



Space – Year 1

History	Geography	Art	Computer Science
<p>The children will explore the history of space travel and create timelines of these events. They will find out about the experience of a monkey and dog in space and the first man to walk on the moon, Neil Armstrong. They will hotseat an interview with him and write a biography of his experience.</p>	<p>The children will investigate the different countries involved in the ‘Space Race’. They will make comparisons between life on Earth and in Space. The children will explore the view from space of the 7 continents and 9 oceans.</p>	<p>The children will study the work of abstract artist, Peter Thorpe. They will learn what the term ‘abstract’ means and look at the artistic techniques used by Peter Thorpe to create his space art. These techniques include: colour contrast and use for foreground/background to make main objects stand out. The children will then create their own abstract solar system painting in the style of Peter Thorpe.</p>	<p><u>Digital Literacy</u> The children will learn to use tools within the program ‘publisher’ create a book cover and add labels to pictures for an information text.</p> <hr/> <p><u>E communication and collaboration</u> We will learn write an e-mail as a way of communicating with those in space.</p> <hr/> <p><u>Computer Science</u></p>

Core links through the curriculum.

Basic Skills

Real World Applications

English	Numeracy	Using Technology	Science
<p><u>Key texts</u></p> <ul style="list-style-type: none"> • La Luna (film) • Man on the Moon: A day in the life of Bob • Whatever Next • Invasion from Clement (film) • The aliens are coming <hr/> <p><u>Writing opportunities</u></p> <ul style="list-style-type: none"> • Newspaper reports • Wanted posters • Letters to characters • Diary • Biography • Story innovation <hr/> <p><u>Reading opportunities</u> Children to have independent access to the topic related reading resources in the classroom. Children to use these as part of their information gathering and daily story time.</p>	<p>We will create a timeline of space travel events learning to read a four-digit number and understand the place value of each digit to order them sequentially.</p>	<p>We will learn to use the program ‘publisher’ to add labels to diagrams and create book covers. We will develop the skills of adding a text box, shape, arrow, image and font. We will also learn to change the type, colour and size of font when making a space information book.</p>	<p>The children will learn about the human body and begin to understand how muscles become weaker when astronauts spend time in space. They will then learn the importance of daily exercise in space and watch video clips of Tim Peake using a treadmill in space.</p> <p>The children will also learn food and water in space and how/why this is different to on Earth.</p>

Citizenship

Modern Britain	SMSC	Enterprise
<p>Democracy</p> <p>Rule of law</p> <p>Individual Liberty</p> <p>Respect and tolerance;</p>	<p>Go Givers:</p> <ul style="list-style-type: none"> • Pollution • Caring for pets • Disability • Taking responsibility • Managing anger • The selfish little red hen <p>RE – Agreed Syllabus The children will learn about the Christian festival of Easter, lent and Mardi Gras. They will listen to and learn a series of parables</p>	

History

Classroom Monitor Objective	Expected Indicators	Exceeding Indicators
1. Constructing the past		
H.1.1.1. Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.	H.1.1.3. The child can briefly describe features of particular events and people from national and global history.	H.1.1.4. The child can explain a range of features covering national and global history and draw a range of conclusions. E.g. Recall the more significant events and people associated with space travel.
2. Sequencing the past		
H.1.2.1. Know where people and events fit within a chronological framework.	H.1.2.4.a. The child can sequence independently on an annotated timeline a number of events related to particular events and people.	H.1.2.5.a. The child can give a valid explanation for their sequence of events on timelines.
H.1.2.2. Develop awareness of the past, using common words and phrases relating to the passing of time	H.1.2.4.b. The child can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'	H.1.2.5.b. The child can use more complex time terms, such as 'BCE'/'AD' and period labels and terms. E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.
3. Change and development		
H.1.3.1. Identify similarities and differences between ways of life in different periods. Study changes within living memory.	H.1.3.3. The child can identify independently a range of similarities, differences and changes within a specific time period. E.g. Recognise differences in space craft from different decades.	H.1.3.4. The child can describe independently and accurately similarities, differences and changes both within and across time periods and topics. Eg. Identify and describe several changes, similarities and differences that have occurred in space travel over a century.
5. Significance and interpretations		

