

prospectus



To Infinity and Beyond: Reception and Year 1

Essential Knowledge

By the end of this unit children will know...

- The names of the different planets in Space.
- How magnets work.
- How different things can either push or pull.
- The history of Neil Armstrong and his journey to the moon.
- The first flight of the airplane.
- Sequencing and ordering pictures in relation to time.
- How to write for a specific purpose.
- How to use different sources of research e.g. books, pictures, photographs and the internet.
- Use IT equipment to research, record, access online text,
- Create a persuasive holiday brochure to Space.
- How to design and make their own rockets and whole class space mobile.
- PSHE: Healthy Living
- Forest Schools – Seasons and Living things.

Launch

Let's Imagine!

Children walk into a dark classroom, using glow sticks and space music on. Children to help Buzz Lightyear to achieve his journey to space- Can they help him find out more about Space via different activities which will take place over a whole morning.

Explore

Let's model!

To create our own whole class Paper Mache Solar System mobile.

To create a rocket with a push button to launch it into the air.

Eneraise

Let's go wild!

A visit from the Planetarium.

To have a parent in to talk to the children about Space and the different planets?

Celebrate

Let's Celebrate!

Invite parents in to view the children's work from the topic. To share their homework, books and learning journeys on the tables.

Aspirations

To find out about the jobs of people involved in the field of space, including researchers and astronauts and also those involved within computing such as producers and designers.

Enterprise

Pupil Voice and we will use our knowledge to help us understand how the world around us works today and using maps and atlases. We will also make a collaborative display for our topic lead by the children and their learning.

Knowledge of the World

Looking at the 7 continents around the world.
To compare and contrast weather and seasons across the world.
To know about the Solar System and the different planets.

Core Subjects:

Links to theme

Communication and Language

- Poetry making with poem of the week.
- All About Me Box
- Turn Taking (Circle Time)
- Storytelling
- Fact Maps.

Physical Development

- Gymnastics
- Dance

Personal, Social, Emotional

Spiritual

Children to explore the spiritual meaning of music and creation stories from different cultures. To explore the awe and wonder of nature and different settings.

Moral

Children to begin to explore the impact of global warming in RE and PSHE and begin to think about 'what can I do to help the World around me?'

Social

How societies and people of different faiths celebrate how the World was made. What impact does this have on how they look after the World around them?

Cultural

Children to respect the traditions and values of different cultures. To know the Story of Creation.

To Infinity and Beyond - Reception/Year 1: Theme Content

Personal Development

Literacy/English

- Children to create a persuasive holiday brochure for Space.
- Children to create their own recount of a journey to Space.
- Children to write their own postcard from space with description.
- Children to write their own story about Space.
- Poetry about Space and Planets.
- To create lists of things they will need in Space.
- To create their own labels for the Outdoor Area.
- To order and sequence events from a book

Mathematics

- Positional Language.
- **Estimation.**
- Number patterns (2, 5 & 10 – Y1).
- Clockwise/Anti-clockwise.
- **Mental Maths – Number Bonds to 10 – Use number fans (x2 a week)**
- **Problem Solving.**
- **Counting in 2's, 5's and 10's.**
- **Fractions (1/2 and 1/4)**
- Multiplication/Division.
- **One more/less**
- **Number bonds to 10/20.**
- **Word problems**
- Measurement in cm's
- Millilitres and finding 1/2 measurements
- Time (Hours, seconds and minutes)
- Right angles - shapes

Foundation Subjects

History, Geography and RE

Geography:

- Children to name and locate the world's 7 continents on a map.
- Children to name the planets in the Solar System.

History:

- The life of a significant person - Neil Armstrong and his journey to the moon.
- Events beyond living memory that are significant nationally or globally – The first aeroplane flight.

RE: Who put the colour in the rainbow?

- Learning about: The creation stories from the Christian, Jewish and Hindu faiths.
- Learning from: What can I do to help the World around me?

Art and Design, Design Technology and Music

Art:

- Use mixed media to make observational drawings of the planets.
- Explore colour mixing using fabric dyes.
- Design and make planet using fabric and textiles techniques.

Design & Technology:

- Making rockets with a push button.
- Making a class Space Mobile.
- Explore simple levers: design and make simple moving puppets.

Music:

- Children to create their own Space music song.
- To play alongside space themed music with the correct rhythm and beat.

Science

- Children to understand living things and decay (Forest Schools)
- Children to observe and watch plants grow in the Outdoor Area.
- Children to explore magnets, how they are attracted to different metals.
- Children to explore push and pull.

