



Curriculum Overview – Autumn 2023

Our Space and Beyond



	EYFS		YEAR 1	YEAR 2
English Power of Reading Diverse authors	<ul style="list-style-type: none"> - Autumn Baseline - Hello Friend - Harvest – gigantic pumpkin - We are going on a bear hunt – forest school 	<ul style="list-style-type: none"> - The Gruffalo - Little Glow - Look up - Astro girl - Nativity 	<ul style="list-style-type: none"> - Little Red Riding hood (BASELINE) - The Jolly Postman - Errol's Garden 	<ul style="list-style-type: none"> - (BASELINE) – Little Red Riding Hood - 'Look up' - Nathan Byron - 'The Lonely Beast' - Chris Judge
Reading scheme	- Little Wandle supplemented by Bug Club			
Phonics Scheme	- Little Wandle			
	<ul style="list-style-type: none"> - Forest School Year 1 – Autumn 1 - Doddinghurst Scarecrow Festival - Harvest Festival - 2nd October Black History Month - 4th October World Space Week 		<ul style="list-style-type: none"> - Forest school EYFS - Autumn 2 - Guy Fawkes - Remembrance - Diwali - Recycling Week - Children In Need 	
Science <i>Science Bug</i>	They make observations of seasonal change Talk about what they see, using a wide vocabulary		<p><u>Seasonal changes (Statutory Requirement):</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Describe weather associated with the seasons and how day length varies. <p><u>Working Scientifically (Child led investigation):</u></p> <ul style="list-style-type: none"> • What can I find out about the weather? How can I record my findings? 	
	<p><u>Understanding the World</u></p> <p><u>The Natural World</u></p>		<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • 'animal' - a living thing that can move and eat 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • 'habitat' - a natural environment or home of a

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	<p>3-4 Development Matters</p> <ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. • Talk about what they see, using a wide vocabulary • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore how things work. • Explore collections of materials with similar and/or different properties • Explore and talk about different forces they can feel • Talk about the differences between materials and changes they notice. <p>People and the Communities</p> <ul style="list-style-type: none"> • 3-4 Development Matters • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>and react to the world through its senses, esp. of sight and hearing</p> <ul style="list-style-type: none"> • 'senses' - animals detect and respond to their environments through their sight, smell, hearing, taste and touch. • 'carnivore' – an animal that mostly eats meat • 'omnivore' – an animal that eats both meat and plant based food • 'herbivore' – animals that feed on fruit and plants. <p>- Visit to the Junior Woods - Pond Area</p> <p><u>Animals, including humans – Parts of animals and Types of animals (Statutory requirements):</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common animals that are carnivores, herbivores, and omnivores, explaining the differences between them focussing on animals that live in 'Our Space' • Identify and name common animals that are fish, amphibians, reptiles, birds, and mammals according to their characteristics • Describe, label, and explain the function of the external body parts of common animals. • Describe and compare the structure of a variety of common animals and invertebrates • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Identify, name, draw, label finer body parts e.g. wrist, chin, ankle, waist, shoulder, hips <p><u>Animals, including humans (Non-statutory requirements):</u></p>	<p>variety of plants and animals</p> <ul style="list-style-type: none"> • 'micro-habitat' - a very small habitat, for example for woodlice under stones, logs or leaf litter • Environment – the surroundings or conditions of a living thing <p>- Visit to the Junior Woods - Pond Area - Trees linked to house teams</p> <p><u>Living things and their habitats (Statutory requirements):</u></p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including microhabitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p><u>Living things and their habitats (Non-statutory):</u></p> <ul style="list-style-type: none"> • All living things have certain characteristics that are essential for keeping them alive and healthy. • Raise and answer questions that help them to become familiar with the life processes that are common to all living things. • Raise and answer questions about their local space that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals.
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		<ul style="list-style-type: none"> • Children will understand how to take care of animals taken from their local environment and the need to return them safely after study. • Children should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. • Children will have plenty of opportunities to learn the names of the main body parts through games, actions, songs and rhymes. <p><u>Working scientifically (Child led investigation):</u></p> <ul style="list-style-type: none"> • Compare and contrast animals in woodlands. Where do they live? What do animals eat? • Use the local environment throughout the year to explore and answer questions about animals in their habitat. • Investigate a small area in the school grounds/pond and identify all the animals 	<ul style="list-style-type: none"> • Compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. <p><u>Working scientifically (Child-led investigation):</u></p> <ul style="list-style-type: none"> • Sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. Describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. • Children to bring in a baby picture of themselves and investigate the differences and similarities between then and now. Discuss how they have changed? • Investigate a small area in the school grounds/pond and identify all the livings and their habitats • Construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there
<p>Computing Internet Safety - ongoing</p>	<p><u>E safety, introduce this concept</u></p> <ul style="list-style-type: none"> • Everyday use of technology. • Children will use Seesaw to upload and view work • Learning to use the IWB's 	<p><u>E safety, reminder of rules – Digital Literacy</u></p> <p><u>Digital Literacy – e safety</u></p> <ul style="list-style-type: none"> • Use technology safely and respectfully both in school and home • Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. • Know to keep personal information private and how passwords can be used to protect information 	<p><u>E safety, reminder of rules – Digital Literacy</u></p> <p><u>Digital Literacy – e-safety</u></p> <ul style="list-style-type: none"> • Be critical of information found online. • Know that not everything online is true. • Understand the need to keep passwords safe • Start to identify concerning behaviour online <p><u>Information Technology</u></p> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school

