

	Science Everyday Materials	Computing Information Technology Sound and Music	Creative Curriculum History/Geography/Art/DT Space	RE: Judaism	Resilience: Relationships	PE: Outdoor sports	Music: Exploring Instruments and Symbols
1	<p>To distinguish between an object and the material from which it is made.</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>To identify and classify materials.</p>	<p>To recap on Online safety.</p> <p>To use the Internet and resources available to share with the pupils.</p>	<p>To use cutting and gluing skills to create an alien.</p> <p>Time Lines - To create a time line and discuss main stand out features of Space travel.</p> <p>Scavenger hunt to find the information from the hidden timeline to complete the missing words from the space travel facts.</p>	<p>Why are special meals/foods used as part of some celebrations?</p> <p>Can you discuss your own experiences of being part of a special occasion?</p>	<p>To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.</p>	<p>To be able to catch a ball consistently</p> <p>To be able to pass the ball accurately and with speed.</p>	<p>To know they can explore sound and music in ICT using keyboards, and onscreen music software.</p>
2	<p>To describe the simple physical properties of a variety of everyday materials.</p> <p>To compare and group together a variety of everyday materials on the basis of their physical properties.</p> <p>To carefully observe using simple equipment.</p>	<p>To conduct internet research on different planets</p> <p>To be able to answer questions based on their research.</p>	<p>To discuss the first moon landing and find out about the Apollo 11 mission.</p> <p>http://www.bbc.co.uk/cbeebies/topics/space</p> <p>To master colour mixing techniques using different media To create pictures of space</p> <p>Make a 3D painting of the moon with USA flag and astronaut.</p>	<p>How and when do Jewish people celebrate Shabbat?</p> <p>How do you feel about special times spent with family?</p>	<p>To share their opinions on things that matter to them and explain their views.</p> <p>To recognise, name and deal with feelings in a positive way.</p>	<p>To recognise which activities help their speed, strength and stamina</p>	<p>To create sounds to accompany space images</p> <p>To respond to others' compositions.</p>

3	<p>To describe the simple physical properties of a variety of everyday materials.</p> <p>To compare and group together a variety of everyday materials on the basis of their physical properties.</p> <p>To ask simple questions.</p> <p>To be able to identify and classify.</p>	<p>To be able to use send an email with my answers.</p>	<p>To discover the role and job description of an astronaut.</p> <p>Neil Armstrong. Who was he? Why is he an important historical figure?</p> <p>Complete the information sheet using research from computer.</p>	<p>Why is belief and practice a central focus for Jewish family life?</p> <p>What special things do you do in your family?</p> <p>How are your special meals the same as Shabbat?</p>	<p>To think about themselves, learn from their experiences and recognise what they are good at.</p> <p>To identify and respect the differences and similarities between people.</p>	<p>To improve hand-eye co-ordination by practicing bouncing, dropping and catching a moving ball.</p>	<p>To understand that they can use software to change the musical phrases they create</p>
4	<p>To distinguish between an object and the material from which it is made.</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>To perform simple tests.</p>	<p>I can take a photo of my space rocket launch.</p>	<p>TASC: Rocket launch</p> <p>To use a range of materials creatively to design and make products - make a rocket/moon lander.</p>	<p>What objects help people remember important messages?</p> <p>Can you talk about things that are important to you?</p> <p>What does this tell you about God?</p>	<p>To know that family and friends should care for each other.</p> <p>To know that their actions affect themselves and others.</p> <p>To care about other people's feelings to try to see things from their points of view</p>	<p>To begin to develop the skill of passing to a partner by throwing and catching a moving ball.</p>	<p>To locate, listen to, play and begin to record sounds</p> <p>To learn Space-themed songs: sing a range with others</p>
5	<p>To describe the simple physical properties of a variety of everyday materials.</p> <p>To compare and group together a variety of everyday materials on the basis of their physical properties.</p>	<p>To record and play back a composition.</p> <p>https://recursivearts.com/virtual-piano/index.html</p>	<p>How to be a millionaire game.</p> <p>What have we learnt?</p>	<p>What symbols do you know have special meanings?</p> <p>What symbols do we have that show where we belong to God's family?</p>	<p>To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p>	<p>To intercept balls thrown by their opponents.</p> <p>To be able to play a simple net type game that involves passing, intercepting and scoring.</p>	<p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>To listen to extracts from The Planets (Holst) - Pen walk</p>

6	<p>To ask simple questions and recognise that they can be answered in different ways.</p> <p>To record simple data in order to answer a question.</p>			<p>Can you recall what happened to the disciples at Pentecost?</p> <p>Can you talk about something which puzzles you about the events of Pentecost?</p> <p>What does it teach you about God?</p>	<p>To understand differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>To know where individuals, families and groups can get help and support.</p>	<p>To invent a simple fielding game which they will then teach to their partner.</p> <p>To evaluate their game against agreed criteria.</p>	<p>To explore instruments and compose space music.</p>
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Outdoor Learning: Maths - Position and Direction		LO: To create an information trail using map of school grounds.	
Introduction: Scavenger Hunt	Main Activity:	Plenary:	Resources
<p>Explain we will be reading a map of the school ground and school building. Show map on IWB. What can you see? Can you see the front of the school? Can you see the field, Miss Grima's office, the hall, our classroom? Invite children to mark these places on the map. Explain that around the school there are facts about Space and that we need to find them to answer questions.</p>	<p>Have Fact Cards stuck around school. Children work in groups of 4 with an able reader. Using a map, children hunt for facts and then write them on Fact Hunt sheet. (orientteering) A time limit could be enforced as an extra challenge. When finished, children can check with another group that they have all the correct answers and if any were wrong, challenge children to correct their mistakes.</p>	<p>Back in the classroom, share answers and what they found tricky about reading the map. What did you learn about map reading? How can you make map reading easier? Draw your own map of school grounds and school building. Can you put in some things that will make it an easy map to read.</p>	<p>IWB Paper Coloured pencils or crayons Fact cards Map</p>

Outdoor Learning: Science - Everyday materials		LO: To identify and name a variety of everyday materials,	
Introduction:	Main Activity:	Plenary:	Resources
<p>Have various different objects and the material they are made of in a feely bag. Invite children to guess the object by touch alone. Can they use adjectives to describe how it feels? With the children's increase knowledge of different materials as children to sort wood, plastic, glass, metal, water and rock objects.</p>	<p>Children take rubbings of the different materials that they find around the school. Can they distinguish between man-made and natural?</p>	<p>With the rubbings children can create a collage of the different textures that they found. Share with the class using appropriate adjectives to describe the properties of the material.</p>	<p>Camera Paper Crayons glue</p>