

Year 1 Spring – Moon Zoom

Maths

Maths No Problem <https://mathsnoproblem.com/>

English

Phonics: Read Write Inc

Spelling: Key words/ Green/Red words (RWI)

Reading: Book Talk/Hooked on Books/Book Bag Books

Writing: The Write Stuff – Writing Rainbow

| | | YEAR 1 (Unit) |
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| Music | Active Music Digital The Beetles David Bowie | Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. |
| PE | Premier Sports | Racket skills, dance, gymnastics, team games. |
| Computing | Purple Mash https://www.purplemash.com/login/ | Understand what algorithms are and how they are implemented as programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support with concerns about content or contact on the internet or other online technologies. |
| PSHE/SMSC | Jigsaw | Dreams and Goals, Healthy Me. |

| Science | Geography | Art/DT | Music | Computing | RE |
|--|---|--|--|---|--|
| <ul style="list-style-type: none"> Space Materials Lifecycles | <ul style="list-style-type: none"> Space Physical and human geography | <ul style="list-style-type: none"> Picasso Banksy Luke McDonnell Making Moon and star biscuits Constructing a rocket from a variety of materials. | Use voices expressively and creatively. Play un-tuned instruments musically and compose a short piece of music. | To understand internet safety and use technology purposefully to create, manipulate and retrieve digital content. | Christian stories and celebrations (Easter). |

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| Sparkling Starts/ Energisers/ Fabulous Finishers | <ol style="list-style-type: none"> Visit from famous local artist and gallery owner - Luke McDonnell. Visit from the Space Dome. Space Landing in the playground. Present a weather forecast. Chicks in school |
| Key Artists/ Art works | <p>Pablo Picasso – Spanish artist 1881 - 1973</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Weeping Woman - 1937</p> <p>Banksy – 1990's to date. British street artist who likes to remain anonymous and not let people know their true identity.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>'Girl with Balloon'</p> <p>Luke McDonnell – Local artist</p> |

**Key Composers/
Compositions:**




The Beatles - Hey Jude



David Bowie - Space Oddity

Science

| | Finger Tip Knowledge | Vocabulary | Skills |
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| |  <p>Seasons x 4 (SSAW) Spring, Summer, Autumn, Winter.</p>  <p>Our solar system has 8 planets and 1 dwarf planet. The planets are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. The dwarf planet is called Pluto.</p> <p>Mnemonic My, Very, Easy, Method, Just, Speeds, Up, Naming, Planets.</p>   <p>Materials – the matter or substance that objects are made from.</p>  | <p>Vocabulary: Seasons - (4) autumn, winter, spring, summer Solar system - a solar system is a star that has objects (such as planets) orbiting around it. Sun - a huge star that the Earth and the other planets in our solar system orbit around. star a giant ball of hot gas and plasma. Earth - the planet on which we live. Also called the world. Orbit - to repeatedly move around something in a curved path. Planet - a large object, round or nearly round that orbits a star. moon a natural satellite which orbits Earth and other planets. Satellite - any object or body is space that orbits something else, for example the moon is a satellite of the Earth. Axis - an imaginary line that something rotates around. The Earth's axis runs from the North pole to the South pole. Atmosphere - the layer of gases that surround a planet. Hard - not easily broken or bent. Soft - easy to cut, fold or change the shape of. Stretchy - can be pulled to make it longer or wider without breaking. Shiny - reflects light easily. Dull - Doesn't reflect light. Rough - feels and looks uneven or bumpy. Smooth - no lumps or bumps. Bendy - can be folded easily. Waterproof - keeps water out and keeps things dry. Not waterproof - materials that let water in. Absorbent - soaks water up. Not absorbent - does not soak up water. Transparent - objects can be seen through. Opaque - objects can't be seen through. Glass a hard, transparent material used to make windows. Metal - a hard substance such as iron, steel, gold or lead. Plastic - a material which is light in weight and does not break easily. Rock - hard substance which the Earth is made of. Wood - forms the trunks and branches of trees. Furniture is often made from wood. Lifecycle – Life cycle means the stages a living thing goes through during its life.</p> | <ol style="list-style-type: none"> To observe and describe all 4 seasons. 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 Test to see the suitability of different materials. Identify and name the planets in our solar system. |


