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|  | **5th – 9th Nov 2018**  **Engage -Memorable experience (rocket crash scene)**  **Guided Reading: Aliens in Underpants Save the World. Posters** | **12th – 16th Nov 2018**  **Engage – Crash scene poems**  **Guided Reading: Aliens in Underpants Save the World and Non-fiction** | **19th – 23rd Nov 2018**  **Develop - Character Profile**    **Guided Reading : Beegu** | **26th – 30th Nov 2018**  **Non-Chronological reports**  **Guided Reading: Non-chronological reports and poems** | **3rd – 7th Dec 2018**  **Narrative**  **Guided Reading : Toys in Space** | **10th – 14th Dec 2018**  **Express**  **Guided Reading: Toys in Space** | | **17th – 21st Dec 2018** |
| Phonics | **Song of Sounds – Stage 2 Yr1 & Yr2 (oo, ew and u-e) Yr 2 MA: Continue to use suffixes**  **Spellings: Yr1 -**  split diagraph e-e (perfect Pete)  **Yr 2 -** common exception words | **Song of Sounds – Stage 2 Yr1 & Yr2 Tricky words: come, said, have, any, many**  **MA- break, steak, beautiful (should would could)**    **Spellings: Yr 1 –** split diagraph i-e (in a while crocodile)  **Yr 2 –** common exception words | **Song of Sounds – Stage 2 Yr1 & Yr2 revisit ay, ai and a-e.**  **MA- Revisit all above but also a – baby and lady, eigh (eight, weight)**  **Spellings: Yr 1 –** ow (throw the snow)  **Yr 2 –** common exception words | **Song of Sounds – Stage 2 Yr 1 & 2: revise all graphemes learned so far.**  **Spellings: Yr 1 –** oa (goat on a boat)  **Yr2 –** common exception words | **Song of Sounds Stage 2 Yr1 and Yr 2: revise all long vowel diagraphs.**  **Spellings Yr1 –** o-e (phone home)  **Yr2 -**  common exception words | **Song of Sounds stage 2: ASSESSMENT**  **Tricky words: oh, again, one, once their, little and ask.**  **Spellings Yr1 –**suffixes -s and -es  **Yr2 -**  Common exception words | | **Song of Sounds stage 2: ASSESSMENT**  **Tricky words: oh, again, one, once their, little and ask.**  **Spellings: Yr1 –** tch  **Yr 2 –** Common exception words |
| Maths | **Shape**  **Year 1**  recognise and name common 2-D and 3-D shapes, including:   2-D shapes [for example, rectangles (including squares), circles and triangles]   3-D shapes [for example, cuboids (including cubes), pyramids and spheres].  **Year 2**  identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line   identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces   identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]   compare and sort common 2-D and 3-D shapes and everyday objects. | **Shape**  **Year 1**  recognise and name common 2-D and 3-D shapes, including:   2-D shapes [for example, rectangles (including squares), circles and triangles]   3-D shapes [for example, cuboids (including cubes), pyramids and spheres].  **Year 2**  identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line   identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces   identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]   compare and sort common 2-D and 3-D shapes and everyday objects. | **Money**  **Year 1**  recognise and know the value of different denominations of coins and notes  **Year 2**  recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value   find different combinations of coins that equal the same amounts of money   solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. | **Money**  .  **Year 1**  recognise and know the value of different denominations of coins and notes  **Year 2**  recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value   find different combinations of coins that equal the same amounts of money   solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. | **Money**  **Year 1**  recognise and know the value of different denominations of coins and notes  **Year 2**  recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value   find different combinations of coins that equal the same amounts of money   solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. | **Recap addition and Subtraction**  Recap any areas that need to recap. | | **Addition and Subtraction**  Recap any areas that need to recap. |
| English | **Give simple reasons for their answers or opinions.**  **Articulate and justify answers, arguments and opinions.**  Choose a suitable place to set up a dramatic crash scene, including a broken rocket and alien footprints! Leave clues and junk for the children to find, such as a crumpled craft and a jaded jet pack. Provide investigation packs that contain specimen bags, a hand lens, camera and a clipboard and encourage children to act as detectives to find out what’s happened.  Create a pathway of glittery footprints with blobs of green slime on bushes and trees. Add balls of crumpled foil, springs of coiled wire and a collection of sparkling space rocks. How about a mysterious hand print with six long fingers? Just WHO or WHAT might have landed here?  Look at and talk about photographs taken during their memorable experience. Work with a partner to explain and justify what they think might have happened using the evidence gathered. Interview other children and adults in school to find out if they know about the crash landing, finding out if anyone saw anything unusual! Debate and come to a conclusion as to what they think has happened.  