

Where in the universe would you like to travel?

Week	1 wc 13.04.26 Review class timetables, TA timetables, provision map and SEND Register. 15 th – Compass ‘5 ways to well-being’ assembly	2 wc 20.04.26 Review SEND Plans 21 st – Science Deep Dive 23 rd - St George’s Day	3 wc 27.04.26 SEND target setting 5 th – Bank Holiday	4 wc 04.05.26 6 th – SEND Review meetings 6 th – Nature Number Day	5 wc 11.05.26 Sun Safety Week 12 th – Class 4 Assembly 13 th – Class 5 Assembly 14 th – Class 6 Assembly	6 wc 18.05.26
Wow	Alien visitors. Show CCTV video – find alien passports.				Time capsule – find some original newspaper reports of the first lunar landing – circle time discussion.	
Maths	Power Maths: Unit 10 Introducing mass and capacity		Power Maths: Unit 11 Multiplication and division			Power Maths: Unit 12 Fractions
English	Welcome to Alien School				Watch lunar landing video.	Message from the Moon Poems.
	Modelled reading of Alien School story up to the page with our alien friend. Word Whizz adjectives to describe the aliens. Receive a letter from Nogel the alien – write a description of him using your human words.	Write questions to ask Nogel about alien school. Don’t forget to tell him about our school. Modelled reading of the story up to the page with the canteen. Using adjectives think of food starting with same first letter-alliteration. Write your own alien menu.	Modelled reading of the end of the story. Create whole class text map innovating the story and model write how to use it. Plan and write a story all about Nogel coming to visit our school to learn about Chaddesden. What landmarks did he see? What did he learn?		Create a class word bank of space words. Look at lunar landing newspaper articles. Explore basic features of a newspaper. Create own simple newspaper article.	
Little Wandle	Summer 1 LW - Week 2	Summer 1 LW – Week 3	Summer 1 LW – Week 4	Summer 1 LW – Week 5	Summer 1 LW – Week 6	Assessment Week
Handwriting	i, l	j, t	r, n	h, m	b, p	k, r
SPaG	Punctuating sentences	Noun suffixes -es	Exclamation marks	Capital letters for names of people and places	Writing question sentences	Assess and review

Time for us/ Health and Relationships	What is respect? Make links to Behaviour values. <i>I know how to respect others and belongings.</i>	Deliver 3 British Values sessions (Educate against Hate resources on the gov website) 1. Democracy and the rule of law. 2. Tolerance and respect. 3. Celebrating You!	Sun safety. <i>I know why we need to drink water.</i>			
Science	Explore the change in season. Revisit Vivaldi. What changes can we see in our school environment? What are the signs of Spring and Summer? How can we measure the temperature each day? Science deep dive 21 st April RSPB - Plant safari – Outdoor Learning <i>I can ask simple questions and recognise that they can be answered in different ways. I can observe and describe weather associated with the seasons and how day length varies.</i>		TAPS - Materials/ light Nature number day	Sun Safety: Children will know the 6 s's – slip, slop, slap, slide, sip, shade. Children will understand what UV levels are and why they are harmful. <i>I know how to be a 'sun safe super star'.</i>	Rocket launch experiment. <i>I know how to perform simple tests.</i>	
	Explorify: Zoom in Zoom out The great red spot Odd One Out - A bowl full Reach Out Reporter	Explorify: Zoom in Zoom out – Far, far away Odd One Out - Celestial Objects Reach Out Reporter RSPB - Plant safari	Explorify: Zoom in Zoom out – Goodbye Odd One Out – It's a shady business Reach Out Reporter	Explorify: Zoom in Zoom out – Reflections on Mars Who is? - Maggie Aderin-Pocock? Reach Out Reporter	Explorify: Zoom in Zoom out – Looking at you Odd One Out - Functional Footwear Reach Out Reporter	Explorify: Zoom in Zoom out - Weight a Minute! Odd One Out - Funky Flyers Reach Out Reporter RECORD
Computing	J2E Paint: Children to create their own alien. J2E Write: Write a caption to share the alien's name. <i>I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>	Use the 'Sketch-a-Song' app to combine sounds to create alien music. <i>I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>	J2E Turtle: Programme the rocket to land on a planet. <i>I know how to create and debug simple programs.</i>	Project Evolve: Copyright and Ownership. <i>I know how to use technology safely and respectfully.</i> <i>I know where to go for help and support when I have concerns about content or contact on the internet or other online technologies.</i>		
Art	Explore real fruits and draw in sketch books.	Draw an alien with Rob Biddulph. Show investigation of line in sketchbook. <i>I know how to use a variety of line. Wavy,</i>	Create an alien planet installation in the classroom. Explore different paper cuttings	Use shape to create abstract art like Beatriz Milhazes - https://whitecube.com/artists/artist/beatriz_milhazes Use shapes from flowers circles, semi circles, ovals and add pattern.	Art Showcase: Review the skills children have used. How can it be improved?	

