


**UNIT TITLE: Out of this World**

**Anticipated Weeks: 15**

<p>OUT OF THIS WORLD</p>  <p><b>DRIVERS</b></p> <p>Opportunities &amp; Hook for Learning</p>		
<p><b>Broadening Horizons</b> What do Christians believe God is like?</p>	<p><b>Spirituality</b> Reflective Spaces</p>	<p><b>Emotional Awareness</b> Circle times PSHCE lessons</p>
<p><b>ENGAGE/HOOK:</b> Alien crash landing science day Alien dress up day</p>		<p>Star Gazing Day – pop up dome coming into school. <a href="http://Stargazing.co.uk">Stargazing.co.uk</a> Visit to media museum Astronaut training week</p>
<p style="text-align: center;"><b>MATHS</b></p> <p>Number: Place Value</p> <ul style="list-style-type: none"> <li>• Sort objects</li> <li>• Count objects</li> <li>• Represent objects</li> <li>• Count, read and write forwards from any number 0 to 10</li> <li>• Count read and write backwards from any number 0 to 10</li> <li>• Count one more</li> <li>• Count one less</li> </ul>	<p style="text-align: center;"><b>ENGLISH</b></p> <p>Ruby's Worry-settling in , linked to the worry monster How to catch a star Firework poems Cbeebies remembrance cartoon Space toy information book-caption writing, link to history Materials info book- link to Science</p> <ul style="list-style-type: none"> <li>• Form letters correctly</li> </ul>	<p style="text-align: center;"><b>RE</b></p> <p><b>What Do Christians Believe God is like?</b> Identify what a parable is.</p> <ul style="list-style-type: none"> <li>• Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</li> <li>• Give clear, simple accounts of what the story means to Christians.</li> <li>• Give at least two examples of a way in which Christians show their belief in</li> </ul>

<ul style="list-style-type: none"> <li>• One to one correspondence to start to compare groups</li> <li>• Introduce &lt;&gt; and = symbols</li> <li>• Compare numbers</li> <li>• Order groups of objects</li> <li>• Order numbers</li> <li>• Ordinal numbers</li> <li>• The number line</li> </ul> <p>Addition and subtraction</p> <ul style="list-style-type: none"> <li>• Part whole model</li> <li>• Addition symbol</li> <li>• Fact families-addition facts</li> <li>• Find number bonds for numbers within 10</li> <li>• Systematic methods for number bonds within 10</li> <li>• Number bonds to 10</li> <li>• Compare number bonds</li> <li>• Addition-adding together</li> <li>• Finding a part</li> <li>• Subtraction-taking away, how many left? Introducing the subtraction symbol</li> <li>• Subtraction-finding a part, breaking apart</li> <li>• Fact families</li> <li>• Subtraction counting back</li> </ul> <p>Geometry: shape</p> <ul style="list-style-type: none"> <li>• Recognise and name 3D shapes</li> <li>• Sort 3D shapes</li> <li>• Recognise and name 2D shapes</li> <li>• Patterns with 3D and 2D shapes</li> </ul> <p>Number: Place value within 20</p> <ul style="list-style-type: none"> <li>• Count forwards and backwards and write numbers to 20 in numerals and words</li> <li>• Numbers from 11 to 20</li> </ul>	<ul style="list-style-type: none"> <li>• Say each sound for each letter</li> <li>• Learn the digraphs and trigraphs</li> <li>• Fred talk a word ( sound it out)</li> <li>• Use Fred fingers</li> <li>• Write each sound using Fred fingers</li> <li>• Leave spaces between words</li> <li>• Write in a sentence</li> <li>• Use a full stop</li> <li>• Use a capital letter</li> <li>• Use adjectives (colours)</li> <li>• Use “and” in a sentence</li> <li>• Use suffix ing-fireworks poem</li> <li>• Use !</li> <li>• Use ?</li> </ul>	<p>God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</p> <ul style="list-style-type: none"> <li>• Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</li> <li>• Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</li> </ul> <p>Why Does Christmas Matter to Christians?</p> <ul style="list-style-type: none"> <li>• Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.</li> <li>• Recognise that stories of Jesus’ life come from the Gospels.</li> <li>• Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li> <li>• Decide what they personally have to be thankful for at Christmas time.</li> </ul>
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<ul style="list-style-type: none"> <li>• Tens and ones</li> <li>• Count one more and one less</li> <li>• Compare groups of objects</li> <li>• Order groups of objects</li> <li>• Order numbers</li> </ul>		
<p style="text-align: center;"><b>ICT</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p>Make a space scene using a drawing program and add text and or stickers</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>E safety session</p> <ul style="list-style-type: none"> <li>• Recognise common uses of information technology beyond school</li> </ul> <p>Link to space and spacecraft  <u>How can technology help me to look like an Alien?</u>  <i>We will use technology to manipulate images of our faces to create our own Picasso inspired faces,</i>  Purple Mash units 1,2,3  Unit 1 online-safety-and-exploring-purple-mash  Unit 2 grouping-and-sorting  Unit 3 pictograms</p>	<p style="text-align: center;"><b>SCIENCE</b></p> <p><b>Knowledge:</b></p> <p>Materials</p> <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together</li> </ul> <p>Humans</p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p style="text-align: center;"><b>ART</b></p> <p>Drawing: Explore mark making</p> <ul style="list-style-type: none"> <li>• Draw aliens using different thicknesses of lines and different weights of pressure to produce different lines</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>• Recall the names of the primary colours and understand that they can be mixed to make secondary colours. Match colours to observed objects.</li> <li>• Use a variety of tools to paint - including the use of different brush sizes and types.</li> <li>• Look at Kandinsky's circles and mix primary colours to make secondary colours.</li> </ul> <p>Print Making</p> <ul style="list-style-type: none"> <li>• Make marks in print with a variety of objects, including natural and manmade objects.</li> </ul> <p>Textiles/Collage</p> <ul style="list-style-type: none"> <li>• Select, describe and use appropriate materials to create images from imagination, experience or observation.</li> </ul> <p>Sculpture/3D Form</p> <ul style="list-style-type: none"> <li>• Experiment with, construct and join recycled, natural and man-made materials. (Junk modelling.)</li> </ul>
<p style="text-align: center;"><b>HISTORY</b></p> <p>Learn about the first flight to the moon</p>	<p style="text-align: center;"><b>GEOGRAPHY</b></p> <p>Investigate our school grounds and</p>	<p style="text-align: center;"><b>PHSE</b></p> <p>Relationships Ourselves and others;</p>

<ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul> <p>Simple space time line.</p> <ul style="list-style-type: none"> <li>• Time line of space toys how they have changed from 1940s to 2022</li> <li>• They should know where the people and events they study fit within a chronological framework</li> </ul> <p>Learn about Neil Armstrong, Macy Jeimeson, Helen Sharman</p> <ul style="list-style-type: none"> <li>• the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul> <p>Big book of brilliant people Guy Fawkes Astronauts</p>	<p>make a list of the human and physical features, create a map using a key</p> <p>Make a map of an alien planet</p> <p>Comment on similarities and differences</p> <ul style="list-style-type: none"> <li>• Devise a simple map; and use and construct basic symbols in a key.</li> <li>• Use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map.</li> </ul> <p><b>Where might the alien hiding in Heaton? LINK TO CRASH LANDING DAY.</b> We will use the maps we made and aerial photos to explore our local area and locate the best place for an alien to hide. We will think about what is in our local area: park, shops, homes, school, village hall, church, fields, farms, woods.</p> <p>ONGOING: Every day we will check the weather in our garden and across the UK, making comparisons. Link to Science, see Science Medium term plan Daily weather watch complete at registration time Watching 3-4 trees in the school grounds throughout the year to follow the changes of the seasons.</p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom</li> </ul>	<p>similarities and differences; individuality; our bodies</p> <ul style="list-style-type: none"> <li>• what they like/dislike and are good at</li> <li>• what makes them special and how everyone has different strengths</li> <li>• how their personal features or qualities are unique to them</li> <li>• how they are similar or different to others, and what they have in common</li> <li>• to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private (NSPCC Pants Rule- visit from NSPCC)</li> </ul> <p>Relationships Ourselves and others; people who care for us; groups we belong to; families</p> <ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• about the different people in their family / those that love and care for them</li> <li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>
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<p style="text-align: center;"><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>• Explore the use of the voice in different ways such as speaking, singing and chanting.</li> <li>• Understand how to play an instrument with care and attention. Repeat and investigate simple beats and rhythms.</li> <li>• Choose sounds to represent different things (ideas, thoughts, feelings, moods etc).</li> <li>• Investigate making sounds that are very different (loud and quiet, high &amp; low etc).</li> <li>• Prokofiev- <i>Peter and the Wolf</i></li> <li>• Charanga Autumn 1: <i>Hey You</i></li> </ul>	<p style="text-align: center;"><b>DT</b></p> <p><b>Skills:</b> cutting, joining, selection of materials, planning and evaluating</p> <p><b>Small Make:</b> plan, build and evaluate a space rocket, with opening windows/door.</p> <p>Use different joining methods eg glue, tab, cut and slide</p> <p><b>Big Make:</b> plan build and evaluate a space rocket</p>	<p style="text-align: center;"><b>PE</b></p> <p>Dance</p> <ul style="list-style-type: none"> <li>• Copy, explore and move with control and care.</li> <li>• Talk about how their body feels.</li> <li>• Move across a space with/without equipment in a variety of ways.</li> </ul> <p>Athletics</p> <ul style="list-style-type: none"> <li>• Copy, explore and move with control and care.</li> <li>• Talk about how their body feels.</li> <li>• Explain how to exercise safely.</li> </ul>
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### Outdoor Learning Opportunities

