

**SCIENCE – Plants and Seasonal Changes**

The aliens have crash landed at Handale Primary School! They have never had chance to explore earth as they are always on a mission, however, their rocket needs repairs and they can’t leave until it is fixed. The aliens have told the children that they have never seen the weird looking things planted around the school grounds. The children have a mission to teach the aliens all about plants and they will begin to do this by planting their own flowers and vegetables to demonstrate how their life begins. Children will take the aliens on a tour of the school, identifying as many classifications of plants as they can and later recording this in a bar chart. The aliens often get hungry on their visits to earth so it is the job of the children to teach the aliens all about plants that are safe to eat. The aliens have noticed that when they visit earth at winter, humans never normally have any plants. The children must find out why!

**HAVE YOU EVER MET AN ALIEN? (Y1)**

**ENGLISH**

**Fiction – Adventure Story**

Children will explore the adventure the aliens encounter in order to steal the human’s underpants. Together we will discuss if an alien has ever stolen our underpants! Children will write their own adventure story that explores their mission to the moon to save the day and stop the underpant thieves.

**Non-fiction – Explanation text**

Children will adopt the role of the astronaut Neil Armstrong. They will read the non-fiction text **Man on the Moon**, retrieving information surrounding how Armstrong successfully made it to the moon. Using this information, children will write an explanation text linked to the following question: **How can humans travel to the moon?** Children will consider the appropriate clothing and equipment that is required.

**Poetry - Rhymed Verse**
Similar to Aliens love underpants, children will explore pairs of words that rhyme and are linked to space. They will use such rhyming pairs to write their own free verse poem that has a theme centred around space.



**GEOGRAPHY**As the aliens have never visited the UK to collect any underpants, it is the children’s job to provide them all the information they need to know. The aliens and children will undertake a tour of England, including their home town of Loftus. The tour will commence from the child’s home and as such they must write an alien of their choice, an invitation that specifies their address. Children will show the aliens the key features of their town before exploring the four countries that make up the UK and the cities they include. The aliens best prepare to get chilly as they will venture to the North and South poles.

**COMPUTING**The aliens have never had to stay on Earth for so long and don’t know how to walk like a human as they spend so much time flying. The children have a mission to create a simple set of instructions that the aliens can follow. Children will develop an algorithm for the aliens to follow before programming their alien friend Mr Beebot to follow the same. Children may encounter some challenges planted by the aliens that they must correct.

**ART**The aliens have set the children a mission. The children need to save the day and design the aliens some underpants of their own. Linked to the project of growing their own plants, children will explore the artwork of **Guiseppe Arcimboldo** and design underpants that incorporate fruits and vegetables specific to the season they are in .Children will use iPads to produce a simple design of their underpants. Children will focus on tools such as fill and brushes to select and combine colours for mood. Children will be provided an opportunity to select a medium of their choice in order to make their design.



**HISTORY**Children will explore the mission Neil Armstrong took to reach the moon and how his actions have impacted our lives today. Together, we will compare how the transport taken by Armstrong compares to that of the Aliens and how the objects he takes aboard his rocket have developed over time. Children will perform independent investigations to discover how people are rewarded for their actions, including the award Armstrong received off the Queen. We will use this link as avenue to explore the royal family and discuss how their histories have shaped our future. Together we will consider whether we think the Queen has ever met an alien.

 **DISCRETE**

**PE**

**RE**

**PHSE**

 **MATHS Link:**

**Data Collection –** Record the amount of different plant classifications in a bar chart

**Shape –** Children will explore the various 2D and 3D shapes they can make and see in fruit and vegetables

**VOCABULARY LIST**

**Alien:** someone that comes from another planet.

**Astronaut:** a person who travels to space.

**Rocket:** a flying machine, shaped like a tube, that transports people to space.

**Solar System:** a group of planets including the moon that orbit around the sun.

**Orbit:** the path something takes when it goes around the moon, star or planet.

**Alien:** someone that comes from another planet.

**Universe:** everything that exists including the 9 planets, sun, moon and stars.

**Planet:** a body of land that orbits the sun. There are eight planets, including: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto.

**Comet:** a small chunk of dust or ice that orbits around the sun.

**Crater:** a large hole on a planet.

**HAVE YOU EVER MET AN ALIEN? (Y1)**

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**Science**

**Plants**

* Can I identify and name a variety of common, wild and garden plants, including deciduous and evergreen?
* Can I identify and describe the basic structure of a variety of common flowering plants, including trees?
* **Can I sort some plants by those that can be eaten and those that cannot?**

**Seasonal Changes**

* Can I observe changes across the four seasons?
* Can I observe and describe weather associated with the seasons and how day length varies?
* **Can I describe how temperatures vary between the seasons?**

**HAVE YOU EVER MET AN ALIEN? (Y1)**

**Science**

**Observing Closely**

* Can I use senses to help answer questions?
* Can I use some science words to describe what I have seen and measured?
* Can I compare several things?
* Can I use simple equipment to help me make observations?
* **Can I find out by watching, listening, tasting, smelling and touching?**

**Recording Findings**

* Can I show my work using pictures and captions?
* Can I record my finding using standard units?
* Can I put information into a bar chart?
* **Can I use ICT to show my working?**
* **Can I make accurate measurements?**

**Performing Tests**

* Can I say whether things happened as I expected?
* Can I suggest how to find things out?
* Can I use prompts to find things out?
* Can I tell other people what I have done?
* Can I explain what I have learnt?
* **Can I give reasons for my answers using scientific vocabulary?**