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		<ul style="list-style-type: none"> • Can recognise detailed examples of information that is personal such as address and family names <p><u>Information Technology</u></p> <ul style="list-style-type: none"> • Using technology children will sort data about animals linked to science learning. • Sort images or text into two or more categories on a digital device. • Collect data on a topic. • Create a tally chart and pictogram. • Record and explain their work • Children will bring characters from the class text alive by adding their own thoughts and feelings to an image. • Animate a simple image to speak in role • Add filters and stickers to enhance an animation of a character. • Children will take photos to document their work across the curriculum. • Edit a photo with simple tools • Use a paint/drawing app to create a digital image • Begin to cut out an image to layer on another image. 	<ul style="list-style-type: none"> • Identify simple mistakes in my work and evaluate and correct them • Use a basic PowerPoint and create a fact file about space travel. • Insert pictures into a program e.g., 2simple or revelation natural art, and change the size of the picture • Know the symbol for saving work (floppy disk) – some children may be able to save work in the appropriate place • Enter information into a simple graphing program e.g., pictogram. Use the graphs to answer simple questions • Open a saved piece of work • Open a program using the start menu or a folder • Log off and shut down a computer • Open and save a document using office software. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Use a systematic approach to control and predict the behaviour of simple programs (i.e., control a roamer) – finding their way around a map of the local area
PE	<p><u>Physical:</u> 3-4 Development Matters</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills. • Dance/gymnastics • Go up steps and stairs, or climb up apparatus, using alternate feet. 	<p><u>Chelsea – Ball skills (PPE planning)</u></p> <ul style="list-style-type: none"> • Control a ball with feet – pass, dribble, stop • Control a ball with hands – roll, catch, throw, bounce • Move with a ball – bouncing, running • Throw the ball in different directions 	<p><u>Aut 1 – Tag Rugby - PPE Planning – World Cup Rugby</u></p> <ul style="list-style-type: none"> • Play a tag game whilst moving at speed • Move with the ball holding it with hands - in 'W' shape at chest height • Pass the ball sideways- with smile technique • Dodge around a defender in small area • Scoring a try in a 2v2 game in the end zone