		<p>straight, sharp, thick, thin, broken, smudged.</p> <p>Use Chatterpix to make the facial features move and record audio.</p> <p>I know how to use a wide range of art and design techniques using form.</p>	<p>and joining techniques, and large structures.</p> <p>I know how to use sculpture to develop and share my ideas, experiences and imagination.</p>	<p>Draw regular and irregular shapes.</p> <p>Use language around geometric, symmetrical, tessellate.</p> <p>I know how to use a wide range of art and design techniques using space.</p>	<p>What skills can children use in their own work?</p> <p>What particular artistic skill do you think is effective and why?</p>
D&T	<p>Sort and compare fruit and vegetable pictures. Create a tally chart of children's favourite fruits.</p>	<p>Explore chopping: What can we chop? Practise using carrots and apples.</p> <p>Design the fruit kebab using information we have learnt. How will they present it?</p>	<p>Food preparation rules. Why do we wash fruit and veg?</p> <p>Create fruit kebab.</p> <p>Taste fruit kebab.</p>		<p>Evaluate the product against the criteria of product, user and purpose.</p> <p>Feedback – “It was good because...”, “It would be even better if...”.</p> <p>Draw and label new or improved design.</p>
	<p><i>Design, make and evaluate a fruit kebab (product) for our alien friends (user) to teach them to eat healthy using colourful food (purpose).</i></p> <p>(Outlined in project on a page document)</p> <p>Designing</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. 	<p>Making</p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. 	<p>Evaluating</p> <ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell plate. • Know how to prepare simple dishes safely and hygienically without using heat source. • Know how to use techniques such cutting, peeling and grating. • Know and use technical and sensory vocabulary relevant to the project: e.g., soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, pith. Name fruit and vegetables and food skills: juice, spread, shape, mix, stir, measure, cut, grate, snip, sift, thread, slice, squeeze, and chop safely. 		

Geography	Record daily weather on whole class weather diary. Reference the season.					
		Learn about St George's day. Explore the flags, story and celebrations. <i>I will name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</i>	Revisit where we live. What landmarks can we identify on our local map? Where is our school?			
History	Develop Chronology through daily calendar: focus on day, date, month and year.					
	Children will learn about the First Lunar Landings-Apollo 11 (1969) <i>I know about the lives of significant individuals in the past who have contributed to national and international achievements.</i>	Children will find out about Buzz Aldrin, Neil Armstrong – The first men on the moon. <i>I know about the lives of significant individuals in the past who have contributed to national and international achievements.</i>	Children will find out about Michael Collins and his role in the First Lunar Landings <i>I know about the lives of significant individuals in the past who have contributed to national and international achievements.</i>	Children will find out about Helen Sharman. <i>I know about the lives of significant individuals in the past who have contributed to national and international achievements.</i>	Children will find out about Tim Peake and his space mission. <i>I know about the lives of significant individuals in the past who have contributed to national and international achievements.</i>	Children will find out about NASAS Artemis 2 Mission 2026. <i>I know about the lives of significant individuals in the past who have contributed to national and international achievements.</i>
RE	Key question 1.5- What makes some places sacred? Islam and Christianity. Explore features of sacred places and why they are special. Why do people pray? <i>I know what makes some places sacred.</i> RECORD in writing books.			Find out about some symbols of 'belonging' used in Christianity, what do they mean. Share Bible Story – Jairus's Daughter – The New Testament. <i>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</i>		
Music	Listen to Mars from 'The Planets' by Holst Classical Music for Early Years / KS1 - Ten Pieces - BBC Teach Download and follow the KS1 six week plan. <i>I know how to listen with concentration and understanding to a range of high-quality recorded music.</i> <i>I know how to play tuned and untuned instruments musically using the interrelated dimension of pulse/beat, rhythm and pitch.</i> <i>I know how to respond musically to recorded/live music using the interrelated dimension of pulse/beat, rhythm and pitch.</i>					

	<p>Learn April hymn of the month:</p> <p>Sow a seed</p> <p>I know how to use my voice expressively and creatively by singing songs.</p>		<p>Learn May hymn of the month:</p> <p>Kum ba yah</p> <p>I know how to use my voice expressively and creatively by singing songs.</p>	<p>Revisit and retrieve-</p> <p>Exploring rhythm using body percussion and claves.</p>	
PE	Unit 5: Physical				Complete end assessments
<p>Week 1 – Complete baseline assessments</p> <p>Gymnastics- REAL PE</p> <p>Emerging</p> <ul style="list-style-type: none"> I can move confidently in different ways. <p>Expected</p> <ul style="list-style-type: none"> I can perform a small range of skills and link two movements together. <p>Exceeding</p> <ul style="list-style-type: none"> I can perform a range of skills with some control and consistency <p>I can move confidently in different ways.</p> <p>Discuss what 'control' means and then practise, focusing on quality of movement.</p> <p>I can perform a small range of skills and link two movements together.</p> <p>Explore lots of different ways to move and to link movements and skills together.</p> <p>I can perform a range of skills with some control and consistency.</p> <p>When linking skills, try adding changes in level, direction or speed.</p>					