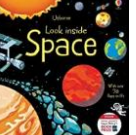
| | National Curriculum PoS | Learning | Lesson Knowledge |
|--|---|---|--|
| Themed week within spring – To label | <ul style="list-style-type: none"> To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). | <p>Activity: Children share what they already know about chicks. They observe chicks and identify what they notice about the structure of the bird. Children label all of the main body parts. https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zwn6mnb</p> <p>Big Thought Question (oracy): Why do chicks need a strong, sharp beak?</p> | To identify a common animal and classify it as a bird. To recognise and label the body parts of a chick. |
| Themed week within spring – To sequence a life cycle | <ul style="list-style-type: none"> To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). | <p>Activity: Children to learn about the lifecycle of a chick/hen. Children will experience chicks hatching and growing with the eggs we have in school. Children to watch the hatching process and sequence the events.</p> <p>Big Thought Question (oracy): If a female chick becomes a hen, what is a male called? A male chicken is called a rooster. Roosters under 1 year old are often referred to as a cockerel, while those over 1 year old are called cocks.</p> | To understand the lifecycle of a chick and sequence the lifecycle in order. |

| | National Curriculum PoS | Learning | Lesson Knowledge |
|------------------------|---|---|---|
| Week 1 – Identify | <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways Use observations and ideas to suggest answers to questions | <p>Activity: Go on a senses 'Winter Walk' and observe seasonal changes. ✓ Use Senses ✓ Notice similarities ✓ Notice differences</p> <p>Focus of walk: To identify and describe the season of winter. Take the thermometer on the walk and read the temperature.</p> <p>Big Thought Question (oracy): Why are there less hours of daylight in the winter months?</p> | There are 4 seasons – Spring, Summer, Autumn, and Winter . The length of the day changes in each season. In each season, different types of weather are more typical. Trees change and animals show different habits in different seasons. |
| Week 2 – Ask questions | <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways Use observations and ideas to suggest answers to questions. | <p>Activity: Watch the space video and children have the opportunity to ask questions about space. Children record their questions. Planets For Kids Space For Kids Astronauts For Kids - YouTube</p> <p>Big Thought Question (oracy): Which is the coldest planet?</p> | To retain facts about space and ask questions to deepen understanding. |
| Week 3 – Label | <ul style="list-style-type: none"> Use observations and ideas to suggest answers to questions. | <p>Activity: Children learn about the solar system and the order of the planets – using the video and mnemonic: My very easy method just speeds up naming planets. Children also learn the solar system song: Planets Song - YouTube. Children label and complete the ordering planets activity.</p> <p>Big Thought Question (oracy): Why can't we feel the Earth move?</p> | To recognise there are 8 planets and order these correctly. |


