|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **WK1**  **06.01.20** | **WK2**  **13.01.20** | **WK3**  **20.01.20** | **WK4**  **27.01.20** | **WK5**  **03.02.20** | **WK6**  **10.02.20** |  | **WK7**  **24.02.20** | **WK8**  **02.03.20** | **WK9**  **09.03.20** | **WK10**  **16.03.20** | **WK11**  **23.03.20** |
| Art |  | Designing and Making Rockets  Sun catchers – Space Theme | Alien design and painting | 3d clay aliens | 3d clay aliens | Mars Landscapes | H  A  L  F  T  E  R  M | Making planets | Making solar system | Making solar system |  | Rocket making |
| Geography/ History | History space travel  sequence timeline in their books | Journey to the moon | Space travel | Story of Yuri Gagarin | Neil Armstrong – Man on the moon | Earth and Planets – Environmental differences | H  A  L  F  T  E  R  M |  |  |  |  |  |
| English | Whatever next story book  1. story mapping  2. story mapping and role play  3. Story sequence  4. Identify the 5 W’s | Whatever next story book  1. Describe bear  2. Describe a setting  3. Write a postcard  4. Re-write whatever next | Whatever next story book  1. re-write whatever next  2. change part of the story  3. Plan own version of story  4. Write own version of the story | Instructions  How to trap an Alien  1. Story mapping instructions  2. Story mapping instructions  3. sequence instructions  4. features of instructions | Instructions  How to trap an Alien  1. adverbs  2. time connectives  3. imperative verbs  4. imperative verbs | Instructions  How to trap an Alien  1. Plan own instructions  2. write instructions  3. write instructions | H  A  L  F  T  E  R  M | Information about planets | Information about planets | Information about planets | Story | Story |
| Science | Naming materials | Objects and materials | Properties | Testing properties | Investigation | Sorting | H  A  L  F  T  E  R  M | Identifying uses | out and about | comparing suitability | Changing shape | recycling |
| PE | To know and show ways of using a ball. | To understand how to use apparatus for its intended purpose. | To observe, copy and play games as an individual and in two’s. | To move safely and actively about the space. | Develop throwing and catching skills using range of apparatus (shapes, weight, texture). | Throw, catch and bounce in different ways. | H  A  L  F  T  E  R  M | Throwing and catching stationary and on the move. | Make up games using throw catch and bounce. | Dance | Dance | Dance |
| PSHE | Healthy eating | How we change when growing up | safe and unsafe household items | road safety | safe places to play - poster | people who help us be safe | H  A  L  F  T  E  R  M | To know people who care for us at school - poster | To understand school rules - poster for aliens | To understand what is meant by the local community | To know how we can look after our community | To know how we can help others in our local community |
| Maths | Division | Division | Year 1 - Place value  Year 2 - Statistics  counting to 100/tally charts  partitioning numbers to 100/pictograms  comparing numbers/interpret pictograms  ordering numbers/ draw and interpret pictograms 2, 5 10 | Year 1 - Place value  Year 2 - Statistics  one more or less/ block diagrams  Measurement  length and height  measure length/ cm  measure length/ m  compare length  compare height/order length | compare length and height/4 operations with length  Shape  Properties of shape  name 3d shapes/name all shapes  name 2d shapes/name all shapes  sort 3d shapes/sort 3d shapes by faces, edges and vertices | sort 2d shapes/sort 2d shapes by sides and vertices  draw 2d shapes/lines of symmetry  patterns with 2d shapes  patterns with 3d shapes |  | Fractions  find half/recognise half  find a half  find a quarter/recognise quarters  find quarters | halves and quarters/recognise and find thirds  year 1 recap/unit fractions  year 1 recap/non-unit fractions  year 1 recap/equivalent fractions | year 1 recap/finding ¾  year 1 recap/count in fractions | recap | Assessments |