



Out of this World

Children will be learning about the solar system, shadows and sundials, whilst using the theme to explore Art, DT and Computing.

Grange View C.E. Primary School



KUW— Knowledge based objectives

Scientist focus: Percy Shaw (invented cat's eyes)

Science—

Light cannot travel through some materials and this leads to the formation of shadows.
That the sun, moon and earth are approximately spherical
How the position of the sun appears to change during the day, and how shadows change as this happens.
How day and night are related to the spin of the Earth on its own axis
That the Earth orbits the Sun once each year, and that the Moon takes approximately 28 days to orbit the Earth

Geography -

To use appropriate geographical vocabulary
To use atlases and globes, maps and plans in a range of scales
To use secondary sources including aerial photographs
To identify and describe what places are like
To explain why places are like they are

History -

To identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
To describe and make links between the main events, situations and changes within and across the different periods studied

RE— Christianity - Big story of the bible— Kingdom of God L2.6:

For Christians, when Jesus left, what was the impact of Pentecost

Week 1 and 2

Literacy - Diary and autobiography (3 weeks)

ICT— How does a digital device work?
History — What was it like when they landed on the moon?

Science—What is a shadow - how is it formed?

ICT— What parts make up a digital device?

History — What was it like to be an astronaut in 1969?

Science—How does a shadow change throughout the day?

Week 3 and 4

ICT—How do digital devices help us?

History— How has space travel changed over time?

Science—What materials are opaque and do not let light pass?

Thursday 15th May- Centre for Life Visit

Literacy - Newspaper (1 week)

ICT— How am I connected?

Science/ Geog—How big is the sun, moon and earth?

Science—What is the name of the nine planets in the solar system?

IF THERE IS TIME:

Science— What is an orbit?

Science—How can oil pastel shading be used to create a planet?

Creative Development

Artist spine: Robert Delaney— Circle Forms

Art -

Apply their experience of materials and processes, including drawing, developing their control of tools and techniques

Visual and tactile elements including colour, line, tone, shape and space.

DT -

Develop ideas and explain them clearly
Select appropriate tools and techniques for making their product
Reflect on the progress of their work

Mathematical Development

Fractions

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

Number - fractions

Compare and order unit fractions, and fractions with the same denominators.

Measurement: Money

Add and subtract amounts of money to give change using both £ and p in practical contexts.

Statistics

Interpret and present data using bar charts, pictograms and tables.
Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.

Fridays fluency: To develop times table fluency and recap skills

MFL—French—' Presenting myself

Perform role play with name, age, where they live and nationality
Numbers 1-20

Arts specific learning:

Art: To improve their mastery of techniques including drawing, painting and sculpture with a range of materials eg: pencil, charcoal, paint and clay.

KS1 techniques to master: colour, pattern, texture, line, shape, **form** and **space**

PSED—How can our choices make a difference to others and the environment?

Living in the wider world: Caring for others; the environment; people and animals; shared responsibilities; making choices and decisions. PoS ref: L4, L5, L19, R34

- How people have a shared responsibility to help protect the world around them
- How everyday choices can affect the environment
- How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)
- The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
- How to show care and concern for others (people and animals)
- How to carry out personal responsibilities in a caring and compassionate way

Physical Development

TUESDAY am
Newcastle Foundation:
Athletics and fitness.

WEDNESDAY pm
Complete PE:
Athletics—throwing / jumping

Key
Outside environment
Multiculturalism
Arts



Communication Language and Literacy

Diary writing—texts based on biographies and writing in the first voice characterisation and dialogue
Newspaper reports—focus on composition & effective language

ICT- Computer systems and networks: connecting computers:

- I can explain that digital devices produce inputs
- I can classify inputs and output devices
- I can describe a simple process
- I can find comparisons between digital devices and using non-digital tools
- I can recognise different connections
- I can demonstrate how information can be passed between devices
- I can identify the benefits of computer networks

Digital Literacy: Online relationships