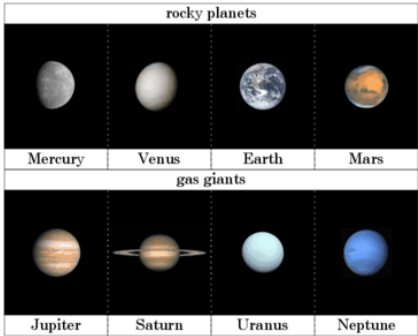


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| Week 4 – Write facts | <ul style="list-style-type: none"> Use observations and ideas to suggest answers to questions. | <p>Activity: Watch the BBC video about the moon. The Moon - KS1 Science - BBC Bitesize</p> <p>Children use their observations of the moon and record their facts, as well as design their own planet.</p> <p>Big Thought Question (oracy): How many phases are there for the moon? (There are four primary Moon phases and four intermediate phases. New Moon First Quarter Full Moon Third or Last Quarter Waxing and Waning Crescent Moon).</p> | To retain facts about the moon and use their knowledge of planets to design their own; thinking carefully about the size, shape, the weather on their planet, as well as how many moons it has and the inhabitants. |
| Week 5 – Identify | <ul style="list-style-type: none"> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock | <p>Activity: Recap learning on materials. Children identify and label the materials as a class.</p> <p>Big Thought Question (oracy): What material are rockets mostly made from?</p> | To recognise objects are made from materials and to be able to identify the material the object is made from. |
| Week 6 – Group | <ul style="list-style-type: none"> Compare and group together a variety of everyday materials on the basis of their simple physical properties. | <p>Activity: Children use their knowledge of materials to sort objects into 3 main groups: plastic, metal and fabric.</p> <p>Big Thought Question (oracy): Are all boats made from wood? Why?</p> | To use knowledge of materials and group objects based on the material they are made from. |
| Week 7 – Group | <ul style="list-style-type: none"> Compare and group together a variety of everyday materials on the basis of their simple physical properties. | <p>Activity: Children use the feely bag and describe the objects as either hard or soft and complete the grouping activity.</p> <p>Big Thought Questions (oracy): Can a material be both hard and soft?</p> | To describe properties of materials. |
| Week 8 – Describe | <ul style="list-style-type: none"> Everyday materials: 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. | <p>Activity: Children use their knowledge of materials and describe the properties of these materials.</p> <p>Big Thought Questions (oracy): What is the strongest material?</p> <p>Graphene: thick sheets of carbon& are 200 times stronger than steel!</p> | To describe properties of materials. |
| Week 9 – Group | <ul style="list-style-type: none"> Describe the simple physical properties of a variety of everyday materials. | <p>Activity: Children identify the materials of which each object is made from. They sort the objects into 6 main groups: soft, hard, smooth, rough, bendy and stretchy.</p> <p>Big Thought Question (oracy): Can materials change from rough to smooth?</p> | To describe properties of materials and to know materials can be described using more than one property. |
| Week 10 - Experiment | <ul style="list-style-type: none"> Work scientifically by: performing simple tests to explore. | <p>Activity: Children learn about waterproof – not waterproof, as well as absorbency. They test materials and decide which material would be best to make teddy an umbrella to stay dry.</p> <p>Big Thought Question (oracy): Why is it important coats are waterproof?</p> | To explore, name, discuss, test, as well as raise and answer questions about everyday materials. |

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| Week 11 - Group | <ul style="list-style-type: none"> Describe the properties of a variety of everyday materials. | Activity: Children learn about materials that are transparent or opaque. They test whether light can pass through the objects and sort them into 2 main groups. Big Thought Question (oracy): Are stained glass windows transparent or opaque? | To test and group materials based on whether light can pass through them. |
| Week 12 - assessment | <ul style="list-style-type: none"> 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. | Assessment | Children use their knowledge of materials to complete the assessment. |

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|  | What is the colour of the sky? Why is it dark in space? Are all windows transparent? Could we live in space? | What is the strongest material? Can materials have more than 2 properties? |
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|  Books to be Read |        |
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Geography