UTW: Computing

- We can exercise (Exercise 7)
- We are Healthy (Exercise 8)
- We are Creative (Activity 22)
- We are Film Producers (Activity 24)

To Infinity and Beyond: - Reception and Year 1: Links to National Curriculum Framework

Core Subjects:

Communication and Language (prime)/English (Specific)

- Write sentences by; saying loud what they are going to write about, sequencing sentences.
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Learn rhymes and poems and recite some by heart.
- Use digital texts to find information.
- All of section vocabulary, grammar and punctuation

Mathematics (Specific)

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Sequence events in chronological order using language.
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Recognise, find and name a half and a quarter.
- Solve one-step problems involving multiplication and division...
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20.
- To solve missing number problems
- To estimate.

Science (Specific)

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely/Perform simple tests
- Gathering and recording data to help in answering questions.
- Using their observations and ideas to suggest answers to questions.
- Distinguish between an object and the material from which it is made.
- Name parts of a magnet and materials and objects which are attracted to them.
- Observe changes across the four seasons

Foundation Subjects

UTW: History, Geography and RE.

Geography:

- Name and locate the world's seven continents and five oceans.
- Use geographical vocabulary
- Name and describe the planets in the Solar system.

History:

- The life of a significant person - Neil Armstrong and his journey to the moon.
- Events beyond living memory that are significant nationally or globally – The first aeroplane flight.

RE:

- Learning from: The story of Creation: Christian, Judaism and Hindu.
- Learning about: What can I do to help the World around me?

EAD: Art, Design and Design Technology and Music

Art and DT:

- To use a range of materials creatively to design and make products.
- To use drawing and sculpture to develop and share ideas and imagination.
- To develop a wide range of art and design techniques
- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing and information and communication technology.

Music:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

PD: Physical Education (Prime)

- 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
- Perform dances using simple movement patterns.

Computing

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use IT to observe health and wellbeing, finding out about being healthy and how to exercise.
- Use IT to create digital art.

To Infinity and Beyond: Reception and Year 1: Assessment Opportunities/Tasks within theme

Core Subjects	Foundation Subjects
English	History, Geography and Citizenship
<ul style="list-style-type: none"> Can they create a persuasive and descriptive holiday brochure for space? Can they write a recount piece of writing for a journey to space? Can they create a narrative story about Space? Can they create a short poem about Space? Can they remember key events from a fiction story and then sequence and organise them. Can they create their own labels? Children are beginning to write for a variety of different purposes. Can they write a list using bullet points? Can they use finger spaces, capital letters and full stops? Are letters formed correctly? 	<p>Geography:</p> <ul style="list-style-type: none"> Can children name and locate the world's seven continents and 5 oceans on a map? Can children name and describe the planets in the Solar System? To engage with the outdoor weather station. <p>History:</p> <ul style="list-style-type: none"> Can children order and sequence the life of Neil Armstrong? Can the children talk and explain the first flight of the aeroplane? <p>RE:</p> <ul style="list-style-type: none"> Can children explain the key events in the Creation story from one religion? (Via role play, art, storytelling etc.) Can the chdn reflect/talk about/explore the question 'what can I do to help the World around me?'
Mathematics	Art and Design, Design Technology and Music:
<ul style="list-style-type: none"> Apply skills to real-life contexts. Can they solve word and practical problems using a range of skills? Estimating –Can they make accurate guesses? Can they solve addition and subtraction sums? Do they know their number bonds to 10/20? Can they count in 2's, 5's and 10's? Can the children name the months of the year and days of the week? Can they solve problems on fractions, multiplication and division? Can they sequence in chronological order? 	<p>Art & Design:</p> <ul style="list-style-type: none"> Can they mix colours and use a range of techniques and materials? Can they use simple stitches and apply fabric/beads to create a textile piece? <p>Design & Technology:</p> <ul style="list-style-type: none"> Can they design and create for a purpose? Can they evaluate and improve their design? Can they use a range of materials to attach, move and strengthen their design? Can they create their own rocket/space mobile/space character puppet? <p>Music:</p> <ul style="list-style-type: none"> Can children create their own spaced themed music working in small groups? Can they play along to a simple rhythm and beat with tuned and un-tuned instruments?
Science	Physical Education
<ul style="list-style-type: none"> Can children carry out a mini-investigation into magnets and how they work? Can they name what objects/materials are attracted to magnets? Can children explain what pushes and pulls? Can children carry out investigations into how materials differ and change? Can children observe and explain differences about the four seasons? Do they know how the length of day varies in the different seasons? 	<ul style="list-style-type: none"> Can children create their own spaced themed dance? Can children show balance, co-ordination and movement of their body? Can children work together?
	Computing
	<ul style="list-style-type: none"> To create digital space pictures using an art package – exploring colours. To produce a short film clip about space – link to Literacy and narrative stories. Using online texts to find information. To know what healthy eating is and what our diets should consist of. Could they make a plate of food for an astronaut? To create a display for being healthy and keeping fit.