

<b>Mental and Physical Well Being (MPWB)</b> <b>Health &amp; Self Care      Moving &amp; Handling      Making Relationships</b>	<b>Year 1 Curriculum Planner</b> <b>Spring 1</b>	<b>Understanding the World (UW)</b> <b>The World      People &amp; Communities      Technology</b>												
<ul style="list-style-type: none"> <li>Staying clean in a space suit on the space station. Develop skills for maintaining personal hygiene. (PSHE/ H)</li> <li>Recognise why people do things and their motivations e.g. why did they want to go to the moon? (PSHE/H)</li> <li>Name, draw and label the basic parts of the human body and say which part of the body is to do with which sense (S).</li> <li>Outdoor Multi Skills- develop use of eye contact when passing a ball. (PE)</li> <li>Indoor Space Dance- learn and remember simple dance moves and perform them with control. (PE)</li> <li>Playing percussion instruments with control (M)</li> </ul>	<p align="center"><b>SPACE EXPLORERS</b></p> <p><b>Topic Description:</b> Learning about adventurers and explorers in space.</p> <p><b>The Big Question:</b> What can we learn from visiting the moon?</p> <p><b>The following National Curriculum subjects will be covered this half term</b></p> <table border="0"> <tr> <td>Art (A)</td> <td>Design and Technology (DT)</td> <td>Computing (C)</td> </tr> <tr> <td>English (E)</td> <td>French (MFL)</td> <td>Geography(G)</td> </tr> <tr> <td>History (H)</td> <td>Maths (Ma)</td> <td>Music (M)</td> </tr> <tr> <td>Physical Education (PE)</td> <td></td> <td>Science (S)</td> </tr> </table> <p>Personal, Social, Health and Economic (PSHE/RSE)    Religious Education (RE)</p> <p>Covers many curriculum subjects (x curricular)</p>	Art (A)	Design and Technology (DT)	Computing (C)	English (E)	French (MFL)	Geography(G)	History (H)	Maths (Ma)	Music (M)	Physical Education (PE)		Science (S)	<ul style="list-style-type: none"> <li>Learn about the special event of the moon landings during the space race. (H)</li> <li>Learn about the lives of significant individuals (astronauts) – Buzz Aldrin and Tim Peak. (H)</li> <li>Understand why certain people are important to our history. (H)</li> <li>Recognise that humans are animals. (S)</li> <li>Compare and describe differences in human features e.g. eyes, hair. (S)</li> <li>Investigating how effective our senses are. How does my body find out about its surroundings? (S)</li> <li>Collecting data and organising and storing data digitally. (C)</li> <li>Internet safety- understanding that information we put on the internet can be seen by others. (C)</li> <li>Looking at earth from space, naming and locating the 7 continents and 5 oceans. (G)</li> <li>Islam. Stories from the life of the Prophet Muhammad (pbuh). Revelation of the Qur’an. The early Muslims. Migration to Medina. (RE)</li> </ul>
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<p align="center"><b>English/ Literacy (Lit)</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Whole class texts read during this topic- Beegu By Alexis Deacon, The Man on the Moon by Simon Bartram. A range of space poetry. A range of non-fiction texts linked to space.</li> <li>Explore, interpret and respond to stories.</li> <li>Explore characters and draw on inferences to aid understanding of characters actions.</li> <li>Broaden understanding and use of vocabulary.</li> <li>Sequencing stories, story mapping and developing book talk. (CL)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Continue to apply developing phonics skills in writing.</li> <li>Orally rehearsing sentences before writing.(CL)</li> <li>Use of the fab five in writing.</li> <li>Range of writing outcomes including – captions, informative facts about space, narrative in role, diary writing, letter writing and free verse poetry.</li> </ul>	<p align="center"><b>Communication and Language (CL)</b></p> <p><b>Understanding    Listening &amp; Attention    Speaking</b></p> <ul style="list-style-type: none"> <li>Understanding ways we find out about the past e.g. pictures, stories, websites (H &amp; C).</li> <li>Communicate understanding of the past in a variety of ways e.g. through acting, presenting, debating (H and CL).</li> <li>Participate in discussions, performances, role play, improvisation and debate about what they have read. (E)</li> <li>Learn parts of the body and action songs linked to monsters/aliens. (MFL)</li> <li>Retelling Fairy tales, creating musical motifs, using musical language, understanding and discussing musical dimensions (M)</li> </ul>	<p align="center"><b>Expressive Arts and Design (EAD)</b></p> <p><b>Exploring &amp; Using Media &amp; Materials      Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Identify different ways the past is presented e.g. stories, art, music (H &amp; EAD)</li> <li>Design a space belt to secure the items that they need to take on their space voyage – it must be able to be attached to something if not being worn, it must hold 5 items. (DT)</li> <li>Explore and evaluate existing products. Children to experiment with different fastenings. (DT)</li> <li>Looking at human features for close observation studies. Frida Khalo inspired. (S)</li> </ul> <p><b>Music – Three Singing Pigs</b></p> <ul style="list-style-type: none"> <li>Understanding &amp; using musical dimensions dynamics, tempo, pitch through storytelling &amp; fairytales</li> <li>Playing instruments with control</li> <li>Beat, vocal tuning, listening skills</li> </ul>												
<p align="center"><b>Maths (Ma)</b></p> <ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20. (Ma)</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. (Ma)</li> <li>Add and subtract one-digit and two-digit numbers to 20 including zero. (Ma)</li> <li>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. (Ma)</li> <li>Place value to 50 – count forwards and backwards to 50, read and write numbers to 50, identify one more and one less within 50. (Ma)</li> <li>Count in multiples of 2, 5 and 10. (Ma)</li> </ul>	<p><b>Points to consider when planning</b></p> <p>E.g. ....</p> <p>Opportunities to include philosophy within lessons</p> <p>Opportunities for exploring current affairs</p> <p>Opportunities to develop awareness of environmental issues</p> <p>Characteristics of Effective Learning (Motivation, Thinking, Engagement)</p> <p>Kilmorie Child Qualities</p>	<p><b>Trips and visit:</b></p> <p>Space dome visit.</p> <p>Space day!</p>												