| | Finger Tip Knowledge | Vocabulary | Skills |
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| Geography |  <ul style="list-style-type: none"> 8 planets in the solar system Planets can be made mostly of rock or mostly of gases. Within our solar system we have two types of planet rocky planets and gas planets.  <ul style="list-style-type: none"> Rocky planets are made mostly from rock and metals. Rocky planets are usually smaller than gas planets. Gas planets have many moons. In our solar system we have 4 gas planets and 4 rocky planets. <div> <div>  <p>Physical features</p> </div> <div>  <p>Human features</p> </div> </div> <ul style="list-style-type: none"> Physical features found on Earth can be found on other planets in our solar system. Physical features found on other planets include: mountains, weather, valleys and volcanoes. Human features are features in an area built or caused by people. Earth is the only planet known to have life and humans so it is the only planet on which we find human features. Satellites, rockets, space stations and telescopes are all human features as they were sent to space by people. Human features of a planet include: cities, towns, villages, roads and shops. | <p>Planet - an object that orbits a star, that does not give out its own light.</p> <p>Solar system - 8 planets and 1 dwarf planet.</p> <p>Rocky planet - made mostly from rock and metal.</p> <p>Gas planet - made entirely from different gases including hydrogen and helium.</p> <p>Earth - The planet on which we live.</p> <p>Physical Geography - Earth's natural features, such as mountains, rivers, deserts, oceans and weather.</p> <p>Human Geography - Manmade and human environment: Church, office, house, town, factory, city, town.</p> <p>Mountain - a very high rocky area with very steep sides.</p> <p>Volcano - an opening in the Earth's surface where red-hot rocks, lava and gas come out from underground.</p> <p>Valley - a low area of land between mountains.</p> <p>Weather - The conditions outside. This includes the temperature outside, wind direction and strength, as well as rain, cloud, snow and sun.</p> <p>Temperature - describes how hot or cold an environment is.</p> <p>Degrees Celsius - also known as centigrade, is a scale and unit of measurement for temperature.</p> | <ol style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as continents and oceans. Use photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple compass directions (north, east, South and West). |
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| | National Curriculum PoS | Learning | Lesson Knowledge |
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| Week 1 – Identify | <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical and human features. | <p>Activity: Children recap their learning on human and physical features and watch the video below.</p> <p>What are human and physical features? - BBC Bitesize</p> <p>Children complete the quiz by identifying human and physical features.</p> <p>Big Thought Question (oracy): Can a landmark be human and physical?</p> | To know and understand the terms human and physical geography and give examples of each. |
| Week 2 - Sort | <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical and human features. | <p>Activity: Children build on their knowledge of human and physical and sort the pictures into the 2 main groups.</p> <p>Big Thought Question (oracy): Weather is human! Do you agree or disagree? Why?</p> | To recognise and sort geographical features into human and physical groups. |
| Week 3 – Sort | <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical and human features. | <p>Activity: Children describe the space images and sort the pictures into human or physical. For example: Apollo 15, Saturn and Earth,</p> <p>Big Thought Question (oracy): Are all planets physical?</p> | To recognise and sort geographical features into human and physical groups. |
| Week 4 – Write facts | <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. | <p>Activity: Children recap their learning about weather and seasons and explain what they know about weather in the UK.</p> <p>Physical geography - Years 1 and 2 / P2 and P3 Geography - This Term's Topics - Home Learning with BBC Bitesize - BBC Bitesize</p> <p>Big Thought Question (oracy): Is it always hot or warm in summer?</p> | To describe the weather and make links to seasonal changes. |
| Week 5 – Observe | <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. | <p>Activity: Children observe the weather over a week and record the weather daily.</p> <p>Big Thought Question (oracy): Does cloud cover make a difference to the temperature?</p> | To observe weather and record the temperature reading in degrees Celsius. |
| Week 6 - identify | <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. | <p>Activity: Children match the pictures of weather to the weather statements.</p> <p>Big Thought Question (oracy): Why is it often colder in the North of the country?</p> | To observe and describe the weather. |

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| Week 7 - Describe | <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. | <p>Activity: Children watch a weather forecast and take it in turns to create and present their own weather forecast, using the vocabulary learnt this term. Children present their forecasts to the Headteacher and Year 2.</p> <p>Big Thought Question (oracy): Why is it summer in Australia when it's winter in the UK?</p> | To observe and describe the weather. |
| Week- 8 Assessment | <ul style="list-style-type: none"> Assessment week | Assessment week | Children use their knowledge to complete the Geography assessment. |


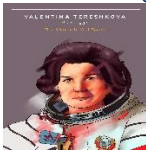

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|  | <p>Why is it colder when it's windy? Which planet is the closest to planet Earth? How can we forecast the weather? What is climate change and how can we prevent it?</p> |
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|  <p>Books to be Read</p> |     |
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History

| | Finger Tip Knowledge | Vocabulary | Skills |
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| History |  <p>Astronaut – trained to travel in a spacecraft.</p>  <p>Yuri Gagarin – First person in space (Russian astronaut).</p>  <p>Neil Armstrong – First man to set foot on the moon.</p>  <p>Valentina Tereshkova – First woman in Space.</p>  <p>Helen Sharman – First British woman in Space.</p> | <p>History – events from the past. Facts – a thing that is known or proved to be true. Space – is the zone above and around our planet where there is no air to breathe or to scatter light. Space a vacuum, but it is far from empty. Astronaut – Space explorer. A person who is trained to travel in a spacecraft. The word astronaut is Greek for 'Star Sailor'. Timeline – events form the past in chronological order. Chronological – (record of events) following the order in which they occurred. Spacecraft – is a vehicle or machine designed to fly in outer space.</p> | <ol style="list-style-type: none"> To identify significant individuals from the past. Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes). Place known events in chronological order. To ask and answer relevant questions about the past (historical enquiry). Talk, draw or write about historical events. |




| | National Curriculum PoS | Learning | Lesson Knowledge |
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| Week 1 – Order chronologically | <ul style="list-style-type: none"> To understand events beyond living memory that are significant nationally or globally. | <p>Activity: Children learn about Space and some of the significant historical events of space exploration. Children use this knowledge to complete the timeline of events.</p> <p>Big Thought Question (oracy): How many animals have been sent into space?</p> | To order historical events chronologically. |
| Week 2 – To write facts | <ul style="list-style-type: none"> To understand events beyond living memory that are significant nationally or globally. | <p>Activity: Children learn more about astronauts and record these facts on a mind-map. Children use the books on Space to learn new facts and share these with the class.</p> <p>What Is a Spacesuit? NASA</p> <p>Big Thought Question (oracy): Why do astronauts need to wear spacesuits?</p> | To learn retain and record facts. To know a fact is something that has been proven to be true. |

