

Where in the universe would you like to travel?

Week	1 wc 21.04.25 21 st – St. George's Day	2 wc 28.04.25 28 th – Review SEND Registers NSPCC lessons	3 wc 05.05.25 Sun Safety Week Review SEND Plans 5 th – Bank Holiday 8 th – 80 th Anniversary Victory in Europe.	4 wc 12.05.25 SEND Review Meetings 15 th – Census day	5 wc 19.05.25 19 th – Class 7 Assembly 20 th – Class 9 Assembly
Wow	Alien visitors. Show CCTV video – find alien passports.			Time capsule – find some original newspaper reports of the first lunar landing – circle time discussion.	Space showcase to parents!
Maths	Power Maths: Unit 12 Fractions	Power Maths: Unit 13 Position and direction	Power Maths: Unit 14 Numbers to 100		
English	Welcome to Alien School			Watch lunar landing video.	Message from the Moon Poems.
	Modelled reading of Alien School story up to the page with our alien friend. Using adjectives to describe the alien's pictures. Receive a letter from Nogel the alien – write a description of him using your human words. Write questions to ask Nogel about alien school. Don't forget to tell him about our school.	Modelled reading of the story up to the page with the canteen. Using adjectives think of food starting with same first letter- alliteration. Write your own alien menu. Add speech bubbles for the characters.	Modelled reading of the end of the story. Create whole class text map innovating the story and model write how to use it. Plan and write a story all about Nogel coming to visit our school to learn about Chaddesden. What landmarks did he see? What did he learn?	Create class word bank of space words. Look at lunar landing newspaper articles. Explore basic features of a newspaper. Create own simple newspaper article. Revisit Shared reading- Alien poems. Write your own Alien inspired poem.	
Little Wandle	Summer 1 LW - Week 3	Summer 1 LW – Week 4	Summer 1 LW – Week 5	Summer 1 LW – Week 6	Assessment Week
Handwriting	i, l	j, t	c, o, a	d, g, q	e

SPaG	Space rhyming words	Adding '-ing and er'	Adding '-s and -es'	Adding '-ed'	Revisit suffixes.
Time for us/ Health and Relationships	R-Time – 1.26 - What do children like to eat. <i>I know what I need to eat to be healthy and grow.</i>	What is healthy and what is unhealthy? <i>I know what I need to eat to be healthy and grow.</i>	Sun safety. <i>I know why we need to drink water.</i>	What are good manners? Link to British Values and how this links to our behaviour values. <i>I know what good manners are.</i>	What is respect? Make links to Behaviour values. <i>I know how to respect others and belongings.</i>
Science	Explore the change in season. Revisit Vivaldi. What changes can we see in our school environment? What are the signs of Spring and Summer? <i>I can ask simple questions and recognise that they can be answered in different ways.</i> <i>I can observe and describe weather associated with the seasons and how day length varies.</i>		Sun Safety: Children will know the 6 s's – slip, slop, slap, slide, sip, shade. Children will understand what UV levels are and why they are harmful. <i>I know how to be a 'sun safe super star'.</i>	Rocket launch experiment. <i>I know how to perform simple tests.</i>	
	Explorify: Zoom in Zoom out The great red spot Odd One Out - A bowl full Reach Out Reporter	Explorify: Zoom in Zoom out – Far, far away Odd One Out - Celestial Objects Reach Out Reporter RSPB - Plant safari	Explorify: Zoom in Zoom out – Reflections on Mars Who is? - Maggie Aderin-Pocock? Reach Out Reporter	Explorify: Zoom in Zoom out – Looking at you Odd One Out - Functional Footwear Reach Out Reporter TAPS - Materials/ light	Explorify: Zoom in Zoom out - Weight a Minute! Odd One Out - Funky Flyers Reach Out Reporter RECORD
Computing	J2E Paint: Children to create their own alien. J2E Write: Write a caption to share the alien's name. <i>I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>	Create a class BeeBot mat of space. Each child to complete a square of white paper. Children to give verbal instructions to a partner to move the BeeBot around the space mat. <i>I know how to create and debug simple programs.</i>	J2E Turtle: Programme the rocket to land on a planet. <i>I know how to create and debug simple programs.</i>	J2E Animate: Create a simple animation of a rocket doing a loop-the-loop in space. Children to create their background first. <i>I know how to use technology purposefully to create, organise, store,</i>	Project Evolve: Copyright and Ownership. <i>I know how to use technology safely and respectfully.</i> <i>I know where to go for help and support when I have concerns about content or contact on the internet or other online technologies.</i>

