



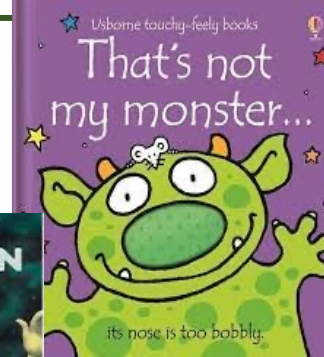
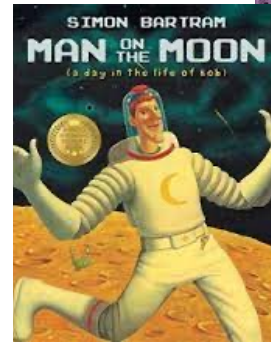
# In a Galaxy Far Away!

## Year 1 Autumn 1

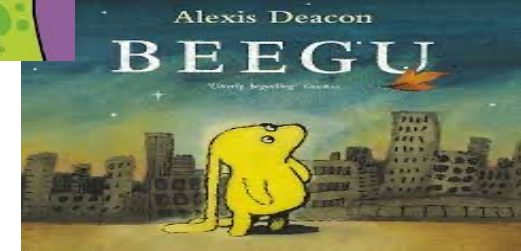
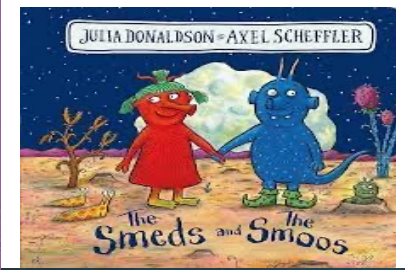


### Key Vocabulary

|                       |   |
|-----------------------|---|
| <b>Home</b>           | Where something that is alive lives.  |
| <b>Alien</b>          | A creature who does not come from Earth.  |
| <b>Rocket</b>         | A space vehicle that can launch into space.   |
| <b>Earth</b>          | The planet that we live on.   |
| <b>Star</b>           | An exploding ball of burning gas that we can see in the sky.  |
| <b>Astronaut</b>      | A person who has been trained to go into space.   |
| <b>Neil Armstrong</b> | The first man to walk on the moon.  |
| <b>Apollo 11</b>      | Space vehicle that carried the first people to the moon.  |
| <b>Material</b>       | Names of materials including wood, metal, card, cardboard, paper, stone, glass, plastic and fabric. |
| <b>Magnet</b>         | A rock or a piece of metal that can pull certain types of metal toward itself.                      |
| <b>Magnetic</b>       | A material that is pulled towards a magnet.   |
| <b>Transparent</b>    | See through.  |
| <b>Flexible</b>       | Can of <u>bend</u> without breaking.  |
| <b>Soft</b>           | Easy to cut, <u>squash</u> , or fold.   |
| <b>Hard</b>           | Tricky to bend, break or cut. Or you can't do that at all to the material.                          |
| <b>Waterproof</b>     | Keeps water out.  |
| <b>Illustrator</b>    | A person who draws pictures for books.  |

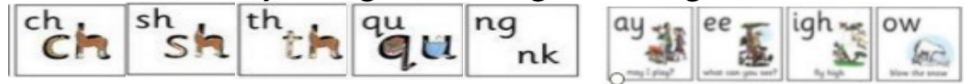


### Our focus texts



### In Phonics we will be learning:

ch sh th qu ng nk ay ee igh ow



oo oo ar or air ir



### Science - Knowledge, understanding and skills developed

- Identify a variety of everyday materials.
- Distinguish between an object and the material from which it is made.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials using their simple physical properties.
- Use learning to design, create and evaluate homes for Beegu (DT link).**

### Working scientifically

- Ask simple questions and recognise they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests. Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help answer questions.



# In a Galaxy Far Away!



## Geography - Knowledge, understanding and skills developed

### Locational knowledge

- Name and locate the world's seven continents and five oceans.

### Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom.
- Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather. Key human features, including: town, farm, house, office and shop.

### Geographical skills and fieldwork

- Use world maps, atlases and globes to identify England and as the countries, continents and oceans studied at this key stage.
- Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## Keep an eye out for emails about our Alien Day!



## Computing - Knowledge, understanding and skills developed

### Using Computers

- Recognise common uses of information technology beyond school (*research*).
- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (*Beebots*).

### E-safety

- Use technology safely and keep personal information private.
- Identify where to go for help and support when they have concerns.

## Art - Knowledge, understanding and skills developed

- See the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work (*illustrators*).
- Use range of drawing materials.
- Mix paint to create secondary colours.
- Use white and black to create tones.
- Draw from observation.
- Design, create and evaluate their own piece.

## History - Knowledge, understanding and skills developed

### Chronological understanding

- Show an awareness of the past, using common words and phrases relating to the passing of time (*before, after, past, present, then, now, a long time ago*).

### Historical enquiry

- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.
- The lives of significant individuals in the past who have contributed to national and international achievements (Neil Armstrong).

### Historical interpretation

- Events beyond living memory that are significant nationally or globally (first moon landing).

### Organisation and communication

- Speak about how he/she has found out about the past.

## Music - Knowledge, understanding and skills developed

### Charanga - Hey You! (Old-school hip hop)

- Know and recognise the sound and names of some of the instruments used in songs.
- Join in with simple rhythmic patterns using clapping or other instruments e.g. to show the pulse.
- Improvise by clapping, singing and playing instruments.
- Help to compose a simple melody using one, two or three notes.
- Understand what pulse, rhythm and pitch are and how they work together.
- Learn to start and stop singing when following a leader.
- Perform a song with accompanying instruments.