

Reception/KS1: Hedgehogs and Squirrels
Spring 1: How did we learn to fly?

<p>Prior Knowledge/Skills: Children have learnt about some events beyond living memory and placed them on a timeline, e.g. The Gunpowder Plot and The Great Wars. Children have started to learn about mechanisms by creating a moving picture using a slider. In previous learning, children have classified animals and learnt about carnivores, herbivores and omnivores. In computing, children have used a range of simple programmes on the iPad and Chromebook.</p>	<p>New Knowledge/Skills: Children will continue to learn about events beyond living memory but will explore how significant individuals helped to change the world. Children will continue to learn about simple mechanisms by using wheels and axles to create pull-along moon buggies. Children will now learn about what animals, including humans, need in order to grow, survive and stay healthy. Children will now go on to learn about how to stay safe online before going on to learn how to use the internet for blogging.</p>
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Key Texts:

<p>Wow Beginning: Watch footage of the First Moon Landing and read an advert for a job as an astronaut. Children get into training to work for NASA!</p>	<p>Celebration: Make astronaut costumes and invite parents in to watch the space dance.</p>
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The Learning Journey

How has transport changed over time? How did we learn to fly?

Subject	Vocabulary	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Assessment
History How did we learn to fly?	beyond living memory, decade, evidence, eyewitness, flight, historic, historically significant, inventor, living memory, past, present, primary source, source	Who were the Wright brothers? To research the Wright brothers and discover how they helped to change the world.	When was the first flight? To develop an understanding of historical significance.	Why was Bessie Coleman significant? To learn about Bessie Coleman's life and why she was significant.	Why is Amelia Earhart significant? To use primary sources to learn about Amelia Earhart.	Why was the moon landing special? To investigate why we remember the moon landing.	How did we learn to fly? To place events on a timeline.	End of unit quiz and skills catcher.
DT Mechanisms: Wheels and Axles	mechanism, axle, axle holder design, movement, tool, wheel, compare, product	Wheels To develop cutting skill by shaping wheels.	Improving Wheels: Part 1 To refine cutting skills by shaping round wheels.	Improving Wheels: Part 2 To evaluate by comparing and discussing different wheel designs.	Design a pull-along moon buggy To create designs by drawing plans for a pull-along moon buggy.	Making a pull-along moon buggy To apply finishing techniques by decorating a pull-along moon buggy.		End of unit quiz and knowledge catcher.
Science/ Outdoor Explorers Life cycles and health:	basic needs, egg, health, hygiene, life cycle, live young, pupa, spawn, survive, teenager, toddler, tadpole	The Human Life Cycle To identify different stages of the human life cycle.	Life Cycles To know which offspring come from which parent animal.	Growth To observe and measure growth in humans.	Survival To identify and list the basic needs for survival for humans and animals.	Exercise and Hygiene To recognise the importance of exercise and personal hygiene.	Balanced Diet To identify how to have a balanced diet.	End of unit quiz and knowledge catcher.

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Astronaut Training								
Music Contrasting Dynamics	composer, dynamics, pitch pattern, planet, representation, soundscape. tempo	Vocal Soundscape To create a simple soundscape using dynamic changes.	Creatively responding to music To listen to music and respond creatively, considering how dynamics can be represented.	Comparing music To compare two pieces of music.	Pitch Patterns To create a short pitch pattern to represent a planet.	Creating and Performing a Musical Structure To perform a pitch pattern representing a pattern, using vocal and instrumental sounds and changes in dynamics.		End of unit quiz.
ICT Online Safety	digital device, digital footprint, internet, keyword, online, personal information, private, search, website	Digital Footprints To understand that information put online creates a digital footprint.	Keywords To use keywords in an online search to find out about a topic.	You Be the Judge To recognise whether a website is appropriate for children.	Rate and Review To rate and review informative websites.	Being Kind Online To be able to identify kind and unkind behaviour online.	Cyber Snakes and Ladders To apply our knowledge of safe and sensible online activities to different situations.	Jigsaw Targets/ Create a positive Digital Footprint
PSHE Keeping Safe	medicines, safety, safe, unsafe, feelings, worried, touch, hurt, surprise, secret, help	Harold's Picnic To understand that medicines can help make people feel better.	How Safe Would You Feel? To identify safe and unsafe situations.	What Should Harold Say? To know what to say in order to keep safe.	I Don't Like That! To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.	Fun or Not? To recognise that some touches are not fun and can hurt or be upsetting.	Should I Tell? To identify safe and unsafe secrets.	SCARF pre and post unit assessment

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<p>PE Space Dance</p>	<p>time, start, finish, levels, moon, alien, float, slow, movement, control, count, beat, spaceship, planets, astronaut, gravity</p>	<p>How can you move in time to the music?</p>	<p>How can you perform dance movements in time to the music?</p>	<p>How can you perform dance movements with control?</p>	<p>How can you perform dance movements at different levels?</p>	<p>How can you perform dance movements in different directions?</p>	<p>How can you remember your dance and perform with control?</p>	<p>Progress-o-meter Record and watch the final performance for feedback.</p>
<p>RE Muslims</p>	<p>Shahadah, Zakat, Muslims, Hajj, Islam, Sawm, Salah, Tawhid, Ramadan, Prophet</p>	<p>What do people think about God? What do Muslims think about God?</p>	<p>What do some of the Muslim 99 Beautiful names for God mean?</p>	<p>What are the five pillars of Islam?</p>	<p>Who was the Prophet Mohammed and why is he important to Muslims?</p>	<p>Why is the Prophet Mohammed so important to Muslims?</p>	<p>What do Muslims do because they love to treat the Qur'an with respect?</p>	<p>Complete end of unit assessment using key words and how they link to the way of life that Muslims live.</p>