DMEA.
Computing	**Composite:** Grouping Data **Components:**		Chart Table	*See keychain computing website

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	*To collect simple data *To identify data can be collated and counted *To interpret data presented and reach conclusions **Composite:** Pictograms **Components:** *To use a tally chart to collect data *To compare objects that have been grouped by attributes *To use a devise to represent counting and grouping (IWB)	Children to interpret data (pictograms, tallies and bar charts on IWB) To create their own tally charts that match information given in the IWB. *To use google earth looking at local places of interest	Pictogram Tally Data Represent	
Religious Education	**Composite -** What do Christians believe God is like? *(1.1)* **Components** What is the Bible and what does it teach about God? What can we learn from the parable of the Lost Son? What does it mean to forgive someone? What is prayer and why do Christians pray? **Composite -** Why does Christmas matter to Christians? *(1.3)* **Components** What is a celebration and why is it special? What does your Christmas celebration look like? Who are the characters in the Christmas story and how do they feel? How is Christmas celebrated by Christians?	Celebration picture	Bible Parable Forgiveness Praise Worship Loving Celebration Mary Joseph Shepherds Wise Men Manger Stable Bethlehem Angels	PSHE_Feeling and Emotions
PSHE	**Composite -** One decision: Unit 1: *Keeping/ staying safe*	Warning signs	Avoid Categories	To develop pupils' skills, knowledge and attributes they need to keep themselves

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	Components • Road Safety • Tying shoelaces • Staying safe • Leaning out of windows	Safe place to cross Safety rules Spot danger Who keeps me safe? Is it safe? Who can I talk to if I'm scared or worried.	Situation Imaginary Risk Appliances Discuss Community Safe Choice Trust Dangerous Chemicals	healthy, safe and prepared for life and work.
Music	**Yr1** **Composite -** (1) Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. **Components** **Yr2** **Composite -** Ho! Ho! Ho! (2) Christmas songs ready for performances. **Components**	Each session Listen and appraise Musical activities Perform	Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Experience	Space Dome Experience			
PE	Autumn 1: Games Skills: • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Perform locomotion skills (running, jumping, hopping, skipping) using mature patterns. • Throw underarm in a mature pattern. • Develop an overarm throw.	Autumn 1: Gymnastics:	Autumn 2: Football: • Dribbling a ball while moving in their own space. • Developing tactics to keep possession. • Change direction. • Kick a stationary ball from a short run up.	Autumn 1: Dance:

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	• Catch a large ball without trapping or cradling it. • Dribble a ball slowly with hands and feet. • Kick a stationary ball from a short run up. • Send an object towards a target.		• Use running and kicking skills in combination. • Send an object towards a target. • Keep possession by passing and receiving a ball.	
Citezenship	Primary Picture News Weekly			