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| Week 3 – Order chronologically | <ul style="list-style-type: none"> To understand events beyond living memory that are significant nationally or globally. | Activity: Children learn about the famous astronaut, Neil Armstrong. Children use this new knowledge to order the events in his life chronologically.  | To order historical events chronologically. |
| Week 4 – Write facts | <ul style="list-style-type: none"> To understand events beyond living memory that are significant nationally or globally. | Activity: Children use their knowledge of Neil Armstrong to write a fact sheet. Big Thought Question (oracy): How do we check historical facts are true? | To learn, retain and record facts. |
| Week 5 – Write facts | <ul style="list-style-type: none"> To understand events beyond living memory that are significant nationally or globally. | Activity: Children learn about the female astronaut Valentina Tereshkova. Children write facts about the significant individual.  Big Thought Question (oracy): Will humans ever live on another planet? | To learn, retain and record facts. |
| Week 6 – Answer questions | <ul style="list-style-type: none"> To understand events beyond living memory that are significant nationally or globally. | Activity: Children learn about the first female British astronaut to explore space – Helen Sharman. Children read the facts and answer questions about the significant individual.  Big Thought Question (oracy): What factors make planet Earth habitable? | To learn and retain facts and use these to answer questions. |
| Week 7 – Answer questions | <ul style="list-style-type: none"> To understand events beyond living memory that are significant nationally or globally. | Activity: Children use their knowledge of space history to answer questions about significant individuals. Children complete the Space Quiz. Big Thought Question (oracy): How many planets have been explored? | To learn and retain facts and use these to answer questions. |

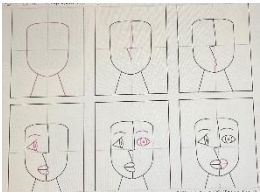

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|  | Why are other planets inhabitable? What makes Earth a habitable planet? How many astronauts have now visited Space? |
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|  Books to be Read |      |
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Art/DT

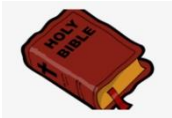





| | Key works of art to recognise/ Artists to know: | Vocabulary | Skills - Art |
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| Art/DT | <p>Pablo Picasso Weeping Woman 1937 Cubism is a style of art which aims to show objects and people from lots of different angles all at one time. This is done through the use of cubes and other shapes.</p>   <p>Banksy - first started working as a freehand graffiti artist in 1990. Girl with Balloon was first created in London in 2002. The artwork is a symbol of hope. The original stencil at Southbank – London was accompanied by a quote that read "There Is Always Hope".</p>  <p>Local Street Artist – Luke McDonnell.</p> | <p>Portrait – a painting of a person Sketch – a rough or unfinished drawing or painting, often made to assist in making a more finished picture. Blend -the technique of gently intermingling two or more colours or values to create a gradual transition or to soften lines. Outline - a line or set of lines showing the shape of an object. Observations – Using your sense of sight to notice things. Cubism - a style of art which aims to show objects and people from lots of different angles all at one time. This is done through the use of cubes and other shapes. drawings/designs. Canvas – A material often stretched out to draw or paint on. Still life paintings – these paintings are a collection of objects. It could be fruit or flowers that feel soft, with vases, bowls or other things that feel hard. These things do not move. Collage - the use of pieces of paper or other materials arranged and stuck down onto a surface. Street Art - is any art created in public spaces. It's usually unendorsed and carried out in untraditional art spaces. Graffiti - writing or drawing scribbled, sprayed or scratched on a wall or other public space. Stencil graffiti – graffiti using a cardboard or paper stencil to create and recreate an image. The image is cut out and then transferred to a surface using spray paint or roll-on paint.</p> | <ol style="list-style-type: none"> To recall facts about famous influential artists. Children know how to draw or paint a picture of something they can see. To use pencils to create lines of different thickness in drawings. To know how to create different textures. Children know how to communicate something about themselves in their painting. Children know how to create moods in their paintings. Children know that thick and thin brushes have different effects. Children know how to paint a picture of something they can see. Children know that some paints are different. Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing Choose materials and explain why they are being used |

