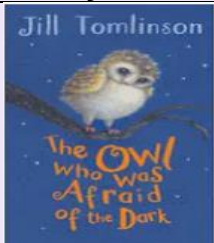

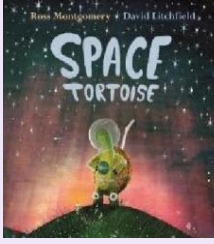
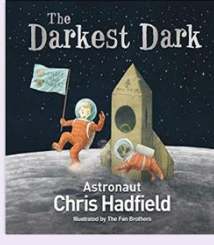



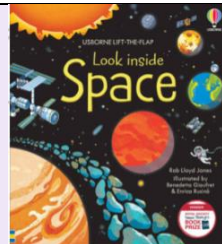




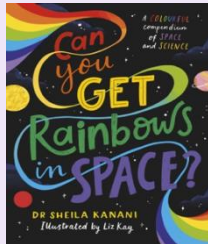
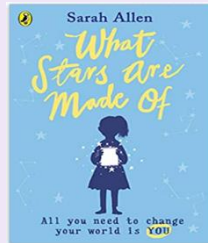
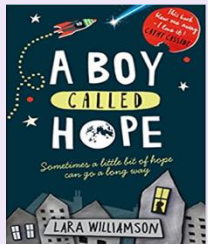


Autumn Term 2023 Space	Active learners	National Curriculum Coverage	Questions we may explore	Books we may share	Enrichment
	As scientists we will discover	<p>EYFS The natural world / Understand processes and changes such as changing states of matter.</p> <p>Year 1 / 2 Materials and their properties Distinguish between objects and materials, describe properties</p> <p>Year 3 Sources of light, sun and shadows</p> <p>Year 4 – Sound, Sound as vibrations / how does sound travel?</p> <p>Year 5 / 6 Forces including gravity Understand the location and interaction of the sun, Earth and moon</p>	<p>What would you make a rocket from?</p> <p>What is darkness?</p> <p>Is the moon a source of light?</p> <p>What can you hear in space?</p> <p>How important is gravity?</p> <p>Does sound travel in space?</p> <p>What does the Earth's pull on the moon do?</p> <p>Why do we get moon phases?</p> <p>How do the sun, moon and Earth move?</p>	   	<p>Outdoor Learning</p>  <p>Christmas Festivities</p>  <p>Using VR Headsets</p>  <p>Visiting Planetarium</p>
	As historians we will explore	<p>EYFS Past and present / Know some similarities and differences about space in the past and now./ Drawing on knowledge from what has been read in class and any own experience.</p> <p>Year 1 / 2 Lives of significant individuals (Mae Jemison, Valentina Tereshkova, Tim Peake and Apollo 11 mission</p> <p>Years 3 – 6 Changes in Britain /Stone age to Iron Age linked to our locality/ask and answer historical questions about cause, change, similarity, difference and importance/Use sources of evidence</p>	<p>Who has been to the moon?</p> <p>Who was the first female in space?</p> <p>How do we know that the Anglo Saxons were in Norfolk?</p> <p>Where can we look to find answers to our questions?</p>		

	<p>As geographers we will observe</p>	<p>EYFS People, culture and communities / Explore similarities and differences between life in the UK and life in other continents.</p> <p>Year 1 Name and locate 4 countries of the UK using atlases and globes./Use geographical vocabulary to refer to physical features.</p> <p>Year 2 Locate world's continents and oceans/Use aerial images to create plans and maps./Build on vocabulary</p> <p>Year 3 Locate world's countries focusing on Europe and the Americas/Focus on key physical and human features</p> <p>Year 4 Locate world's countries focusing on Europe and Americas, focus on key physical and human features. Build on geographical vocabulary</p> <p>Year 5 / 6 Name and locate counties, cities, regions and features of the U.K./Understand latitude, longitude, equator, hemispheres, tropics, polar circles and time zones</p>	<p>What can you see from space?</p> <p>What are physical features and what are human?</p> <p>What is the same and what is different? Why?</p> <p>Why are there different time zones?</p> <p>Can we learn through space travel?</p>	   	
	<p>As musicians we will connect</p>	<p>Through the Charanga music program:</p> <p>EYFS Being imaginative and expressive / Sing a range of well-known nursery rhymes and songs.</p> <p>Year 1 introducing beat/Adding rhythm and pitch</p>	<p>How can we build community and well being when we sing together?</p> <p>How does music teach us about the past?</p>		

