



Wow Starter: Watch a rocket taking off on you tube and video of some astronauts taking from a space station.

Final Event: Perform space song and dance in assembly.

### UNDERSTANDING THE WORLD

#### Location knowledge KS1

- **ge1** I can find and name the world's seven continents on a map and globe
- **ge2** I can find and name the world's five oceans on a map and globe

#### Geographical skills and fieldwork KS1

- **ge20** I can follow a simple route to a place familiar to me using 'left' and 'right' to describe my journey
- **ge21** I can identify features in my classroom and on the playground from a plan view

- **ge22** I can recognise some human and physical features from an aerial photograph

#### Core Skills across the Key Stage KS1

- **hi1** I can use common words and phrases related to the passing of time
- **hi2** I can place objects, people and events into chronological order
- **hi6** I can identify key features of stories and events to help me to understanding their importance
- **hi7** I can use sources of information to find out about the past

### EXPRESSIVE ARTS AND DESIGN

#### KS1

- **ad2** I can use drawing to share my ideas.
- **ad3** I can use painting to share my ideas.
- **ad5** I can use colour, texture and pattern in my work
- **ad6** I can use line ,shape ,form and space in my work
- **ad7** I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work
- **ad9** I can show you how ideas from famous people have helped me to create my own work

#### Make KS1

- **dt6** I can use scissors for cutting and shaping

#### KS1

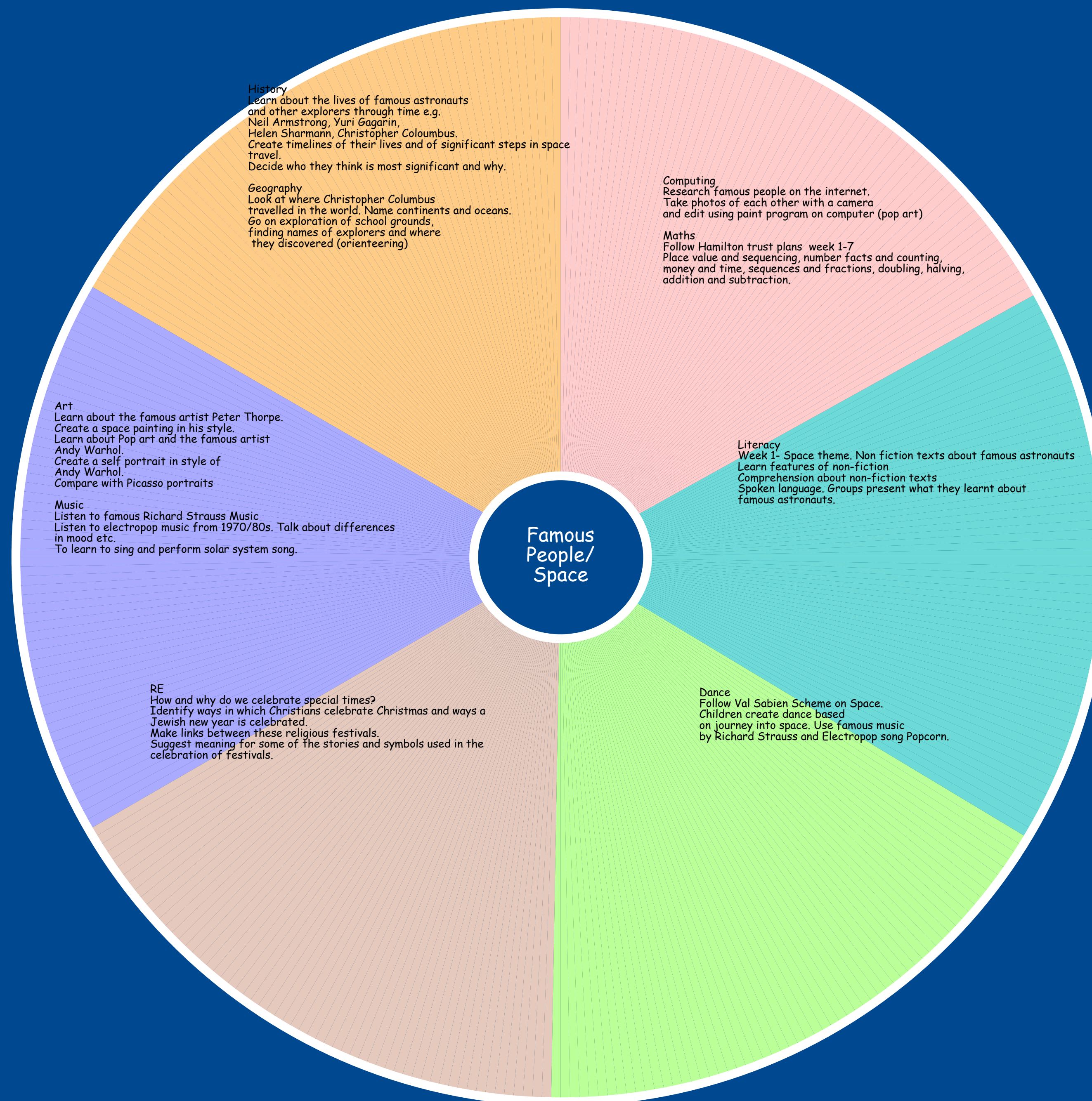
- **mu1** I can sing songs using my voice to show the meaning of the words and tune
- **mu7** I can sit and listen attentively to recorded music
- **mu8** I can concentrate when listening to music and describe what I think and how the music makes me feel
- **mu10** I understand loud/quiet, fast/slow and high/low

### PSED & RELIGIOUS EDUCATION

#### 0 KS1

- Explore a range of religious stories and sacred writings, and talk about their meanings.
- Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.