Work together to come up with a range of good questions to ask others. You will need to prompt some of the adults being interviewed as to what to say. Perhaps they heard some strange noises or saw a mysterious figure! With a little luck and creativity, the children will conclude that an alien has landed in the school grounds and they’ll begin to wonder where it’s got to! | **Say sentences out loud to an adult or peer before writing.**  **Say out loud what they are going to write about.**  Listen to, join in with and read a range of stories and poems on the theme of aliens. Make links between the aliens in the stories and poems, and the evidence found at the crash site. In pairs, create a simple incident report that includes photographs of collected evidence and comments from other children and adults. Compose sentences (out loud first, before writing) to accompany their evidence, explaining what they think took place at the site.  You could provide a simple incident report (digital or otherwise) to help the children frame their writing. Children could take on the role of TV news reporters, filming each others’ reports on the crash landing.  **With support, sit with the correct posture at the table, write using a comfortable pencil grip, position paper correctly and organise the writing space effectively.**  **Sit correctly at a table, holding a pencil comfortably and correctly.**  Create an effective poster to inform people about the crash and the missing alien. Use all relevant poster features to present their ideas and information, including a clear title, bold and bright colours and key information. Provide a call to action, such as what to do if the reader has any information about the crash.  Display the children’s posters along with photographs and evidence collected at the crash site. Invite parents and carers to come and find out all about it. | **Speak audibly and intelligibly.**  **Speak audibly and fluently with an increasing command of Standard English.**  Work individually to create clay or dough models of Beegu, sharing resources and talking about what they are making. Place their model on a piece of paper and list all the different adjectives they can think of to describe her. Take a digital photograph of their Beegu model and digitally record their words using an Easi-Speak or similar device. Store both their photographs and readings in their digital file.  At the end of the session upload some of the children’s digital images and listen to their recordings. Did anybody use the same or similar words to describe their Beegu or were their ideas very different? Ask the children, ‘Was it Beegu who landed in the school grounds?’  **Use simple descriptive language (e.g. colour, size, emotion)**  **Compose a sentence orally before writing it.**  Watch animations and film clips showing different aliens, such as one of the little green men in Toy Story, the children’s classic E.T. the Extra-Terrestrial and animated versions of Beegu. Answer questions about the content of the various examples to demonstrate their understanding. Express their views about each of the characters, including their similarities and differences. Compose simple sentences that describe Beegu’s character.  You could offer words such as funny, brave, lazy, curious, kind, unkind, foolish, clever and thoughtful. Children can add their own words or use a thesaurus to find synonyms to make their descriptions more powerful. | **Talk about their writing with the teacher or a partner.**  **Discuss what they have written with the teacher or other pupils.**  Complete their character profile, reading through their sentences to make sure they make sense and are correctly punctuated. Read their sentences aloud to others in the group and give each other feedback on what they have written.  Display the children’s work along with the book and their 3-D models.  **Independently ask simple questions to find out more about the topic.**  **Ask relevant questions to extend their understanding and knowledge**.  Meet an astronaut and ask him questions about his space adventures. Find out what it’s like to live and work in space, including what zero gravity feels like, what type of food astronauts eat and which parts of space humans have travelled to.  The ‘astronaut’ could be a puppet or a suitably dressed and willing adult! Children could also look at photographs and watch video footage of astronauts carrying out tasks in space stations at zero gravity. The NASA website contains images of astronauts at work and explains how they overcome the problems of zero gravity. Children could write down key facts they have learned.  **Draw pictures and write down keywords or ideas before writing.**  **Say out loud what they are going to write about.**  Using the information they have gathered, plan a simple, non-chronological report on an aspect of space that most interests them. Share their plans with other children to get their input before writing their reports.  Provide children with a simple planning frame so that they can organise their ideas. For children needing more support, give simpler formats and encourage them to write captions for their drawings or images. Remind children that a report should contain facts rather than opinions. | **Read aloud their own writing clearly and audibly.