H.1.5.1. Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements	H.1.5.3. The child can identify a range of significant aspects of a person and offer some comments on why they have selected these aspects. E.g. Give reasons why they have chosen particular aspects of the life of a famous author.	H.1.5.4. The child can provide some valid reasons for selecting a person as significant. E.g. Explain their achievements stating which one they think is the biggest and justify their opinion.
6. Planning and carrying out a historical enquiry		
H.1.6.1. Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.	H.1.6.3. The child can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about which explorer was most successful.	H.1.6.4. The child can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently. E.g. Plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response.
7. Using sources as evidence		
H.1.7.1. Understand some of the ways in which they find out about the past and identify different ways in which it is represented	H.1.7.3. The child can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.	H.1.7.4. The child can critically evaluate the usefulness of sources and parts of sources to answer historical questions. E.g. Choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine

Geography

Classroom Monitor Objective	Expected Indicators	Exceeding Indicators
2. The world and continents		
G.1.2.1. Name and locate the world's seven continents and five oceans.	G.1.2.3. The child can name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a significant animal.)	G.1.2.4. The child knows the relative locations of the continents and oceans to the equator and North and South Poles. (E.g. Use specific place knowledge to describe the location of the habitat of a significant animal in relation to the Poles and Equator.)
5. Understanding places and connections		
G.1.5.2. Understand geographical similarities and	G.1.5.4.b. The child can describe the physical and human geography of a distant place. The child can describe their locality	G.1.5.5.b. The child can confidently describe the physical and human geography of a distant place. The child can

differences through studying the human and physical geography of a small area of a contrasting non-European country.	and how it is different and similar to the distant place. (E.g. Complete a travel document to visit a place they have studied; work with a peer in a role-play to explain why they wish to visit this place, mentioning its physical and human characteristics.	confidently describe their locality and how it is different and similar to the distant place, and suggest why this may be so. (E.g. Complete a travel document. Act as a travel agent in a role-play, explaining confidently why people may wish to visit a range of places, including an understanding of the physical and human characteristics of the places.)
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Art

Classroom Monitor Objective
Expected Indicators
<ul style="list-style-type: none"> • Independent Artist he/she can begin to recall all the equipment needed for an art session. • Drawing With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines • Drawing With coloured pencil, he/she can keep within the lines of a drawing when adding colour. • Art in Context/History he/she can describe differences and similarities between drawings, paintings and sculptures by well known artists and designers. • Art in Context/History he/she can describe how his/her own work is similar and/or different to the work of well known artists and designers. • Painting, he/she can load a brush with the correct amount of paint and choose the correct brush size. • Painting, he/she can use different brush types to make different marks: lines, blobs, dots, dashes.

Computing

Classroom Monitor Objective	Expected Indicators	Exceeding Indicators
E-safety		
C.1.1.1. Use technology safely and respectfully.	The child can keep themselves safe while using digital technology. The child can understand that they need to keep safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the web and that they should close the lid of a laptop (or similar action) if they find inappropriate images. (E.g. In 1.3, 1.4 and 1.6, close the laptop lid (or similar) and tell a teacher if they find inappropriate images.)	The child can keep safe and show respect to others while using digital technology. The child can understand that they need to keep safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the web and close the lid of a laptop (or similar action) if they find inappropriate images. They should know to respect others' rights, including privacy and intellectual property when using computers, so should not look at someone else's work or copy it without permission. (E.g. In 1.3, 1.4 and 1.6, close the laptop lid (or similar action) and tell a teacher if they find inappropriate images, and only copy images where they have permission to do so.)
C.1.1.3. Identify where to go for help and support when they have concerns about content or contact on the	The child can understand what to do if they see disturbing content online at home or at school. The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children.	The child can understand what to do if they have concerns about content or contact online. The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or

