

Key Stage 2

Faculty: Creative Arts

Music:

Pupils will compose a piece of music based upon the moon landing.

Appraising, Composing and Performing. Use AAC tools to communicate choices and preferences.

Star Trek soundtrack, Star Wars soundtrack

Art: Pupils will have had opportunity to develop their art and design techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Use colour, tone and shape to design and sculpture space craft models.

Vocab: colour, tone, model, sculpture, design, shape, mould.

Blue Class "Zoom to the Moon"

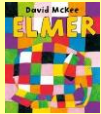
Faculty: Personal Development

PSHE: Road safety – keeping Myself Safe

Pupils to learn about hazards around roads and how to keep safe.

RSE and SEMH: (wellbeing and mindfulness)

Choice, Emotions and Differences Pupils will learn signs of bullying and characteristics



Personal hygiene: Pupils will be reminded of germs and how they spread – disease and vaccines.

Vocab: hazards, emotion, bullying, disease, germs

Faculty: Sensory/Physical Development

Pupils will have opportunity to explore a variety of concrete resources that represent space inc: foil blankets, electronic music, rocks.

Pupils will also have opportunity to explore the physical features of Earth including:

All of the senses will be stimulated through touch, smell, auditory and visual stimulation: art, DT and science.

Compare and contrast: Pupils will explore sounds and smells of the community.

Explore tastes, smells and textures of food linked to thematic learning through DT sessions

PE: Sensory Exploration – skills from Spring 1 basketball and Spring 2 cricket / rounders

Faculty: STEM

Science:

Pupils will compare how things move on different surfaces.

Pupils will notice that some forces need contact between two objects, but magnetic forces can act at a distance.

Pupils will observe how magnets attract or repel each other and attract some materials and not others.

Enquiry 1: Pupils will investigate the force of upthrust through experimenting with floating and sinking; you could discuss the large density of sinking objects as opposed to the smaller density of floating objects.

Enquiry 2: Pupils will observe friction and its effects on objects. #1 Change the vehicle that you move over the same surface. #2 Keep the same vehicle and change the surfaces.

Enquiry 3: Pupils will compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

Vocab: force, gravity, friction, air resistance, upthrust, push, pull, float, sink, fair test, observe, record, data

DT:

Pupils will develop skills in designing, building, evaluating and following instructions.

Pupils will: design, develop ideas, build, decorate, follow instructions and evaluate. Make a rocket, decorate planets, cardboard and polystyrene spheres, balloons and paper mâché.



Explore tastes, smells and textures; rocky road, moon rock scones, rock cakes showing preference – communicate preference

vocab: yes, no, like, dislike, more, finished.

Computing:

Pupils will develop their confidence when using technology and develop their basic skills. Apply skills already gained.

Use powerpoint or publisher to create an information leaflet about the solar system. E- safety – Develop understanding of schools e-safety rules and why they are important – SMART.

Vocab: Software, program, open, save, print, file, folder

Spring 2023

Faculty: The World Around Us

Spring 2 History:

Pupils will take their rockets back through time as we learn research famous people who have influenced space travel such as Neil Armstrong and Buzz Aldrin.

Spring 1: Geography:

Pupils will create an art piece representing the earth, from which they can develop knowledge of our planet in the solar system.

Vocab: (link to science) solar system, earth, planets, colours, texture

Pupils will develop their understanding of the physical features of our planet,

Pupils will compare and contrast: Go on a walk around school environment/grounds.

Vocab: grass, leaves, man-made/natural materials, soil, sand, rocks, water, and plants.

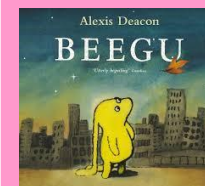
Spring 2: R.E: What is God like in the Bible?; Church furniture and design; Worship through music; Is Christianity just for Sunday?;

Spring 1 MFL: French Greetings. Pupils will aim to respond to a greeting using preferred communication device.

