

## Moon Zoom

**Hook:** What happens when a spaceship crash lands nearby?

### **Science – Materials**

- Identify planets in our Solar System
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Describe the simple physical properties of a variety of everyday materials.
- Distinguish between an object and the material from which it is made.
- Making observations
- Grouping and classifying
- Interpreting data

### **RE – Who should we follow?**

- to find out about religious leaders and how and why they are followed
- To learn some stories about religious leaders and their significance for believers.
- Retell a story about a leader in the Bible
- Identify a leader in society and suggest what makes that person special
- Suggest reasons why people follow certain leaders
- Make up some good questions to ask a Vicar or Rabbi about their view of leadership
- Describe what makes someone a good leader
- Talk about their own views of leadership
- Discuss or write down some ideas about why leaders are needed

Class Novels:

Space Race by Malorie Blackman  
Beegu by Alexis Deacon  
But, Martin by June Counsel  
The Works KS1 by poems edited by Pie Corbett

### **HISTORY – history of space exploration**

- 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 – Yuri Gagarin, Neil Armstrong, Buzz Aldrin, Tim Peake, Helen Sharman
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Order information on a timeline.

### **Geography – Human and physical features, maps, aerial images**

- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.
- Create a large scale map of a space terrain
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

### **ART and Design – Portraits – explore and create portraits using collage**

- Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.
- Cut and join textiles using glue and simple stitches.
- Use gluing, stapling or tying to decorate fabric, including buttons and sequins.
- Describe and explore the work of a significant artist. Using examples of colourful portrait paintings, such as,
- Design and make art to express ideas.
- Use textural materials, including paper and fabric, to create a simple collage.
- Say what they like about their own or others' work using simple artistic vocabulary.
- Mix a range of secondary colours, shades and tones.
- Annotate sketchbook.
- Mix and match colours using artefacts and objects.

### **Design Technology – build structures and join materials**

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Construct simple structures, models or other products using a range of materials.
- Explore and evaluate a range of existing products.
- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Evaluate their ideas and products against design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).
- Select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics.
- Use wheels and axles to make a simple moving model
- Develop the creative, technical and practical expertise needed

### **Music – How can music help us to make friends?**

Children will learn to:

- Find and try to keep a steady beat
- Very simple rhythm patterns using long and short Very simple melodic patterns using high and low
- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion
- Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests
- Create and perform your own chanted rhythm patterns learning about the language of music through playing the glockenspiel.
- explore and develop playing skills through the glockenspiel

### **Computing – Online Safety**

- Use technology purposefully to create digital content
- Use technology purposefully to organise digital content
- Use technology purposefully to store digital content
- Use technology purposefully to manipulate digital content
- Use technology purposefully to retrieve digital content
- Use technology safely and respectfully
- Keep personal information private
- Know where to go for help and support when they have concerns about content or contact on the internet or other online technologies

## **PE – Controlling a ball with our feet**

- recap the different ways of using our feet to move with a ball.
- Pupils will develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them.
- develop using the inside and outside of their feet to dribble the ball.
- apply dribbling with our feet into games.
- explore kicking (passing) a ball.
- develop pupils kicking (passing) technique applying this into a game to score points.
- Pupils will be able to collaborate and work together in a team.

## **Dance - Growing**

- respond to rhythm and patterns through their movement.
- control and co-ordinate their bodies to perform movements
- control and co-ordinate their bodies to perform a motif.
- use improvisation to explore various dynamics and movement qualities.
- explore the relationship between two living things, creating movement patterns.

## **SCARF – Me and My Relationships**

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- Learn about what rules are, why they are needed, and why different rules are needed for different situations.
- Use a range of words to describe feelings
- Recognise that people have different ways of expressing their feelings
- Identify helpful ways of responding to other's feelings.
- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);
- Explain where someone could get help if they were being upset by someone else's behaviour.
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- Explain the difference between bullying and isolated unkind behaviour;
- Recognise that that there are different types of bullying and unkind behaviour;
- Understand that bullying and unkind behaviour are both unacceptable ways of behaving.

## **Mrs Woodgate's book recommendation for this half term –**

### **DEAR – Reading aloud**

- Class reader: Space Race by Malorie Blackman
- Bob, Man on the Moon Books by Simon Batram
- Way Back Home by Oliver Jeffers
- Space Poems by Gaby Morgan
- Q Pootle 5 by Nick Butterworth