**Identifying and Classifying**

* Can I classify plants based upon their appearance?
* Can I ask questions about the classification of plants?
* Can I answer scientific questions about plants?
* Can I sort plants into groups by a given criteria?
* Can I sort the weather into groups by a given criteria?
* **Can I describe things that are similar and different between the seasons/plants?**

**HAVE YOU EVER MET AN ALIEN? (Y1)**

**HISTORY**

**Knowledge and Interpretation**

* Do I appreciate that some famous people have helped our lives be better today?
* Do I recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?
* Do I understand that we have a queen who rules us, and that Britain has had a king or queen for many years?
* **Do I know who will succeed the queen and how the succession works?**

**HAVE YOU EVER MET AN ALIEN? (Y1)**

**GEOGRAPHY**

**Physical Geography**

* Can I tell someone my address?
* Can I explain how the weather changes with each season? – Cross curricular link that will be achieved through science topic.
* **Can I name key features associated with a town or a village?**

**Human Geography**

* Can I begin to explain why people would wear different clothes at different times of the year? – Cross curricular link that will be achieved through science topic.

**Geographical Knowledge**

* Can I identify the four countries making up the UK?
* Can I name some of the main towns and cities in the UK?
* Can I locate the equator, North Pole and South Pole on a globe and atlas?
* **Can I name a few towns in the south and north of the UK?**

**HAVE YOU EVER MET AN ALIEN? (Y1)**

**Art – Famous Artist – Giuseppe Arcimboldo**

**Painting**

* Can I create moods in my paintings?

**Use of IT**

* Can I use a simple painting program to create a picture?
* Can I use tools like fill and brushes in a painting package?
* Can I go back and change my picture?



**HAVE YOU EVER MET AN ALIEN? (Y1)**

**COMPUTING**

**Algorithms**

* Can I create a story algorithm?
* Can I direct a ‘person bot’ through a simple algorithm?
* Do I understand that an algorithm is a series of instructions?
* Can I use a screen turtle?
* Do I understand buttons for commands?

**Create and Debug Simple Programs**

* Can I use programmable toys for a purpose?
* Can I develop a program using a programmable toy?
* Can I record programs for others to follow?
* Can I correct errors in adult generated programs using a floor robot?

**Use Technology Purposefully**

* Can I use a range of programs to gather and store information?
* Can I use the filing system on the school network?

**Recognise Common Uses of IT Beyond School**

* Can I recognise technology in the workplace, in the home and in the world around me?

**Discrete Subject**

**PE**

**Games – Ball skills: Invasion Games
Summer 1**

* Can I change speed and direction (avoiding collision)?
* Can I demonstrate control and accuracy when passing and receiving? (rolling, underarm pass, chest pass, side foot pass)
* Can I pass and move to receive?
* Can I space themselves out appropriately?
* Can I identify my team mate and opponent?

**Athletics (Summer 1 and 2)**

* Can I demonstrate control and agility in throwing?
* Can I demonstrate control and agility in running?
* Can I demonstrate control and agility in jumping?
* Can I recognise and perform changes in pace?
- Walk
- Jog
- Run
- Sprint
* Can I apply a change in pace to overcome challenges?
* Can I maintain a continuous running pace?
* Can I perform 5 jumps?
* Can I recognise and perform push/pull/sling actions when throwing various objects?
* Do I understand how to give my personal best?
* Do I understand how to improve my performance?

**OAA
Summer 2**

* Can they explore the school and surroundings?
* Can they follow simple routes and trails?
* Can they interpret a simple plan?
* Can they cooperate with others?

**HOW DO RELIGIONS WELCOME NEW MEMBERS?**

**RE**

* Can I identify how our school welcomes new children?
* Can I discuss how and why Christians celebrate baptism?
* Can I discuss how Christians show they are members of their faith?
* Can I explore the rituals Hindus perform when welcoming a new member to their faith?
* Can I discuss the meaning behind different rituals?
* Can I sensitively express my opinion in response to the rituals through words?
* Can I ask and respond to questions about baptism/sanskars?
* Can I ask and respond to questions about why Hindus perform a different ritual?
* Can I identify what difference belonging to a community might make?
* Can I identify similarities between the way Christians and Hindus welcome new members?
* Can I explore where I belong to?
* Can I observe and recount different ways of expressing identity and belonging?



**Discrete Subject**

**PSHE**

**Keeping Safe and Managing Risk**

* Can I recognise the difference between real and imaginary dangers?
* Do I understand that there are situations when secrets should not be kept?
* Do I know to tell a trusted adult if I feel unsafe?
* Can I recognise the difference between good and bad touches?
* Do I understand there are parts of the body which are private?
* Do I know who I can go to, what to say or do if I feel unsafe or worried?
* Can I identify situations where I might need help?
* Can I identify people in the community who can help keep me safe?
* Do I know how to ask for help if I need it?

**Physical Health and Wellbeing**

* Can I identify food and drinks associated with different celebrations and customs?
* Can I identify what makes my home lives similar or different to others, including the food that they eat?
* Do I understand why food eaten on special days may be different from everyday foods?
* Can I describe how to play different active playground games?
* Can I recognise how active playground games make me feel?
* Can I make choices about which game to play, based on my feelings, likes and dislikes and what I am good at?
* Do I know about some of the effects of too much sun on the body?
* Can I describe what people can do to protect their bodies from being damaged by the sun?
* Do I know what I need and who to ask for help if I am going out in the sun?