| | National Curriculum PoS | Learning | Lesson Knowledge |
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| Week 1 – Learn facts | <ul style="list-style-type: none"> To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>Activity: Children learn facts about Picasso. Children use these facts to sort the artwork into Pablo's cubism and non-cubism art.</p> | <p>To learn and retain facts about Picasso. To know that Cubism is a style of art which aims to show objects and people from lots of different angles all at one time.</p> |

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| Week 2 – To create a self portrait | <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | <p>Activity: Children recap and build on their knowledge of Picasso and cubism. Children learn about Picasso's 'Weeping Woman' and extend their knowledge on cubism to create their own self-portrait using this style. (Children sketch the outline and main features).</p>  <p>Pablo Picasso - KS1 Art and Design - BBC Bitesize</p> | To know how to create a self-portrait by using the technique of cubism. |
| Week 3 – Add detail and texture using paint | <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | <p>Activity: Children continue to create their own cubism portrait and add detail and texture using bold coloured watercolour/poster paints.</p>  | To apply a range of techniques to art, including blending, layering, strokes, pointillism and drawing. |
| Week 4 – Create a background | <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | <p>Activity: Children create a background for their cubism portrait. Children will learn usually we create the background first, but this time, we are creating it after the portrait. We will take inspiration from the colours and shapes we have used so far to create a striking background.</p> | To know how to create a background using 2 D shapes. |
| Week 5 – Ask questions | <ul style="list-style-type: none"> To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>Activity: Children learn about the artist Banksy.</p> <p>Who is Banksy? - Bing video</p> <p>Children ask questions about the artist.</p> | To ask questions to deepen our learning about art/artists? |
| Week 6 – Ask questions | <ul style="list-style-type: none"> To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>Activity: Children learn about the local artist – Luke McDonnell and look at some of his work, including; wall murals in the local community, his designs for VAN shoes and illustrations. They then discuss which is their favourite artwork and begin to think of questions they would like to ask the artist when they meet him.</p> <p>Mural Chiba Creative Milton Keynes</p> | To know how to ask questions to deepen understanding about art. |


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| Week 7 – Evaluate | <ul style="list-style-type: none"> To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>Activity: Children learn more about the work of Banksy. How is this similar to Luke McDonnell's art? How is it different?</p> <p>Children look closely at the 'Girl with Balloon' street-art and learn about outlines and stencils. Children to recreate this art. Children take turns to take photographs of each other holding the red heart balloon in the air outside. These will be used to create stencils.</p> | <p>To describe what is liked or disliked about a piece of art and to explain what is similar or different between artists and their techniques.</p> <p>To use photography as part of an art process.</p> |
| Week 8 – Blend | <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. | <p>Activity: Children create the background for their balloon art, using the original as inspiration. Focus on blending and texture. (Pastels/charcoal).</p> | To create a background. |
| Week 9 – Sketch | <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. | <p>Activity: Children use the stencil to sketch an outline onto card, using their photograph template.</p> | To use stencils and sketching to create an outline. |
| Week 10 – Paint | <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | <p>Activity: Children use paint to create, colour, form and texture to their balloon art.</p> | To use the media of paint to add texture, colour and form. |
| Week 11 – Evaluate | <ul style="list-style-type: none"> To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>Activity: Children's work is displayed in the hall and they critique each other's work in a positive way.</p> | To critique their own work and work of their peers making reference to the success criteria, as well as using the art vocabulary taught so far. |
| Week 12 – Paint | <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | <p>Activity: Children use paint to recreate 'Moon Zoom' art. How To Paint A Full Moon (youtube.com)</p>  | To use the media of paint to add texture, colour and form. |
| Week 13 – Follow a recipe | <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | <p>Activity: Children make star/moon biscuits following steps in a recipe. Children recap their learning on hygiene and safety when cooking.</p> | <p>To use ingredients and follow a recipe.</p> <p>To shape, cut and finish an edible product.</p> |
| Week 14 - Construct | <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] | <p>Activity: Children design and construct their own rocket, thinking carefully about the materials to be used (linked to previous learning in Science), as well as the technique for shaping and joining the materials together.</p> | To design and construct a product, using simple practical tasks. |