	<p>Year 1 / 2 Introducing beat / Exploring simple patterns</p> <p>Year 2 Exploring simple patterns</p> <p>Year 3 Developing notation skills / Enjoying improvisation</p> <p>Year 4 / 5 Interesting time signatures/Getting started with music tech</p> <p>Year5/ 6 Developing melodic phases / Getting started with music tech</p>	<p>What compositions can we find linked to space?</p> <p>How could we portray a planet and space through music?</p> <p>Does studying space inspire us musically?</p>	   
<p>In computing we will . . .</p>	<p>EYFS Introduce 'doodle learning' with a focus on E safety.</p> <p>Year 1 / 2 Uses of technology / E Safety</p> <p>Year 3 / 4 E safety/Use search technologies</p> <p>Year 5 / 6 E safety/ Use search technologies Collect, analyse, evaluate and present data</p>	<p>What is E safety and why does it matter?</p> <p>People are talking about AI, what is this?</p> <p>How can I stay safe online?</p> <p>What is a search engine?</p>	
<p>As artists we will create and imagine</p>	<p>EYFS Expressive arts and design/ Safely use and explore tools for experimenting with colours, patterns and textures.</p> <p>Year 1 - 6 Exploring artists and their works/ Explore colour, pattern, texture, line, form, space and shape/Build and develop ideas through the uses of a sketch book / Explore the work of the artist Wassil Kandinsky beginning with</p>	<p>How did the space race effect the art world?</p> <p>How do artists use colour and shape for effect?</p> <p>How are the artist's work similar / different?</p> <p>Which do you prefer and why?</p>	

		Several Circles (1926) and Georgia O'Keefe Starlight night	How is silence expressed through art?		
	As designers we will investigate	How to follow a design process to design a rocket with links to science. EYFS Expressive arts and design - Design, make and test. Year 1 – 3 Design, make and evaluate Year 4 – 6 Design, make and evaluate. Develop and apply technical knowledge and vocabulary.	What is the design process? Why evaluate a design? Which is the most important stage of the design and make process? What skills and attributes do successful designers have?		
	As linguists we will communicate	Year 3 French – Listen to and repeat simple sentences, sing popular songs. Learn basic vocab such as; greetings, numbers and colours Year 4 / 5 French – Use a dictionary, basic vocabulary linked to people, places, things and actions. Simple oral presentations Year 5 / 6 French – Use a dictionary, basic vocabulary linked to people, places, things and actions. Simple oral presentations, Conversations, read simple stories	What similarities are there between the French and English language? Why is it important to learn other languages? How does it feel when you communicate in a different language?		
	In R.E. we will learn about other religions and develop a deeper	EYFS Understanding the world / Who made the world? /Explore festivals and cultural communities. Year 1	Can you share your opinion on whether God exists?		

	<p>understanding of our own.</p>	<p>Who made the world?/How do festivals bring us together? Year 1 / 2 Why does Christmas matter to Christians? Year 3 What do Christians learn from the Creation story?/ What does it mean to be part of a global Christian community? Year 4 / 5 What is the Trinity?/ How have Christians contributed to society and culture? Year 5 / 6 Is believing in God reasonable?/What does it mean if God is Holy and loving?</p>	<p>How do people's beliefs shape the way they see the world?</p> <p>Does everybody believe the same thing? Does it matter?</p> <p>Why is it important that we are aware of and respect the beliefs of others? How do we do this?</p>	 	
	<p>In RSHE we will reflect and share</p>	<p>EYFS Family - Who are in my family?</p> <p>EYFS, Y1 and Y2 A visit from the dental nurse to talk about oral health.</p> <p>Reception through to Year 6 Me and my relationships</p>	<p>What makes us unique? Where do babies come from? How can we care for important people in our lives? Are all families the same? What is gender stereotype? How can we ensure we have positive expectations and aspirations for ourselves?</p>	 	