**  **Read aloud their writing clearly enough to be heard by their peers and the teacher.**  Write their non-chronological report about their chosen space subject. Use best handwriting, punctuation and appropriate spacing between words. Present their report to other classes and older children, explaining the most fascinating facts they discovered. Answer questions from the other children.  Model report writing using the features of the genre, including facts, subheadings, captions,pictures, topic-specific vocabulary and any other features relevant to your class. Allow children the opportunity to read their report aloud to the class and to answer further questions from other children.    **Take turns in pairs, engaging with others.**  Mai**ntain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.**  ook at an example of an uninspiring poster advertising a space-related product such as a rocket, spacesuit or moon buggy. Work with a partner to improve the poster and feed back their ideas to the class. Create a new, exciting version of the poster on a large sheet of paper. Use art software, downloaded images, felt tip pens and writing bubbles  Create an example of an uninspiring advert for children to discuss and improve. The advert could have several areas which need development: it could be printed in black and white, show a tiny or unclear picture of the product, and use boring words in an inappropriate font style or size.  **Say sentences out loud to an adult or peer before writing.**  **Compose a sentence orally before writing it.**  Make and write engaging, eye-catching adverts for their own space buggies (see D&T activities on page 11). Concentrate on starting their sentences with a capital letter, ending with a full stop and leaving spaces between words, using their own finger as a spacing guide if needed.  **Model writing a simple advert for the children, asking them for ideas of how to improve it. Demonstrate how to use short, catchy sentences. Generate interesting adjectives to promote the benefits of their space buggy.** | **Re-read their own writing to check that it makes sense.**  **Re-read what they have written to check that it makes sense.**  Complete their adverts making sure they have included all of the essential features including a title, important words, adjectives, pictures and a short and simple description about their product. Ensure their advert is attractive enough to stand out from others.  Encourage children to check their writing with a partner and reread what they have written to make sure that it makes sense and is appropriately punctuated.  **Vary vocabulary to suit different purposes and situations.**  **Participate in discussions, presentations, performances, role play, improvisations and debates.**  Work in small groups to present a sales pitch to the class promoting their space buggy. Listen carefully to the presentations of others and ask questions. Give feedback on why they would like to buy each buggy.  You might like to begin by watching some of the hapless presentations from BBC One’s Dragon’s Den or The Apprentice series to see how not to make a presentation! | | **ALIEN FOUND IN SUPERMARKET CAR PARK!**  **Scientists say they don’t know what to do with it.**The alien figure was found by surprised shop assistant, Tom Brown. “I went to throw out the day’s rubbish in the supermarket bins and, poking out from beneath the empty crisp packets and squashed milk bottles, was this thing… with a six-fingered, slimy green hand!” said Brown.  Leading space expert, Professor Albert Pong exclaimed, “I have never seen anything like this before! I don’t know what this creature is, where it has come from or what to do with it!”.  If you have any information regarding this alien or can help us return it to its rightful owner, please email p.pong@cornerstoneseducation.co.uk   * Write an email to Professor Pong to explain the alien landed in your school grounds. Ask him if the alien can be returned to school. Attach a photograph of the crash site to prove you have the alien’s space craft.   Professor Pong has agreed to return the alien to the original crash site so it can retrieve some of its belongings. Talk about ways of making it feel welcome. Think about Beegu… how did the children in the story make her feel at home?  The alien has arrived! Can you introduce yourself using adjectives which describe your character? Are you kind, cheerful, mischievous or clever? Perhaps you are all of those things!   * What an adventure! Would anyone believe it? Write a report about your alien adventure, telling Professor Pong everything that has happened. Remember to use the right features for a report, including lots of exciting pictures, facts and information. |
