

Subjects covered in the national curriculum:

English

The Naughty Bus by Jan Oke

Letters, diaries, sequels, non-chronological reports. Own adventure story

Astro Girl by Ken Wilson-Max

Writing in role, commands, 'how to' guides, Fact file about being an astronaut

Toys in Space by Mini Grey

Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions
Own version fantasy world narrative

Geography

Can you describe with directions how to get from one continent to another?

History

Why did types of transport change?

Art

How can printing make a picture?
What can Van Gogh teach me?

Design and Technology

Can you design and make a vehicle that moves?

Computing

Can you decide how you would group objects so you can answer a question?

My programme isn't working but can you work out where it has gone wrong?

Wacky Races

Maths

Place value within 20 and 50
Measures – Length and Height, Mass and Volume
Year 1 - Addition and Subtraction within 20
Year 2 - Fractions and Multiplication and Division

Enrichment

Trip on a train.

Science

Can you describe what happens in the world around us each day or every year?

RSHE

Can you name your feelings and body parts?

How can you overcome your fears and worries?

Music

I wanna play in a band Can we play instruments to the beat of rock music?

Our World Can you clap and play rhythm and melodic patterns, high and low sounds?

RE

How does a celebration bring communities together?

What does the cross mean to a Christian?

PE

Dance
Attack defend shoot

The skills you will develop in this topic:

Geography: Travelling round the world 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.

Art: Develop fine motor skills and share creations. Use a range of tools and techniques creatively to make prints. Artist Inspiration e.g. Hokusai and Van Gogh.

Design Technology: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textile, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Explore and use mechanisms [e.g. wheels and axles], in their products).

History: Transport

Talk about the lives of the people around them and their roles in society. Study changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Study significant historical events, people and places in their own locality.

Science: Explore the natural world around them. Describe what they see, hear and feel whilst outside.

Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment

RE: Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews. Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise that some beliefs connect together and begin to talk about these connections.

RSHE-

My Feelings / My Body: Recognising feelings and how to respond. Naming parts of the body. Naming external genitalia using the correct scientific term.

Concept: Scared or Afraid: What makes me scared? Is it okay to be afraid? How can I overcome my worries?

Music: To 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 interrelated dimensions of music.

P.E.

Dance

- Copy some moves
- Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions
- Dynamics (HOW) – slowly, quickly, with appropriate expression Use own ideas to sequence dance
- Sequence and remember a short dance
- Move spontaneously showing some control and coordination
- Move with confidence when walking, hopping, jumping, landing Move with rhythm in the above actions
- Demonstrate good balance Move in time with music
- Coordinate arm and leg actions (e.g. march and clap) Interact with a partner (e.g. holding hands, swapping places, meeting and parting)
- Respond to own work and that of others when exploring ideas, feelings and preferences
- Recognise the changes in the body when dancing and how this can contribute to keeping healthy

Attack and shoot

- Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work cooperatively in teams
- Throw into targets
- Perform a range of throwing actions e.g. rolling, underarm, overarm
- Describe different ways of throwing
- Explain what is successful or how to improve

Computing: Data and information - grouping data: To label objects, To identify that objects can be counted, To describe objects in different ways. To count objects with the same properties. To compare groups of objects. To answer questions about groups of objects.

Programming A - Robot algorithms: To describe a series of instructions as a sequence. To explain what happens when we change the order of instructions. To use logical reasoning to predict the outcome of a program. To explain that programming projects can have code and artwork. To design an algorithm. To create and debug a program that I have written.

Home Learning ideas:

- **Research about the Solar System.**
- **Research about the inventions of the car, plane and train.**
- **Read stories with transport in.**

Vocabulary I need to know:

Geography – Travel, map, compass, North/South/East/West, right/left.

History- Transport, vehicle, change, past, society.

Science – season, weather, Solar System, planet, moon, Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, table, chart, star, sphere, light source, space

Art –design, observe, colour, material, paint, sculpture, texture.

D.T – vehicle, window, headlight, windscreen, axle, chassis, body, washer, attach, make, plan, evaluate, design

RE – Celebration, Christian, Community, Easter, Eid-ul-Adha, Eid-ul-Fitr, Festival, Muslim, Religion, identity, belief, tradition, Ramadan, Diwali, Baisakhi, Cross, Crucifixion, Jesus, Resurrection, Salvation

RSHE- emotions, feelings, penis, vulva, scared, afraid, worries.

Music- KS1- Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo, high sounds, low sounds, tempo, rap, unison.

PE: Move, rhythm, travel, sequence, co-ordinate, shoot, ball, attack.

Computing: object, group, data, property, data set, floor robot, command, program, algorithm, code, task, design, clear memory, run program, left turn, right turn, debug

By the end of our topic the children will:

Children will be able to sequence forms of transport in chronological order. They will be able to talk about Neil Armstrong and the moon landing. Children will be able to locate continents on a map of the world and name the best form of transport to travel there. Participate in a Space Day, becoming an astronaut for the International Space Agency.