internet or other online technologies.	They should know to tell their teacher or their parents if this happens. (E.g. In 1.3, 1.4 and 1.6, know to close the laptop lid or turn the tablet over and tell a teacher or their parents if they find inappropriate images.)	other children; if someone they don't trust contacts them online; if someone makes inappropriate contact online. They should know to tell their teacher or their parents if this happens, and be aware that they could talk to another trusted adult or to Childline about this. (E.g. In 1.3, 1.4 and 1.6, know to close the laptop lid or turn the tablet over and tell a teacher, their parents, another trusted adult or ChildLine if they find inappropriate images.)
Using IT beyond school		
C.1.2.1. Recognise common uses of information technology beyond school.	<p>The child can show an awareness of how IT is used for communication beyond school.</p> <p>The child can mention some of the ways in which IT is used to communicate beyond school. E.g. They might know that some people use social media such as Facebook, email, video calls or online greetings to say happy birthday to their friends. (E.g. In 1.6, be aware that many people send greetings online rather than using cards now.)</p>	<p>The child can show an awareness of how IT is used for a range of purposes beyond school. The child can name a number of purposes for which IT is used beyond school. E.g. They might know that modern TVs use digital technology, that books are often available in a digital format, that music is often recorded using computers and that people often communicate using computers these days.</p> <p>(E.g. In 1.2, know that TV uses digital technology. In 1.3, be aware of e-books. In 1.5, be aware that audio is recorded digitally. In 1.6, be aware that some people send e-cards rather than paper cards now.)</p>
Creating content		
C.1.1.1. Use technology purposefully to organise, store and retrieve digital content.	The child can use digital technology to store and retrieve content. The child can use a range of digital technologies to store and access digital content. These might include laptop computers, tablets, smartphones, digital cameras, video cameras and audio recorders. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. (E.g. In 1.2, film and upload a child cooking. In 1.3, open the e-book, import illustrations, add them to the e-book and save their work. In 1.4, retrieve previous work, import further illustrations and save their work. In 1.5, open the template, record audio, import it to the computer and save their work. In 1.6, open the card template, find images online and save their work.)	The child can use digital technology to organise, store and retrieve content The child can use a range of digital technologies to store, access and organise digital content. Typically, they can use a laptop computer, tablet or smartphone to help organise content, such as by moving this between one document and another or by moving content within the file system or on a document. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. (E.g. In 1.2, film and upload a child cooking. In 1.3, import illustrations, add them to the e-book and save their work. In 1.4, import illustrations, use PowerPoint to organise these according to the tasks, and save their work. In 1.5, record audio and import it to the computer, add audio to the correct pages in their presentation and save their work. In 1.6, find images online, add them appropriately to their e-card and save their work.)

<p>C.1.1.2. Use technology purposefully to create and manipulate digital content.</p>	<p>The child can create original content using digital technology. The child can create their own original digital content using a range of technologies. These might include laptop computers, tablets, smartphones, digital cameras, video cameras and audio recorders. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. Look for some indication of the child's creativity in this work. (E.g. In 1.2, film digital video. In 1.3, create an original painting. In 1.5, create original digital audio. In 1.6, type their own text.)</p>	<p>The child can create and edit original content using digital technology. The child can create and edit their own original digital content using a range of technologies. Content-creation technology might include laptop computers, tablets, smartphones, digital cameras, video cameras and audio recorders, although editing is likely to take place on laptops or tablets. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. Look for some indication of the child's creativity in this work as well as evidence that they have edited content. (E.g. In 1.2, film digital video and edit this on the computer. In 1.3, create and edit an original painting. In 1.5, create original digital audio, using editing tools, if available. In 1.6, type and edit their own text.)</p>
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