| Guided Reading | **Draw on their own experiences, background information provided by the teacher and illustrations to make sense of what they have read.**  **Draw on what they already know or on background information and vocabulary provided by the teacher.**  Look at different types of posters and identify their features using small sticky notes. Discuss which posters they like the best and why. In groups, decide on the purpose of each poster, discussing the significance of the details shown. Feed back their ideas and thoughts to others in the class and agree on a list of poster features.  Provide children with lots of very simple, bright and colourful posters to look at and share. Highlight the key features of a poster, such as a title, bold and bright colours, large pictures and drawings, important words and a few informative phrases or sentences. |  | **Vary vocabulary to suit different purposes and situations.**  **Gain, maintain and monitor the interest of the listener.**  As a class, read and discuss Alexis Deacon’s book, Beegu. Predict what might happen at different points as they read. Work in small groups or pairs to role play and retell different parts of the story, using movements and actions. After practising their part of the story, join each pair’s or group’s parts together to retell and act out the whole of the story.  Discuss with the children any performance techniques that will help them to gain and hold the interest of the listener, such as clear, expressive voices and actions. You might provide some props to help the children tell the story.  **Make basic inferences (e.g. explaining what has happened in a familiar story or say who is speaking).**  **Make inferences on the basis of what is being said and done.**  Look again at the book and reread the story. Use speech and thought bubbles to suggest what Beegu might think or say at different points. Talk about and explain why she might think or say those things, referring back to the text in the story and the illustrations to justify their reasoning. Draw a picture of Beegu, adding their speech and thought bubbles around her.  If possible, project illustrations from the book onto the IWB and model sentences to express thoughts and speech. Ask the children to think how Beegu might feel at each stage of the story, as this will help them to decide what she might say or think. | **Explain their understanding of what they have read or listened to.**  **Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.**  Look at, share and talk about a variety of space-themed non-fiction books, images and photographs. Talk about and read their favourite pages or facts discovered. Label any features of the genre (such as headings, subheadings, contents page, glossary and index) using sticky notes and explain how these help to find information.  Create a ‘Did you know?’ display or box in the classroom and ask children to contribute facts as they find them throughout the project.  **Understand the meaning of new words or phrases, with adult support.**  **Discuss word meanings, linking new meanings to those already known.**  Read simple, non-chronological reports about topics of interest, noting key features of the genre (such as a clear title, subheadings, diagrams, illustrations with captions and topic-specific vocabulary). Write down key facts they have learned from reading the reports. Use phonic skills to decode any unfamiliar words and a simple dictionary or glossary to look up the meaning.  Work together to compile a checklist of all the features of a successful report and display this prominently for children to refer to when writing their own reports. Discuss how a report is different from other genres such as story writing. | **Make relevant comments about what is read to them, including the significance of titles and events.**  **Participate in discussion about what is read to them, taking turns and listening to what others say.**  Look at and read a number of adverts from everyday life. Identify their key features (title, bold and bright colours, large pictures, photographs and drawings, important words, adjectives and short, simple sentences) and label them. Choose the adverts they like best and explain why. Talk with adults and peers about the purpose of adverts and which ones make them want to buy the product!  Ask ‘What are adverts? How do adverts make us want to buy something? What features did you spot on the adverts you read? What did you like? What didn’t you like? Which advert made you want to pick the product up and look at it? Why?’ |  | Poor alien looks tired. Perhaps it should go for a sleep now? It’s been a long day. Let’s see what happens tomorrow. Put alien to bed until the morning. Make sure it is warm and safe. Night, night alien!  Good morning, children! What’s this? An email in our inbox! Let’s see what it says…  It seems as though our friendly alien has been picked up by its parents overnight! The alien is very pleased you helped contact them. You’ve made your alien very happy! It’s left you a note.   * What does your letter say? Let’s read it together. | |