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	<ul style="list-style-type: none"> • Skip, hop, stand on one leg, and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks • Fine Motor Skill • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. <p><u>Multi-skills Physical development</u></p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. • Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons • Experiment with different ways of balancing Experiment with different ways of moving (agility) Experiment with different ways of throwing a moving a ball with different body parts (co-ordination) Working with friends in a team – taking turns <p><u>FIRST P.E (PPE planning)</u></p> <ul style="list-style-type: none"> • Children will experiment with different ways of moving around a given area, and learn how to negotiate space and to be safe when moving. • They will be introduced to basic co-ordination skills with a balloon and ball and also begin balancing objects on their body 	<p><u>Multi skills</u></p> <ul style="list-style-type: none"> • Experiment with different ways of balancing • Experiment with different ways of moving (agility) • Experiment with different ways of throwing a moving a ball with different body parts (co-ordination) • Working with friends in a team – taking turns <p><u>Forest School</u></p> <p>In Forest School the children will be:</p> <ul style="list-style-type: none"> • exploring the woodland in more depth. • learning about the trees that grow there, tree identification, parts of the leaves and their functions. • Investigating habitats and the animals that live in these habitats and their life cycle. • Building a bug hotel 	<p><u>Aut 2 - Orienteering</u> – OAA using detailed PPE planning</p> <ul style="list-style-type: none"> • Working within a team to find a solution to cross a river. Developing the ability to work with a variety of partners, providing guidance and instruction while creating own obstacle course. • To begin to use coordinates and confidently navigate a map through North, South, East and west. To have a basic understanding of how to use a compass and create their own directions. • To continue to work together as a team and to further develop team skills including communication in order to successfully match picture cards to animals. To begin to develop individual leadership qualities while completing tasks as part of a team. <p><u>Chelsea – Multi skills (PPE planning)</u></p> <ul style="list-style-type: none"> • Able to balance with good control. • Change direction quickly with good balance and control (agility) • Co-ordinate body whilst beginning to move at different speeds with various equipment • Working together as a team to complete challenges in various running/obstacle games • Changing direction quickly with good balance and control (agility) • Co-ordinating body whilst beginning to move at different speeds with various equipment • Compete challenges in a team in various running/obstacle games and working together to improve team performance
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<p>Geography</p>	<p><u>3-4 Development Matters</u></p> <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them – link to Forest School • Describe what they see, hear, and feel whilst outside. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map from the local area 	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study school and local area • To know facts about my locality. (Commenting on features of my school and local area) • Use basic geographical vocabulary to refer to local & familiar features – using simple human – city, village, farm, house, shop and physical features – beach, forest, sea, pond • Use simple compass, introducing N, S, E and W and positional language (near, far, left, and right) • Use aerial views to devise a simple map and construct a basic key. 	<ul style="list-style-type: none"> • Use compass directions and positional language to identify and describe the location of features and routes on a map, globe atlas. • Can use aerial photographs, maps and plans to recognise: • Human features (focus on Doddinghurst) – re-cap previous learning – walk around the village in Year 1 –town, bridges, factory, office, port, harbour • Physical features (focus on Doddinghurst) – photos of the village recap prior learning when Year 1 visited the church – space, cliff, coast, hill, mountain, ocean, river, soil, valley, vegetation, season and weather • Understand similarities and differences (human and physical features when comparing Doddinghurst to the town of Brentwood and city of London and the Space Station Cape Canaveral-America (non-European country)).
<p>History</p> <p>1st half – Our local space</p> <p>2nd half – space and beyond</p>	<p><u>3-4 Development Matters</u></p> <ul style="list-style-type: none"> • Show interest in different occupations. Reverend Ann, Nurses, soldiers in the community, Policer officers, people who help in the community, • Understand that some places are special to members of their community. Harvest, Christmas, Christingle, • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Link to science 	<p><u>Doddinghurst and local area throughout History</u></p> <p><u>Knowledge and understanding of events, people, and changes in the past -</u></p> <ul style="list-style-type: none"> • Recall some facts about people/events before living memory – Guy Fawkes • Say why people may have acted the way they did. • Remembrance Day and how soldiers felt during the world wars <p><u>Chronological understanding -</u></p> <ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past 	<p><u>Doddinghurst and local area throughout History</u></p> <p><u>Knowledge and understanding of events, people, and changes in the past -</u></p> <ul style="list-style-type: none"> • Describe the differences between then and now. – local area and Brentwood • Looking at how the local area has changed describing the differences and similarities • Write a series of facts about famous people from the past – Guy Fawkes, Mae Jemison astronaut – linked to Black History Month and class story 'Look Up' • Write a letter of thanks to the soldiers linked to Remembrance

