

# Year 1 Summer 1: A Journey into Space (Part 1)

## Curriculum connections

### 1 English

#### Writing:

Retell a familiar story through the use of drama, role play and text mapping.

Independently write and innovate the story 'How to catch a star'.

Write a non-chronological report about space.

Learn age appropriate spelling rules.

Edit and improve writing.

Increase legibility, consistency and quality of handwriting.

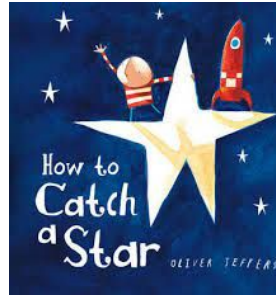
#### Reading:

Use RWI sounds to segment and blend new and unknown words.

Read with fluency and expression.

Make predictions and inferences about a text.

Share opinions and thoughts about a text.



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### Maths

Partition numbers into tens and ones.

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g.  $7 = \square - 9$ .

Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Measure and begin to record lengths and heights.

Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.

### 1 History

#### A journey into space: Early flight to space travel

Research and discuss answers to the big question: Why are astronauts brave?

Learn about the lives of significant individuals in the past who have contributed to national and international achievements (The Wright Brothers, Neil Armstrong, Tim Peake, Helen Sharman, and Mae Jemison).

Compare two historical figures; Neil Armstrong and Tim Peake.

Discuss what problems astronauts face on their journey through space.

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### Art

#### Collage: Space collage in the style of Peter Thorpe and Jackson Pollock

Create a space picture inspired by the work of Peter Thorpe and Jackson Pollock.

Identify primary colours and know how they are used to create secondary colours.

Develop a wide range of art and design techniques in using colour, pattern, texture and line.



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### Science

#### Materials

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.

Distinguish between an object and the material from which it is made.

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Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Describe the simple physical properties of a variety of everyday materials.

#### Seasonal Change

Observe and describe weather associated with the seasons and how day length varies.

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### RE

#### Faith through the Arts

##### Where is God?

Ask and respond imaginatively to puzzling questions.

Explore how religious beliefs and ideas can be expressed through the arts.

Share own beliefs, ideas and values and talk about feelings and experiences.

Use art and design, to develop creative talents and imagination.

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### Computing

#### Digital Imagery

Take and manipulate digital photographs, including adding images found via a search engine.

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Use logical reasoning to predict the behaviour of simple programs.

Use cameras or tablets to take photos.

E-Safety: Know what to do if they have concerns about content or contact online.

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### PE

#### Dance - The Zoo

Use a range of controlled movements.  
Respond to rhythm using a range of controlled movements.

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#### Games for understanding

Understand basic principles of attack and defence in games.

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### Music

#### Music and animals

Learn about how animals have been expressed through great composers: Saint Saëns (*Carnival of the Animals*) and Prokofiev (*Peter and the Wolf*).  
Improvise music for a creature from the *Carnival of the Animals*.

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### PSHE

#### Relationships

Identify a variety of relationships we have with others.  
Discuss what makes a good friend.  
Identify how our actions can affect others.

Know what makes a good friendship.  
Know how to help ourselves and others when upset or hurt.

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### Spanish

#### Me gusta la fruta

Name, recognise and remember up to ten fruits in Spanish.  
Attempt to spell some of these nouns.  
Ask somebody in Spanish if they like a particular fruit.  
Say what fruits we like and dislike in Spanish