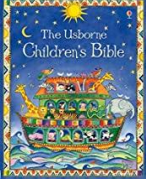
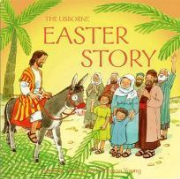
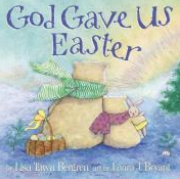
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| | Finger Tip Knowledge | Vocabulary | Skills |
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| Religious Education |  <p>Bible – 2 parts: New and Old Testament.</p> | <p>Christianity - a religion where people believe that Jesus Christ is the Son of God, and who follow his teachings. Jesus – Son of God Easter –The oldest and most important Christian festival. Resurrection - When Jesus came back to life. Disciples - The twelve followers of Jesus. Betray - To be unfaithful or break a promise to someone. Bible – Special Christian book with 2 parts: The Old and New Testament. Church – A building for Christian worship. Commandments – Christian rules. Christian cross – The Christian cross, with or without a figure of Christ included, is the main religious symbol of Christianity. Christening – a ceremony where a baby is christened. Wedding –where two people love each other and are united in marriage. Patka – the item of which Sikh boys cover their hair. Topi – Male Muslims cover their head with this. Hijab – Female Muslims cover their heads with this. Gurdwara – Sikh place of worship. Mosque – Muslim place of worship. Shalwar Kameez – Sikh female clothing. Sari – Female Hindu clothing. Synagogue – Jewish place of worship Wat – Buddhist place of worship. Mandir – Hindu place of worship.</p> | <ol style="list-style-type: none"> 1. To recall facts about religions. 2. To recognise religious symbols 3. To retell religious stories. 4. To recall and describe religious festivals. |
| |  <p>Church - a building for Christian worship.</p> | | |
| |  <p>Cross – main Christian symbol. Jesus died on the cross.</p> | | |
| |  <p>Easter – holiday celebrating the resurrection of Jesus Christ.</p> | | |
| |  <p>The week leading up to Easter. The Easter story is very important to Christians as it reminds them of Jesus' death and celebrates his resurrection.</p> | | |
| |  <p>Christening - Christian ceremony at which a baby is christened.</p> | | |
| |  <p>Wedding is a ceremony where two people are united in marriage. Traditions and customs vary greatly between cultures, ethnic groups, religions and countries.</p> | | |



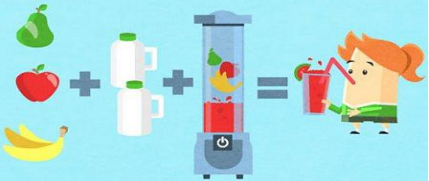
| | National Curriculum PoS | Learning | Lesson Knowledge |
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| Week 1 – To recognise different religions. | <ul style="list-style-type: none"> Beliefs and teachings from various religions. Spiritual, moral, social and cultural development. | Activity: Children recap their learning about different religions and the symbolic places of worship, as well as clothing for each religion. | To recognise places of worship. |
| Week 2 – To recognise Christian symbols. | <ul style="list-style-type: none"> To recognise religious symbols and their meaning. | Activity: Children learn to identify, draw and label Christian symbols. | To identify symbols linked to a religion and to describe their meaning. |
| Week 3 – To identify the features of a Christening | <ul style="list-style-type: none"> To recognise, name and describe religious practices. | Activity: Children learn about christenings and label the baptism scene. | To know a christening is when a baby is welcomed into the Christian faith. |
| Week 4 - To understand the Easter story | <ul style="list-style-type: none"> To recognise, name and describe religious artefacts, places and practices. | Activity: Children learn about the Christian celebration - Easter. https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6 | To know Easter is the oldest and most important Christian festival and it celebrates Jesus rising from the dead, three days after he was executed. |
| Week 5 – To sequence a religious story | <ul style="list-style-type: none"> To retell religious stories and suggest meanings in the story. | Activity: Children build on their knowledge of the Christian and faith and Easter. Children sequence the Christian story. | To understand, re-tell and order of a religious story. |
| Week 6 - To describe a Christian wedding | <ul style="list-style-type: none"> Children begin to recall and name different beliefs and main festivals associated with religions. | Activity: Children learn about Christian weddings and design a wedding invitation and wedding cake. | To recognise and describe the features in a Christian wedding. |

