



**Year 1 Topic: Blast off**

**Term: Spring 1**

**Topic Length: 7 weeks**

<b>INTENT</b>	<b>Vision</b>	<b>Together we all discover, learn, grow and succeed</b>					
	<b>Values</b>	<b>W</b>	<b>A</b>	<b>R</b>	<b>M</b>	<b>T</b>	<b>H</b>
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic
	<b>Curriculum Design</b>	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>					
		<b>Learning Behaviours</b>		<b>Disciplinary Knowledge</b>		<b>Substantive Knowledge</b>	
Attitudes and attributes for learning and life		<u>Know How</u> Subject specific thinking and problem solving		<u>Know What</u> Deep learning of the key knowledge			

<b>IMPLEMENTATION</b>	<b>Our 10 Key Principles for Effective T&amp;L</b>	<b>High Aspirations</b>	<b>Inspire and Challenge</b>	<b>Pupil Progress</b>	<b>Positive Habitats</b>	<b>Variation</b>	<b>Developing Learning Behaviours</b>	<b>Relationships</b>	<b>Questioning and Feedback</b>	<b>Assessment for Learning</b>	<b>Subject Knowledge</b>	
	<b>Topic Purpose</b>	To impassion awe and wonder surrounding aspects of the Earth in relation to Space, seasons and weather.										
		Hook: Space dome visit. Space station role play area (based around Neil Armstrong).						Outcome: To produce and edit a leaflet about Space.				
	<b>Main Subjects</b>	Science				Geography			DT			
	<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>Name the four seasons.</li> <li>Work scientifically to observe the changes across the four seasons.</li> <li>To identify the key indicators of the four different seasons.</li> </ul>				<ul style="list-style-type: none"> <li>Observe different types of weather.</li> <li>Identify seasonal and daily weather patterns.</li> <li>Understand where to find hot and cold areas around the world in relation to the equator, North and South poles.</li> </ul>			<ul style="list-style-type: none"> <li>Design, create and evaluate junk model rockets:</li> <li>Generate, develop, model, and communicate their ideas through talking and drawing.</li> <li>Select from and use a range of tools and equipment to perform practical tasks to build a junk rocket model.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul>			
<b>Our Overarching Themes</b>	Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency				



## Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

(e.g. computing, PE, music, MFL, PSHE, RE, etc...)

Subject	Key Performance Indicators
Computing (taught through CP)	<ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> </ul>
PE	<p><b><u>Striking and hitting skills</u></b></p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities striking and fielding (striking a ball with foot/racket/hand). Throwing overarm and underarm developing accuracy.</li> <li>• Participate in team games, developing simple tactics for attacking and defending Striking and fielding</li> </ul>
RE	<p><b><u>Sacred Places</u></b></p> <ul style="list-style-type: none"> <li>• To explore the use of the words ‘sacred’ and ‘holy’</li> <li>• To know what makes some places and objects special for Christians inside a church and consider what things and places are special to ourselves and families.</li> <li>• To know the reasons why Christians visit a church or holy building in their community ( Muslims visiting a Mosque, Jewish people a Synagogue)</li> </ul>
Music	<p><b><u>Space Rondo</u></b></p> <ul style="list-style-type: none"> <li>• To play melodies on tuned percussion from simple notations- 8, 7, 6.... Blast off</li> <li>• Recognise pitch high to low</li> <li>• Dr Who – repeat a melody 4 times on two notes E and G and Storm Troopers (3 notes) A, F and high C</li> <li>• Create hot planet and cold planet soundscape (dry sounds and metal sounds) using percussion</li> </ul>



**Key Objective Progression**

<b>Prior Knowledge</b>	<b>Year 1 - Our World - Key Objective</b>	<b>Future Learning</b>
<p><b><u>ELG: Understanding the world</u></b></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environment might vary from one another.</p>	<p><b><u>Year 1: Geography</u></b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p><b><u>KS2: Geography</u></b></p> <p>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>
<p><b><u>ELG: Understanding the World</u></b></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environment might vary from one another.</p>	<p><b><u>Year 1: Geography</u></b></p> <p>Identify the location of hot and cold areas around the world in relation to the equator, North and South poles.</p>	<p><b><u>Year 2: Geography</u></b></p> <p>Name and locate the world’s 7 continents and 5 oceans.</p>
<p><b><u>ELG: Understanding the World</u></b></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environment might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p><b><u>Year 1: Science</u></b></p> <p>Name and identify the four seasons and describe how day length varies. Work scientifically to observe the changes across the seasons and the weather associated with the different seasons.</p>	<p><b><u>Year 6: Space</u></b></p> <p>Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</p>
<p><b><u>ELG – Exploring and using media and materials</u></b></p> <p>Children safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p>	<p><b><u>Year 1: DT</u></b></p> <p>Generate, develop, model, and communicate their ideas through talking and drawing (Junk model rockets).</p>	<p><b><u>Year 2: DT</u></b></p> <p>Evaluate their products car and suggest improvements.</p>
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<p><b><u>ELG – Exploring and using media and materials</u></b></p> <p>Children safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p>	<p><b><u>Year 1: DT</u></b></p> <p>Evaluate their ideas and products against design criteria (Junk model rockets).</p>	<p><b><u>Year 2: DT</u></b></p> <p>Evaluate their products car and suggest improvements.</p>