| Science | **Materials**  **Year 1**  **Describe properties of a material using everyday language or simple science vocabulary (e.g. hard/soft or bendy/not bendy).**  **Describe the simple physical properties of a variety of everyday materials.**  Explore samples collected from the crash site. Describe what they look like, how they feel and other scientific properties. Record the properties of each sample by writing down simple adjectives (such as hard, sticky, slimy, magnetic or cold) on large sheets of paper or sticky notes.  Be imaginative with the samples you provide. Packet jelly would make a great green slime and homemade or shop-bought putty has a terrific feel. Shaving foam with popping candy sprinkled on top could come in handy! Source coloured, coiled wire from craft shops or websites and seek out shiny, black, magnetic magnetite or hematite stones from educational or general websites. Make sparkly space dust from baking powder mixed with glitter (when sprinkled onto water, the baking powder will fizz). There are lots of ways to create great space rocks: make play dough balls in an array of colours, soak floral oasis in water or mix bicarbonate of soda with water and food colouring to make a thick doughy paste. You could even shape bicarbonate into balls, wrapping it around a mini plastic alien figure or star and leaving it to dry until hard. When the bicarbonate balls are cracked open or dropped into vinegar, the bicarbonate and vinegar react together to produce lots of gas, and the alien figure or star will be revealed! | **Materials**  **Year 1**  **Name a range of everyday materials including wood, plastic, metal, rock and glass.**  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.   Make a ‘Welcome to Earth’ box for the alien visitor to help them understand our planet. Select samples and objects made from everyday materials. Write a label for each item to identify it, explain its simple properties and show what it can be used for.  The samples could be objects or photographs of common materials such as wood, plastic, metal, water, fabrics, cardboard and rock. The children could also think of questions to ask the alien about objects on their planet and what they are made from. | **Materials**  **Year 1**  **Talk about their findings and explain what they have found out.**  **Use their observations and ideas to suggest answers to questions.**  Find a way to send a light signal to the alien’s home planet by creating a simple circuit that lights a lamp. Explore ways of making the lamp brighter by adding more cells (batteries). Introduce a switch and use it to turn the lamp off and on, spelling out an alien code!  To make simple circuits with a switch, children will need a lamp or LED bulb, electrical wires with crocodile clips, a switch and batteries (AAA or AA) in a battery box. Demonstrate how to make a circuit and then let children work independently. You could devise an alien code comprised of dots and dashes to represent different letters, which children can follow to send a message. The children could take their circuits home to send their light signals at night and report back what happened.  **Year 2**  **Working Scientifically**  **Observe something closely and describe changes over time.**  **Observe closely, using simple equipment.** | **Materials**  **Year 1**  **Group and sort materials according to their simple physical properties**  **Compare and group together a variety of everyday materials on the basis of their simple physical properties.**  Invent new planets and name them after everyday materials such as Planet Wood, Planet Plastic and Planet Glass. Use hula hoops as the planets, labelling them with their planetary names. Sort a wide selection of everyday objects onto the planets based on the material from which they are made. Create more planet names based on the properties of different materials (Planet Smooth, Planet Bendy and Planet Waterproof are good examples). Sort the objects according to the new planet names.  Encourage the children to keep changing the names of their planets and reclassifying the materials. The children will find that some objects cannot be sorted into any of the planet circles provided, so they may want to imagine a new planet of their own. Alternatively they can leave the objects ‘floating’ in outer space as ‘space junk’. Other objects may be sorted onto more than one planet. If so, overlap the planets to make a physical Venn diagram. Ask children to work in groups and start with just a few planets, adding more when they are confident about sorting.  **Year 2** | **Materials**  **Year 1**  **Use everyday or simple scientific language to ask and/or answer a question on given data.**  **Gather and record data to help in answering questions.**  Gather and record data about the Moon and the eight planets in our solar system, using a range of non-fiction books, posters, the web and film. Answer questions relating to the order of the planets from the Sun, their composition, properties and other interesting features. Use their planet facts to consider which planet the crashed craft might have come from!   Children could learn simple mnemonics to help them recall the distance of the planets from the Sun in order. Examples include ‘My Very Evil Mum Just Speaks Utter Nonsense’ and ‘My Very Educated Mother Just Served Us Nachos’! Children can also make up their own funny rhymes to remember.  **Year 2** | **Materials**  **Year 1**  **Use everyday language and begin to use simple scientific words to ask or answer a scientific question.**  **Ask simple questions and recognise that they can be answered in different ways.