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	<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them – Summer to Autumn, linked to Leaf Man • Describe what they see, hear, and feel whilst outside – linked to Forest School • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> • Look at past and present and sort – shops & buildings <p><u>Historical interpretation -</u></p> <ul style="list-style-type: none"> • Look at books, videos, photographs, pictures, and artefacts to find out about the past of Doddinghurst Village • Comparing old and new buildings in the local area 	<p><u>Chronological understanding -</u></p> <ul style="list-style-type: none"> • Understand and use the words past and present when telling others about an event. • Recount changes in my own life over time. • Ordering on a timeline how buildings and landscapes have changed over time – changing through the decades – photos of Doddinghurst from the past and London landmarks <p><u>Historical interpretation -</u></p> <ul style="list-style-type: none"> • Look at and use books, stories, eyewitness accounts, paintings, photographs, artefacts, museums, galleries, historical sites, and the internet to find out about the past - • Comparing old and new buildings – How has Doddinghurst (village), Brentwood (town) and London (city) have changed • Sort and discuss similarities and differences between the village, town and city. • Understanding and explaining why these have changed
<p>R. E</p>	<ul style="list-style-type: none"> • Harvest • Christingle • Christmas • Continue developing positive attitudes about the difference between people 	<p><u>Enquiry 1 - What do my senses tell me about the world of religion and belief?</u></p> <p><u>Philosophy Focus</u></p> <ul style="list-style-type: none"> • Pupils will ask questions about the world around them and talk about these questions. • Pupils will make connections between using their senses and what they know about the world around them. • Give reasons using 'because' when talking about religion and belief. • Make connections between people's beliefs of right and wrong, good and bad using religious 	<p><u>Enquiry 1: Why do people have different views about the idea of God?</u></p> <p><u>Philosophy Focus</u></p> <ul style="list-style-type: none"> • Pupils will learn reasons why a member of at least one other religious community might believe in God. • Give reasons why a person might not believe in God. • Give examples of what a member of a religious community might believe about God. • Make connections between people's beliefs of right and wrong and their belief about God.

		<p>stories to talk about how their belief's impact on how people behave.</p> <p><u>Enquiry 2 - How does a celebration bring a community together?</u></p> <p><u>Social Human Sciences</u></p> <ul style="list-style-type: none"> • Pupils will recognise that people have different beliefs and that some people follow religions and others non-religious worldviews. • Recognise that beliefs shape individual identity, and impact on communities and society and vice versa. • Recognise that beliefs can have an impact on a believer's daily life, their family or local communities 	<p><u>Enquiry: What does the Nativity story teach Christians about Jesus?</u></p> <p><u>Theology Focus</u></p> <ul style="list-style-type: none"> • Pupils will retell the Christmas story. • Recognise that Christians believe Jesus was sent by God to be him in the flesh. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Recognise the connection between Christmas and Easter
<p>Music</p>	<p>Harvest Festival African drummers linked to Black History Month Christmas performance Daily routine songs <u>3-4 Development Matters</u></p> <ul style="list-style-type: none"> • Explore, use, and refine a variety of artistic effects to express their ideas and feelings • Explore and engage in music making and dance, performing solo or in groups. • Space music – Earth space and jazz, ground control to major Tom • Play instruments with increasing control to express their feelings and ideas using Sing Up • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match') – Sing Up 	<p>Assembly Music Harvest Festival African drummers linked to Black History Month Christmas performance Charanga - Friendship</p> <ul style="list-style-type: none"> • Children sometimes use voice in different ways, joining in singing songs. • Play tuned and untuned musical instruments. • Beginning to follow instructions when performing. • Recognise the difference between fast and slow • Copy changes in pitch • Listen and appreciate a range of live and recorded music. • Listen to live and recorded music and talk about feelings • Experiment & improvise sounds musically. 	<p>Assembly Music Harvest Festival African drummers linked to Black History Month Christmas performance Charanga –How Does Music Help Us to Make Friends?</p> <ul style="list-style-type: none"> • Children use voices expressively to sing songs, chants, and rhymes • Children use voice in different ways, singing songs and speaking rhymes. • Play tuned musical instruments. • Follow instructions when performing. • Listen & appreciate a range of live & recorded music. • Listen carefully to a range of live and recorded music and recognise changes in tempo. • Experiment & improvise sounds musically with tuned instruments.

