

<b>Term:</b> Spring Term 1		
<b>Text-Led Focus:</b> The Great Explorer Supporting texts The Man on the Moon (fiction and non-fiction), Whatever Next, The Way Back Home, Toys in Space, Laika – The astronaut, Q Pootle 5		<b>Key Curriculum Drivers:</b> <b>Science (and Geography); DT; History; Music; IT</b>
<b>Early</b>	<b>Middle</b>	<b>Later</b>
<p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><u>Investigation</u> Looks closely at similarities, differences, patterns and change.</p> <p>Manipulates materials to achieve planned effect. Construct a product with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately. Select tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Learning to talk about past and present events within my own life and in the life of family members. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p> <p>Children to understand that to be safe when we use technology we need to ask an adult before we use it.</p>	<p>Observe changes of the seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Investigation</u> Ask simple questions. Observe closely, using simple equipment. Perform simple tests. Use observations to suggest answers to questions. Use collected data to help in answering questions.</p> <p>Manipulate materials to build structures, exploring how they can be made stronger, stiffer and more stable. Evaluate their ideas and products against design criteria. Select from and use tools and equipment provided to perform practical tasks. Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Learning to describe changes that happened in our own lives (within living memory) and significant people/events in the past (beyond living memory). Learning to know historical events, people, places in own locality, and globally.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children to understand that when we use technology, we keep ourselves safe by not telling anyone facts about us.</p>	<p>Observe changes of the seasons, comparing similarities and differences. Observe and describe weather associated with the seasons and how day length varies, comparing seasons.</p> <p><u>Investigation</u> Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform tests. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p> <p>Manipulate materials to build structures, exploring how they can be made stronger, stiffer and more stable and explain why. Evaluate their ideas and products against design criteria, identify their next steps and how to improve their product. Select from and use a range of tools and equipment to perform practical task. Design purposeful, functional, appealing products for themselves and others based upon a design criteria created by themselves.</p> <p>Learning to describe changes that happened in our own lives (within living memory) and significant people/events in the past (beyond living memory). Learning to recall the main parts of historical events, people, places in own locality, and globally.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Compare to listening with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Children to understand that when we use technology we keep ourselves safe by not telling anyone facts about us or talking to strangers.</p>
<p><b>Core Outcome(s):</b>          Know about the weather and day length of the season 'Winter'.          Creating a parachute for an astronaut to come down from space/return to space safely. Using an 'egg' as an astronaut and materials.          Know about famous historians including Neil Armstrong and Tim Peake, and the events relating to these e.g. moon landing, space shuttle          Learn a song linked to space, and perform this to a range of audiences.          Know how to keep ourselves safe when using technology.</p>		