**  Make air-propelled rockets and launch them into ‘outer space’. Decide which sheet material (tissue paper, newspaper, printing paper, card, acetate sheet or foil) to use for the rockets. Use scientific vocabulary related to the properties of the materials to explain their choices. Ask and answer questions about how their rockets are powered and what makes them move.  Good educational suppliers sell reasonably priced bottle rocket kits with launchers designed to fit on empty plastic drinks bottles. The rockets are made by rolling paper or other material loosely around the launcher to make a tube before sealing one end with sticky tape to make a nose cone. Launch the rockets by sliding them onto the launcher and squeezing the bottle firmly and rapidly. You can also make simple drinking straw rockets, using instructions found online. | | **Materials**  **Year 1**  **Follow instructions to complete a simple test individually or in a group.**  **To perform simple tests.**  Investigate whether the size of balloon affects how far a balloon-powered rocket travels along a string. Slide a straw onto a length of string before tying it tightly across the classroom, school hall or playground. Look at balloons of different shapes and sizes and predict which one will travel furthest along the string when the air inside is allowed to escape. Give reasons for their predictions. Let each balloon go and mark its finish point on the floor under the string. Find out which balloon zoomed the furthest. Discuss whether all of the balloons travelled at the same speed and whether they can explain their results.  Blow the balloon up, keeping the air in by pinching the neck. With the help of an extra pair of hands, tape the balloon to the straw on the string, ensuring that the balloon is horizontal and the air can escape freely when you take your fingers off the neck. |
| Arts and Design | **Draw a simple picture of an intended design with basic labelling.**  **Design purposeful and functional products for themselves and other users based on design criteria.**  Design and make a model alien spaceship, gathering inspiration from books and stories they have read as well as their own imagination. Model their spacecraft using a variety of junk materials and construction kits, taking digital pictures of work in progress. Use their models in a class role play area, retelling alien stories with appropriate vocabulary and freeze-framing exciting moments from their favourite tales.  Set up a space-related role play area for the children in the classroom. Take photographs of the children using their models and display them alongside key vocabulary. Children could also make stand-up story characters from card. |  | **Apply paint using a range of tools (e.g. large brushes, hands, feet, rollers and pads).**  **Use materials creatively to make products.**  Create a class model of the solar system using balloons blown to different sizes (including one much larger circle to represent the Sun) as a form to mould papier-mâché. When the papier-mâché has dried, pierce the balloons and paint them different colours and create textures. Find ways to add features such as rings and moons.  Children could watch video footage and documentary clips about the planets. They will need to think about the relative sizes of the planets and in what order they need to be displayed. You could hang the planets from the classroom ceiling using fishing wire and tape. |  | **Describe how an existing product works (e.g. ‘the toy moves when I turn the handle’).**  **Explore and evaluate a range of existing products.**  Explore and evaluate a variety of space-related toys including rockets, space buggies, figures and costumes. Investigate what each toy can do. Suggest ways of making the toy more fun to play with. Write their ideas and opinions in large speech bubbles or record them using voice recorders, such as Easi-Speak or Talking Tins. Discuss and answer questions about which toy they liked best, why they didn’t like others, what the toys are made of, whether a different material might be better and how to improve the toy’s design.  Children could bring in space-themed toys from home to display in the hall. Just like in a gallery, they could explore and observe the exhibits. The children’s thoughts and opinions could be shared and replayed back in the classroom when the whole class reassembles. | **Use wheels, axles, levers and sliders.**  **Explore and use mechanisms (e.g. levers, sliders, wheels and axles).**  Look at and play with a range of moving vehicles, observing and talking about how they move using appropriate vocabulary. Sketch their favourite vehicle, labelling its different parts. Make a simple moon buggy vehicle with corrugated cardboard or plastic, pushing axles through the voids and attaching wheels. Test the vehicles, and improve them where necessary before testing them on grass, tarmac, sand, soil and carpet.  Support children in finding solutions to any problems with their vehicle. They could try changing the number, type or size of the wheels to check out the effect on the moon buggy’s movement. | | Design and make an alien mask or headdress to wear when the alien returns. Use your artistic skills to develop your ideas for some super alienwear! |