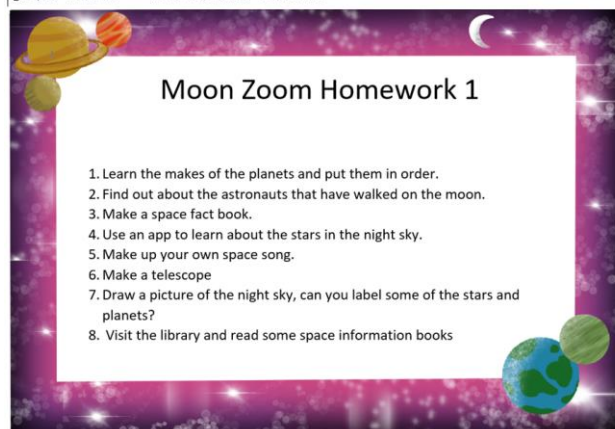
Geography, our local area and the following of the trees in the school grounds.

Chalk mixing colours and planet drawing

Testing out the moon buggies over different terrains when evaluating

### Big Projects / Home learning Projects

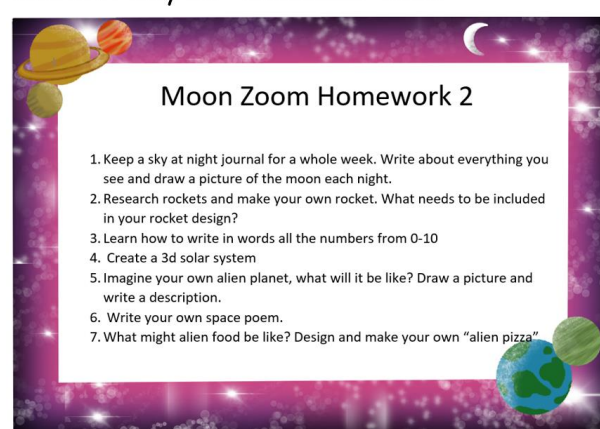
Due in 15<sup>th</sup> October 2021



**Moon Zoom Homework 1**

1. Learn the names of the planets and put them in order.
2. Find out about the astronauts that have walked on the moon.
3. Make a space fact book.
4. Use an app to learn about the stars in the night sky.
5. Make up your own space song.
6. Make a telescope
7. Draw a picture of the night sky, can you label some of the stars and planets?
8. Visit the library and read some space information books

Due in Friday 10<sup>th</sup> December 2021



**Moon Zoom Homework 2**

1. Keep a sky at night journal for a whole week. Write about everything you see and draw a picture of the moon each night.
2. Research rockets and make your own rocket. What needs to be included in your rocket design?
3. Learn how to write in words all the numbers from 0-10
4. Create a 3d solar system
5. Imagine your own alien planet, what will it be like? Draw a picture and write a description.
6. Write your own space poem.
7. What might alien food be like? Design and make your own "alien pizza"