Vocab: bonjour, au revoir

Spring 2: SMSC

Spiritual - Ability to be reflective about their own beliefs (religious or otherwise). **Moral:** Ability to recognise the difference between right and wrong. **Social:** use of a range of social skills in different contexts, for example working and socialising with other pupils.



Vocab: beliefs, moral, right, wrong

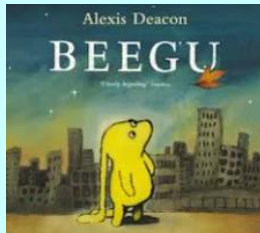
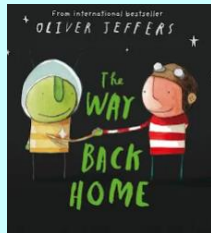
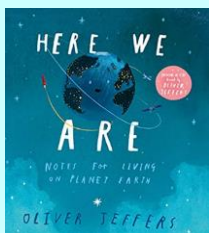
Faculty: Communication

English: Pupils will be exposed to vocabulary through thematic learning - highlighted in yellow. They will also have a progressive hierarchy of literacy vocabulary to support the learning of literacy. Some of **the vocabulary will be reflected in the PECS folders as well as around the environment where applicable.**

- I see
- I think
- I feel
- I want

Vocab: small, big, little, down, up, over

Texts:



Communication boards, accessible resources and phonics visuals to support reading for pleasure and understanding.

Our themed learning will encourage us to listen and respond to rhymes and poems so we can identify some words which rhyme

Pupils engage with the story - engagement scales: anticipation, initiation and realisation as a familiar story.

Pupils will choose adjectives to match nouns (images) - in isolation to build vocabulary.

Pupils will add adjectives to describe - acrostic poem (SPACE or EARTH).

Pupils will add adjectives to describe - alien character.

Descriptive poetry to depict Beegu to create a visual imagery.

Pupils will use alien words and listen for rhyme.

Pupils will create a rhyme.

Phonics: personalised targets based on baseline data, tracking data and or gaps in learning. Assessments are ongoing to inform next steps.

Progression of graphemes (letters) and phonemes (the sound) are shown below.

Set 1 Sounds Group A
m a s d t i n p g o c k
u b f e

Set 1 Sounds Group B
l h r j v y w z x

Set 2 Sounds Group
ch ng nk qu sh th

Set 3 Sounds Starter Group
ay ee igh ow oo oo ar
or air ir ou oy

Fred talk
to read



Faculty: Maths

Number: Subtraction

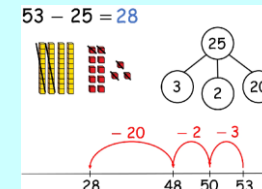
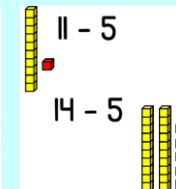
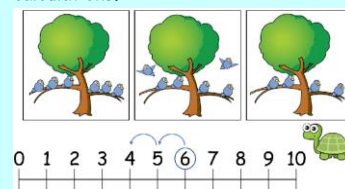
Pupils will read numbers that are personalised to their learning (up to 20, 50, 100, above hundred).

Pupils will subtract one-digit numbers

Pupils will subtract two-digit numbers

Pupils will relate their knowledge of number bonds to calculate related subtraction facts.

Extend knowledge and generalisation by solving practical problems and written word problems, as well as inverse calculations.



Subtraction Word Problem Challenge Cards

If you had 20 squares of chocolate and you ate 15 of them, how many would you have left?

Subtraction Word Problem Challenge Cards

If you had 5 birds in your garden and 1 of them flew away, how many birds would you have left?

Vocab: subtraction, take away, number line, jumps, counting, counting back, counting on, how many left, largest number, answer.

Statistics:

Pupils will construct and then interpret tally charts and pictograms.

Pupils will carry out a survey with support around our thematic learning.

Vocab: data, statistics, tally chart, pictogram, how many, axis, label, graph

What numbers are represented by the sets of tallies?



Animal	Tally	Frequency
Dog		
Cat		
Rabbit		
Hamster		
Guinea Pig		
Fish		

Colour	Cubes
Green	
Yellow	
Red	