| R.E. | **Incarnation**  **What does Christmas mean to Christians?**  What do the concepts cards mean?  Introduce big freeze for Incarnation. | Why do Christians believe Jesus to be special? | Why is Jesus important to Christians? | What do Christians do to show their beliefs and actions at Christmas today? | What do Christians have to be thankful for at Christmas time? | How do Christians show their gratitude at Christmas time? | | What does Christmas matter to Christians? |
| History/ Geography |  |  | **Sequence the story of a significant historical figure.**  **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.**  Find out about Yuri Gagarin (the first person to travel into space) or Neil Armstrong and Buzz Aldrin (the first men to land on the Moon). Learn about astronauts, finding out about the job they do and what it’s like to work in space. Listen to and discuss the stories of famous astronauts past and present, then make their own flip or mini information books about astronauts, displaying them in class. Alternatively, work in small groups to make a short astronaut documentary using video cameras. Share their footage with the class. Go into the playground and pretend to be astronauts of the past on outer space missions!  Children may wish to make finger, straw or pencil puppets to use in their film projects. Other notable astronauts include Laika (a dog), Ham (a chimpanzee), Valentina Tereshkova, Christa McAuliffe, Michael Collins (‘the forgotten astronaut’), Jim Lovell, Bill Anders, Fred Haise, Pete Conrad, Alan Bean, John Young, Eugene Cernan and Jack Swigert. | **Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after).**  **Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.**  Look at laminated cards or digital images showing a selection of date-marked pictures about space history. Work together to organise the images chronologically. Think and talk about how space travel and exploration might develop in the future. Use a range of writing and drawing materials to create their own timeline mobiles, sequencing major events and changes from space history. Use appropriate vocabulary relating to the passage of time.  Provide children with various writing and drawing materials, reference books, web access, hole punches, string, scissors and a piece of dowelling on which to hang their cards. More able children could be challenged to make extra information cards from the source materials. Examples of major space events could include the first dog in space (1957), first human in space (1961), first humans on the Moon (1969), launch of Hubble Space Telescope (1990), first British person in space (1991) and final launch of the American Space Shuttle Program, STS-135 (2011). |  | **Use basic geographical vocabulary to name physical and human features of familiar places.**  **Use basic geographical vocabulary to refer to key physical factors, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley.**  Get a rocket’s-eye view! Visit the NASA website to see and discuss images of Earth from outer space. Explore the Earth from above on mapping websites, identifying basic geographical features such as a sea, ocean, land, island, forest, city, lake and river. Try to spot similar features on other planets in a selection of aerial photographs, such as Martian river beds and mountains on Venus.  Google Earth offers aerial images of the Earth and is simple enough for children to use after some instruction and practice. Zoom in on different continents to study features, or type in a postcode to look at a specific area. Show children some of the amazing pictures of the Martian landscape captured by the Mars rover, ‘Curiosity’. Can they suggest where the pictures were taken? | |  |
| PSHE |  |  |  |  |  | **Identify a simple goal for themselves.**  **Learn how to set goals.**  Share with the class the real life story of the NASA astronaut, Jose M. Hernández (available on **The Hub**), and Margot Sunderland’s book, A Pea Called Mildred. Discuss what goals Jose and Mildred were trying to achieve and how they reached them. Talk about what people must do to accomplish their goals. Consider why goals are important and identify a simple goal for themselves.  Jose M. Hernández was born into a family of Mexican migrant farm workers. When he was six he dreamed of travelling through the night sky on a rocket ship. He worked hard to finally achieve his dream and became the first Mexican-American astronaut. His story provides a message for children that working hard, trying your best, going for your goals and persevering really does mean that you can ‘reach for the stars’ and make your dreams come true! | |  |
