



Topic: Space Explorers!
Trips and visitors: Science Museum

Geography –

- Map work - 4 grid reference points
- Using compass points to navigate
- Understand climate in different zones /seasons
- Understand time zones

Art – Nebula Art

- Observe the effect of light on objects
- Understand the concept of perspective
- Hue, tint, tone, shades and mood
- Plan and develop ideas
- Create own abstract pattern linked to space

Computing –

- E-safety
- Understand the need to only select age appropriate content
- DB Primary – Email safety, chatroom safety, sharing information storybook
- Networks
- Begin to use internet services to share and transfer data to a third party

Science - EARTH AND SPACE

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Describe the movement of the Moon relative to the Earth.
- Earth's rotation, day and night and the movement of the Sun across the sky.

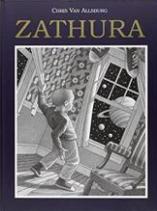
English –

- Infer characters' thoughts, feelings and motives through their actions. - Justify inferences with evidence.
- Explore the effects of writer's language choices on the reader.
- Use a wide range of vocabulary for effect.
- To use relative clauses beginning with who, which, where, when, whose or that.
- Clarify meaning or avoid ambiguity.

Maths –

- Numbers to 10,000 and 100,000
- Roman Numerals
- Round to the nearest 10,100,1000
- Compare and order numbers to 100,000
- Negative numbers
- Add and subtract numbers
- Inverse operations
- Multi-step problems

Core Text...



MFL – FRENCH

- To know the names of the planets
- To be able to describe the planets
- Develop awareness of sentence structure in the context of describing the planets.

History - Space Exploration

- To understand the ideas, beliefs, attitudes and experiences of people in the past.
- To know and order key events
- To know the difference between primary and secondary sources.
- To use sources to piece together events in history.

PSHE/Key themes/ Keeping Safe:

- Should I be there for someone when they aren't there for me?
- If my friends do it, so should I?
- How I look on the outside means more than the inside?
- Sibling rivalry and relationships
- Overcoming fear and taking risks
- Exploring and adventure
- Know who to speak to when you are worried about things?

RE – What does it mean to be a Muslim?

- What do Muslims believe? Where do their beliefs originate from?
- How does this affect how Muslims choose to live their life?
- Who or what inspires Muslims? What are you committed to?

Music –

- To create a piece of music to represent elements in a journey.
- Improvise and compose music for a purpose.
- To create music to depict fear and anger.
- Perform rhythmic patterns confidently and with a strong sense of pulse.

PE:

- Effective teamwork through the use communication.
- Read a map using symbols to orientate around a course.
- Appreciate dance patterns and repeated steps
- Suggest ways to develop their own techniques and compositions
- Use appropriate dance terminology to identify and describe different styles in their own and others' dances