		I know algorithms are implemented as programmes on digital devices.		manipulate and retrieve digital content.	
Art	<p>Draw an alien with Rob Biddulph. Show investigation of line in sketchbook.</p> <p>I know how to use a variety of line. Wavy, straight, sharp, thick, thin, broken, smudged.</p> <p>Record colour experiments to make shades and tints.</p> <p>Record in sketchbooks.</p> <p>I know how to use a wide range of art and design techniques using colour.</p>	<p>Make an alien model. Use Chatterpix to make the facial features move and record audio.</p> <p>I know how to use a wide range of art and design techniques using form.</p>	<p>Create an alien planet installation in the classroom. Explore different paper cuttings and joining techniques, and large structures.</p> <p>I know how to use sculpture to develop and share my ideas, experiences and imagination.</p>	<p>Use shape to create abstract art like Beatriz Milhazes - https://whitecube.com/artists/artist/beatriz_milhazes.</p> <p>Use shapes from flowers circles, semi circles, ovals and add pattern.</p> <p>Draw regular and irregular shapes.</p> <p>Use language around geometric, symmetrical, tessellate.</p> <p>I know how to use a wide range of art and design techniques using space.</p>	<p>Art Showcase: Review the skills children have used.</p> <p>How can it be improved?</p> <p>What skills can children use in their own work?</p> <p>What particular artistic skill do you think is effective and why?</p>
D&T	<p>Sort and compare fruit and vegetable pictures. Explore real fruits and draw in sketch books.</p> <p>Create a tally chart of friends favourite fruits. Recall science growing. Chop a tomato and plant to grow - seeds of a fruit.</p>	<p>Explore chopping: What can we chop? Practise using carrots and apples.</p> <p>Design the kebab using information we have learnt. How will they present it?</p>	<p>Food preparation rules. Why do we wash fruit and veg?</p> <p>Create fruit kebab.</p> <p>Taste fruit kebab.</p>	<p>Evaluate the product against the criteria of product, user and purpose. Feedback – “It was good because...”, “It would be even better if...”.</p> <p>Draw and label new or improved design.</p>	
	<p><i>Design, make and evaluate a fruit kebab (product) for our alien friends (user) to teach them to eat healthy using colourful food (purpose).</i></p> <p>(Outlined in project on a page document)</p> <p>Designing</p>		<p>Making</p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. 	<p>Evaluating</p> <ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. 	

	<ul style="list-style-type: none">• Design appealing products for a particular user based on simple design criteria.• Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.• Communicate these ideas through talk and drawings.	<ul style="list-style-type: none">• Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.	<u>Cooking and Nutrition:</u> <ul style="list-style-type: none">• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell plate.• Know how to prepare simple dishes safely and hygienically without using heat source.• Know how to use techniques such cutting, peeling and grating.• Know and use technical and sensory vocabulary relevant to the project: e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, pith. Name fruit and vegetables and food skills: juice, spread, shape, mix, stir, measure, cut, grate, snip, sift, thread, slice, squeeze, and chop safely.		
Geography	Record daily weather on whole class weather diary. Reference the season.				
	Learn about St George's day. Explore the flags, story and celebrations. I will name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.	Revisit where we live. What landmarks can we identify on our local map? Where is our school?			
History	Develop Chronology through daily calendar: focus on day, date, month and year.				
	Revisit Vivaldi to develop chronology and a sense of the changing seasons. I know about significant historical events, people and places in my own locality.	80 th Anniversary Victory in Europe. Deliver 3 British Values session: 1: Democracy and the rule of law. 2: Tolerance and respect. 3: Celebrating you! I know about events beyond living memory that are significant nationally or globally.	Children will learn about the First Lunar Landings-Apollo 11 (1969). Children will find out about Buzz Aldrin, Neil Armstrong and Michael Collins. I know about the lives of significant individuals in the past who have contributed to national and international achievements.		
RE	Revisit Judaism I know who is Jewish and what they believe?	Learn about the festival of Passover and why it is important to Jews.	Explore the meaning and significance of Jewish rituals and practices during the Passover	Find out about some symbols of 'belonging' used in Christianity and Judaism, what do they mean. Share Bible Story – Jairus's Daughter – The New Testament.	

		I know how and why we celebrate special and sacred times?	<p>festival. How do these compare to Christian beliefs?</p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p>	Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).
Music	<p>Listen to Mars from 'The Planets' by Holst Classical Music for Early Years / KS1 - Ten Pieces - BBC Teach Download and follow the KS1 six week plan.</p> <p>I know how to listen with concentration and understanding to a range of high-quality recorded music. I know how to play tuned and untuned instruments musically using the interrelated dimension of pulse/beat, rhythm and pitch. I know how to respond musically to recorded/live music using the interrelated dimension of pulse/beat, rhythm and pitch.</p>			
		<p>Learn May hymn of the month:</p> <p>Kum ba yah</p> <p>I know how to use my voice expressively and creatively by singing songs.</p>	<p>Use the 'Sketch-a-Song' app to combine sounds to create alien music.</p> <p>I know how to create, select and combine sounds using the interrelated dimensions of pulse/beat, rhythm and pitch.</p>	
PE	Unit 5: Physical			
	<p>I know how to send with good accuracy and weight. I know how to get in a good position to receive. I know how to collect the ball safely.</p>			