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| <p>Week 7 - To compare weddings from other religions</p> | <ul style="list-style-type: none"> Children begin to recall and name different beliefs and main festivals associated with religions. | <p>Activity: Children recap their learning on Christian weddings and compare this to weddings from other cultures, including; Islamic, Hindu, Sikh and Jewish weddings.</p> | <p>To recognise and compare wedding celebrations from a range of cultures.</p> |
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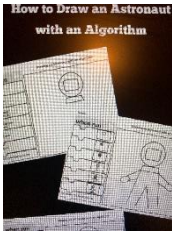
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|  | <p>Why do people and babies get christened or baptised? Can you get married an unlimited amount of times? How many religions are there in the World? Do all Christians believe the Easter story?</p> |
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|  <p>Books to be Read</p> |    |
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Computing

| | Finger Tip Knowledge | Vocabulary | Skills |
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| Computing |  <p>Be safe online:</p> <ul style="list-style-type: none"> - Only go online when a grown up is with you. - Be kind - Keep information about me safe - Tell a grown up if something online makes me unhappy.  <p>Logging on and off safely.</p>  <p>Algorithm = set of instructions</p> | <p>Online safety – Being safe and only going online when a grown up is present. Not sharing personal information and thinking before we click.</p> <p>Purplemash – online learning platform.</p> <p>Logging on – switching the computer on.</p> <p>Logging off – Switching the computer off.</p> <p>Retrieve - getting something back, or accessing stored work in a computer.</p> <p>Algorithm – a set of instructions.</p> <p>Technology - Technology is the use of knowledge to invent new devices or tools.</p> | <ol style="list-style-type: none"> 1. To know how to safely use technology. 2. To explain to others how to use the internet safely. 3. To know there is a wide range of technology and name some of the equipment. 4. To use a keyboard. 5. To know how to select a programme for a given task, For example, Word, 2 Simple or Purple Mash. 6. To save and retrieve work on a learning platform. 7. To understand what algorithms are and how they are implemented. |

| | National Curriculum PoS | Learning | Lesson Knowledge |
|---------------------------------------|---|---|--|
| Week 1 – Know how to stay safe online | <ul style="list-style-type: none"> To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | <p>Activity: Children discuss as a class what online means. Children give examples of when they have been online and how they keep safe.</p> | To know how to use the internet safely and to know what to do if they have concerns. |
| Week 2 – To use purple-mash | <ul style="list-style-type: none"> To use technology safely and respectfully. | <p>Activity: Children use purple-mash to write captions about aliens. Children use their skills of drag and drop and add text.</p> <p>www.purplemash.com/#app/pup/aliencaptions_2</p> | To use an online learning platform safely to create and save work. |

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| Week 3 – To use purple-mash | <ul style="list-style-type: none"> To use technology safely and respectfully. | <p>Activity: Children use the knowledge and skills to log on to purple mash and use the camera to take a photo and use this to add to the astronaut template. They will see themselves as the space explorer. (As a class discuss internet safety and the fact we do not share photos online. Discuss purple-mash is a safe online platform to be used in school and at home with guidance from parents and carers.</p> <p>https://www.purplemash.com/#app/mashcam/astronaut_cam</p> | To know how to log on to a programme safely. |
| Week 4 – To use purple-mash | <ul style="list-style-type: none"> To use technology safely and respectfully. | <p>Activity: Children recap internet safety and build on their learning of accessing Purple Mash. They will learn to log on and save their work.</p> <p>Children use the 2 Paint mode to create their own rocket. Children will save and retrieve their work.</p> | To know how to log on and retrieve work. |
| Week 5 – To use an algorithm | <ul style="list-style-type: none"> To understand what algorithms are and how they are implemented as programs on digital devices. | <p>Activity: Children recap their learning on algorithms and recognise these as a set of instructions. Children use an algorithm to draw an astronaut.</p>  | To know an algorithm is a set of instructions. |
| Week 6 - To explain internet safety | <ul style="list-style-type: none"> To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | <p>Activity: Children recap internet safety and create their own videos about staying safe on-line using I-pads. These videos will then be shared with Reception children. The Reception children will tell Year 1 what they have learnt from their videos.</p> | To know how to use the internet safely and to know what to do if they have concerns. |