- Identify and suggest meanings for religious symbols.
- Begin to use a range of religious words.



### MATHEMATICS AND COMPUTING

#### Number - number and place value KS1

- **m32** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- **m33** recognise the place value of each digit in a two-digit number (tens, ones)
- **m34** identify, represent and estimate numbers using different representations, including the number line
- **m35** compare and order numbers from 0 up to 100; use <, > and = signs
- **m36** read and write numbers to at least 100 in numerals and in words
- **m37** use place value and number facts to solve problems.

#### Number - addition and subtraction KS1

- **m38** solve problems with addition and subtraction:
- **m39** using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- **m40** applying their increasing knowledge of mental and written methods
- **m41** recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- **m42** add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
- **m43** a two-digit number and ones
- **m44** a two-digit number and tens

- **m45** two two-digit numbers

- **m46** adding three one-digit numbers
- **m48** recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

#### Number - fractions KS1

- **m53** recognise, find, name and write fractions , , and of a length, shape, set of objects or quantity

#### Measurement KS1

- **m57** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- **m58** find different combinations of coins that equal the same amounts of money
- **m59** solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- **m61** tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

#### KS1

- **co7** I can use a variety of technologies to create and save my work
- **co8** I can manipulate text and pictures
- **co9** I can find and retrieve my work or information that I need

### LITERACY

#### Reading - comprehension KS1

- **e73** being introduced to non-fiction books that are structured in different ways

### PHYSICAL EDUCATION

#### KS1

- **pe3** I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings



# Famous People/ Space - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY
<p><b>Location knowledge</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ge1</b> name and locate the world's seven continents</li><li>• <b>ge2</b> name and locate the world's five oceans</li></ul> <p><b>Geographical skills and fieldwork</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ge20</b> use simple directional language (left and right) to describe the location of features and routes on a map</li><li>• <b>ge21</b> use plan perspectives to recognise landmarks</li><li>• <b>ge22</b> use aerial photographs to recognise basic human and physical features</li></ul> <p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>hi1</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>• <b>hi2</b> They should know where the people and events they study fit within a chronological framework</li><li>• <b>hi6</b> They should choose and use parts of stories and other sources to show that they know and understand key features of events.</li><li>• <b>hi7</b> They should understand some of the ways in which we find out about the past</li></ul>	<p><b>Number - number and place value</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>m32</b> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li><li>• <b>m33</b> recognise the place value of each digit in a two-digit number (tens, ones)</li><li>• <b>m34</b> identify, represent and estimate numbers using different representations, including the number line</li><li>• <b>m35</b> compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li><li>• <b>m36</b> read and write numbers to at least 100 in numerals and in words</li><li>• <b>m37</b> use place value and number facts to solve problems.</li></ul> <p><b>Number - addition and subtraction</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>m38</b> solve problems with addition and subtraction:</li><li>• <b>m39</b> using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li><li>• <b>m40</b> applying their increasing knowledge of mental and written methods</li><li>• <b>m41</b> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li><li>• <b>m42</b> add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</li><li>• <b>m43</b> a two-digit number and ones</li><li>• <b>m44</b> a two-digit number and tens</li><li>• <b>m45</b> two two-digit numbers</li><li>• <b>m46</b> adding three one-digit numbers</li><li>• <b>m48</b> recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li></ul> <p><b>Number - fractions</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>m53</b> recognise, find, name and write fractions , , and of a length, shape, set of objects or quantity</li></ul> <p><b>Measurement</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>m57</b> recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li><li>• <b>m58</b> find different combinations of coins that equal the same amounts of money</li><li>• <b>m59</b> solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li><li>• <b>m61</b> tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li></ul> <p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>co7</b> use technology purposefully to create digital content</li><li>• <b>co8</b> use technology purposefully to organise, store and manipulate digital content</li><li>• <b>co9</b> use technology purposefully to retrieve digital content</li></ul>	<p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>pe3</b> perform dances using simple movement patterns.</li></ul>	<p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ad2</b> to use drawing to develop and share their ideas, experiences and imagination</li><li>• <b>ad3</b> to use painting to develop and share their ideas, experiences and imagination</li><li>• <b>ad5</b> to develop a wide range of art and design techniques in using colour, pattern, texture,</li><li>• <b>ad6</b> to develop a wide range of art and design techniques in using line, shape, form and space</li><li>• <b>ad7</b> about the work of a range of artists, craft makers and designers.</li><li>• <b>ad9</b> about the work of a range of artists, craft makers and designers, making links to their own work.</li></ul> <p><b>Make</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>dt6</b> select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping</li></ul> <p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>mu1</b> use their voices expressively by singing songs</li><li>• <b>mu7</b> listen with concentration and understanding to a range of high-quality recorded music</li><li>• <b>mu8</b> listen with concentration and understanding to a range of music</li><li>• <b>mu10</b> experiment with the inter-related dimensions of music.</li></ul>	<p><b>Reading - comprehension</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>e73</b> being introduced to non-fiction books that are structured in different ways</li></ul>