| Music |  | **Begin to represent sounds with drawings.**  **Experiment with, create, select and combine sounds using the interrelated dimensions of music.**  Work in groups or as a whole class to create ‘space sounds’, experimenting with their own voices, various instruments available in school and digital sound software. Make a simple musical score using pictorial symbols for the sounds made. Indicate whether the sounds will be played fast or slow and loud or soft.  The children’s soundtrack could be recorded and edited using audio software such as Audacity (Windows) or Garageband (Mac, iPad). |  |  |  |  | | **Make sounds in different ways, including hitting, blowing and shaking.**  **Use their voices expressively and creatively by singing songs and speaking chants and rhymes.**  Read *Twinkle, Twinkle, Little Star* together. Read, learn and join in with this and other space-themed rhymes, poems and songs. Choose their favourite and select instruments that could accompany their chosen rhyme, poem or song. Perform and appraise each other’s work.   What interesting space sounds can the children create using a variety of different instruments? Share appropriate space sounds with the children to provide them with inspiration. Use and discuss musical vocabulary with the children such as loud, quiet, long, short, notes, high or low pitch and rhythm. Encourage children to use these musical terms. |
| P.E. | NUFC COACH  **Perform simple movement or dance work, sometimes with a partner.**  Imagine they are the alien or aliens who have crash-landed in the school grounds. Use their bodies and a range of facial expressions to show how the aliens might feel and move. Perform their alien dance to appropriate ‘space’ music or sounds.  Ask children to show a clear start and finish position for their dance. Children need to sequence their movements. The sequence could include travelling, crashing, exploring a new environment and then hiding. Discuss sequence and movement ideas with the children before they begin. Space music could include the theme music from Star Wars, 2001: A Space Odyssey, or even Star Man by David Bowie. |  |  |  |  |  | |  |
| ICT | **Complete simple tasks on a computer by following instructions.**  **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**  Use drawing software to create amazing aliens! Draw simple forms or use the shape tool before adding colours, patterns and interesting features. Discuss their alien’s special features and save the pictures in their own labelled digital folder using a suitable file name.  A photograph of the crash site could be uploaded and used as a background for their alien pictures. Children could also add speech or thought bubbles to their pictures to describe how the alien feels or thinks. Perhaps they could write them in an alien language! Create a digital folder for each child to save their alien pictures and other work created during the project. |  | **Give simple instructions to everyday devices to make things happen.**  **Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.**  Create an alien terrain in the outdoors and direct an ‘alien’ floor robot round it. Program simple instructions into their alien robot and test their instructions for accuracy. Direct the floor robot around the route using appropriate vocabulary and avoiding obstacles such as ‘moon rocks’. Execute and improve their algorithms.  Make an alien cardboard costume for the floor robot (perhaps a Bee-Bot or a Roamer) to wear, ensuring the buttons remain visible and accessible. The terrain could represent a new planet, the Moon, the night sky with stars and planets as obstacles, or an existing known planet. Your terrain could be either 2-D or 3-D, (for 3-D include 3-D shapes, rocks, small world items or recycled junk materials). Alternatively the children could send a programmable toy across the playground, looping it around a model of the Moon and back home. An algorithm is the logic or basic instructions on which a program is based. For example ‘Make your alien craft travel from its home base to the Moon (it might need to make stops on the way) and stay there before returning home’. Debugging involves correcting those steps of a program which cause the program to fail, in order to achieve the desired effect. | **Discuss and share how and when they use ICT in everyday life.**  **Recognise common uses of information technology beyond school.**  Write and send an email asking for help to discover where the alien spacecraft may have come from. Include important information such as the school’s location, when the crash was discovered, what they know so far and how they can be contacted.  You could set up a fictitious account with an appropriate name for children to send their emails to. Make sure they receive a reply! |  |  | | **Co 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**  Take digital pictures as you work to show others how you made your alienwear. Save them in a digital folder for later. |
| Other activities |  | **Describe position, direction and movement, progressing to whole, half, quarter and three-quarter turns.**  **Describe position, direction and movement, including whole, half, quarter and three-quarter turns.**  Create a larger scale ‘space terrain’ on a grid in the school grounds. Work with a partner, directing each other around the grid using the language of position and direction, including forwards, backwards, left, right, over, under, and whole, half, quarter and three-quarter turns. Use objects and equipment found in school to create their terrain.   Revisit ways of describing position and direction using the terms whole, quarter, half and three-quarter turns. |  |  |  |  | |

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