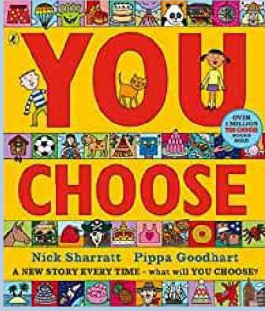
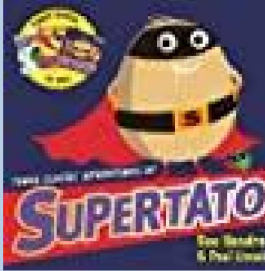
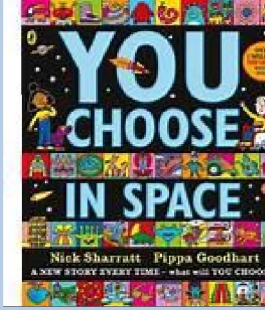


| Our Topic | Our learning | Aspects of the 2014 national Curriculum we will cover | Questions we might answer | Books we may read | How we will enrich our learning further... |
|--|---|---|---|--|---|
| <p style="text-align: center;">Space</p> <p style="text-align: center;">Autumn term 1 2021</p> | <p style="text-align: center;">As historians, we will develop an understanding of the explorer Neil Armstrong and space exploration</p> | <p>Great Explorers in Space Knowledge and understanding of people and events</p> <p style="text-align: center;">EYFS</p> <p>Understand key features of events. Learn about the lives of significant individuals. Children talk about past and present events in their own lives and in the lives of family members.</p> <p style="text-align: center;">Year 1</p> <p>Recall some facts about people/events before living memory Say why people may have acted the way they did.</p> <p style="text-align: center;">Year 2</p> <p>Understand key features of events. Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</p> <p>Historical Interpretation</p> <p style="text-align: center;">Year 2</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p> | <ul style="list-style-type: none"> • Who was Neil Armstrong? • What is space like? • How do people get into space? • What are space ships like? • What is the life of an astronaut like? • Which other people worked to get people on the moon? |   | <p>Use of laptops and learn pads to research topics further.</p> |
| | <p style="text-align: center;">As designers we will design and make boxes to represent ourselves</p> | <p>Memory boxes Making</p> <p style="text-align: center;">EYFS</p> <p>Use a variety of tools and materials to make models.</p> <p style="text-align: center;">KS1</p> <ul style="list-style-type: none"> • Know what materials can be used for mystructure • Know what a join is and can use one • Measure and mark out materials with care and increasing accuracy • Cut materials safely (scissors, junior hacksaw) • Be careful to make work look as neat as possible <p>Find out how to make materials for structure stronger (folding, rolling and joining, columns and triangles)</p> | <p>Can I...?</p> <ul style="list-style-type: none"> • Talk about what I want to make • Model using card, paper and glue • Make a product from card • Make sure my work is neat and tidy. • Talk together about designs • Think of ideas and with help can put them into practice • Measure, mark out and cut paper • Know what a design is and its purpose • Use pictures and words to describe what they want to do (materials and tools) |  | <p>Use of the outside area to observe plants and natural objects.</p> |

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| | | <p>Design</p> <p>EYFS Talk about what they want to make</p> <p>KS1</p> <ul style="list-style-type: none"> • Think of ideas and with help can put them into practice • Know what a design is and its purpose • Use pictures and words to describe what they want to do (materials and tools) | | | |
| | <p>As artists, and designers we will take inspiration from the art of Marie Gabrielle Capet, Adelaide Labille-Guiard and Georges Seurat</p> | <p>Portraits</p> <p>Marie Gabrielle Capet and Adelaide Labille-Guiard</p> <p>Harvest - Seurat</p> <p>Drawing</p> <p>EYFS</p> <p>Mask making Enjoyment of using graphic tools, fingers, hands, chalk, pens, pencils, brushes and natural materials</p> <p>Year 1</p> <p>Experimenting with a wide range of tools, material and surfaces Embodying ideas and building up ways of representing their own world and experiences using line, form and shape</p> <p>Year 2</p> <p>Growing awareness of natural and manmade environment Analysing, expressing and communicating personal interest and feelings Looking at drawings Sketching Working out ideas through drawing Discussion</p> | <ul style="list-style-type: none"> • How did Marie Gabrielle Capet, Adelaide Labille-Guiard paint realistic portraits? • How can we use sketching to document our world? • How did Georges Seurat use items to build portraits? • What could we use to build our own 'Seurat style' portraits? | | |
| | <p>In RE, we will consider what it the Christian story of creation</p> | <p>To consider the Christian story of creation.</p> | <ul style="list-style-type: none"> • What is the Christian story of creation? • What did God make on each of the seven days of creation? | | |