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	<ul style="list-style-type: none"> • Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. • Create their own songs or improvise a song around one they know. 	<ul style="list-style-type: none"> • Make sounds that are different using voice and instruments, including long and short sounds. 	<ul style="list-style-type: none"> • Make and control long and short sounds using tuned instruments, making a short sequence.
<p>PSHE</p>	<p>These objectives are being supported through the Jigsaw PSED scheme of work.</p> <p><u>Being Me in My World</u></p> <p>3-4 Development Matters</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<p>These objectives are being supported through the Jigsaw PSED scheme of work.</p> <p><u>Being Me in My World</u></p> <ul style="list-style-type: none"> • Children understand new systems and expectations in Year 1 • Children feel special and safe in their new environment • Understanding their rights and responsibilities as a member of the class • Understanding they belong to the class and how to make it a safe place to learn • To contribute own opinion when creating class learning charter • To feel proud of their own achievement • Recognise the choices they make and understand the consequences <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • Children understand and accept that everyone is different • Identify similarities and differences between my peers • Understand what bullying is and know how to help • Understand who to go to for help if a friend is unhappy or being bullied • Understand how to make new friends • Understand the differences between themselves and friends. 	<p>These objectives are being supported through the Jigsaw PSED scheme of work</p> <p><u>Being Me in My World</u></p> <ul style="list-style-type: none"> • Children understand new systems and expectations in Year 2 • Identify some hopes and fears for the year ahead • Understanding their rights and responsibilities of being a member of the class and the school community • Understanding the rewards and consequences both at home and in school • Listen to other people's ideas and contribute own ideas • Create own learning charter for the class. <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • Children understand stereotypes and accept that everyone is different • Understand that boys are girls are different • Understand how to help if someone is being bullied • Recognise what is right and wrong and know how to look after themselves • Understand how to make friends and how it feels to be a friend • To understand the differences between themselves and their friends
<p>Art /DT</p>	<p>3-4 Development Matters</p>	<p><u>Art</u></p> <ul style="list-style-type: none"> • Make drawings and paintings to show ideas. 	<p><u>Art</u></p> <ul style="list-style-type: none"> • Children will collect visual and other information to develop and show their ideas using different

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	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar – Role Play area • Explore different materials freely, in order to develop their ideas about how to use them and what to make – link to space • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures – DT – plan, do, review • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> • Begin to use a sketchbook to explore ideas with line, colour and shape based on the works of LS Lowry (famous for painting urban landscapes of factories, mills, chimneys and the workers) • Explore colour, e.g., identify the primary colours and use these to make new colours (Secondary colours) Understand and identify hot/warm and cold/cool colours. Recreate the Tree of Life by Gustav Klimt • Talk about what they think and feel about their own work and that of others • Investigate and use a range of materials to create a print • Work collaboratively to investigate colour, shape, form, and texture to create a 3D arrangement using natural objects – Andy Goldsworthy who was famous for making sculptures with natural materials <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> • Produce a basket to carry a picnic in linked to the class story • Make a sandwich/cake/biscuit for a picnic • <u>Design</u> - Say what their product is for using their own experiences and share ideas through talking and drawing; Talk about how their product will work • <u>Make</u> -Select from a range of materials and components chosen by the teacher. With support cut, shape and join materials; can follow the safety rules • <u>Evaluate</u>: Talk about likes and dislikes of what they have designed and made; Discuss how the product can be improved • <u>Technical knowledge</u>: Describe the simple characteristics of the materials and components 	<p>techniques to combine line, colour, pattern, texture, shape and space for a specific purpose.</p> <ul style="list-style-type: none"> • Children to use a viewfinder to visualise and capture their space background using textiles (crystals, rocks, natural materials). • Use a contrasting colour from the background to create Earth and a planet of their choice to make a finished artwork based on the artist Charles Bittering • Children to create a Space Scene using oil pastels, paints, watercolours based on the artist Peter Thorpe an American illustrator. • Children will have a finished product by creating a setting of their planet surface, build on this for atmosphere, adding detail of their space vessel using a range of media – oil pastels, watercolour paint, collage materials • Use a range of materials to show ideas in both 2D and 3D to create a space ship • Children to comment on similarities and differences in their own and others work, including artists. • Children to adapt and improve their work <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> • Space Ship- create their own– linked to class story with levers and additional components using linkages, slider and levers. • <u>Design</u>: Describe what the product is for; Say how the product will work and whether it is for themselves or other people: develop and communicate ideas by talking and drawing. • <u>Make</u>: Plan a design; Select from tools and materials; Cut, shape and join materials; Follow safety and hygiene procedures; use simple finishing techniques
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