History	• LO: Understand the term significant and explain why a significant individual is important. • P. of Study History 4 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Knowledge Year 1 A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.	Introduce the children to Astronauts and their job (see PPT) Can follow up with clip - https://www.youtube.com/watch?v=jhD8GFwy734 Then introduce (see PPT) • Neil Armstrong • Yuri Gagarin **Note:** There are many videos online that show the first Moon landing. Play these on a PC or laptop for children to watch independently. Neil Armstrong landing - https://www.youtube.com/watch?v=cwZb2mqId0A Use information books and other available historical resources to find out about Yuri Gagarin (the first person to travel into space) or Neil Armstrong and Buzz Aldrin (the first men to land on the Moon). Record their findings in a simple non-chronological report or illustrated sentence, including why they are significant and their impact.	**Astronaut PPT** **Neil Armstrong PPT** **Yuri Gagarin PPT** **Year 1 – I can write a sentence about Neil Armstrong and Yuri Gargarin.(sticker)** **Home learning – into a writing book or on paper** **Year 2 – I can use the non-chronological template to write a report about either astronaut. (template)**	

Geography	• LO: Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. • Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. • Knowledge Year 1 • Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.	Ask the children to describe what direction a car moves in. • Left and right • Straight ahead • Turn • Behind • In front • Next to Explain that this is called positional language that we use to give directions and describe what is around us. Create a large scale space terrain on a grid in your garden. Use objects and equipment found in school to add obstacles to their terrain. Working with a partner, explore ways of directing each other to follow a route. Use positional language, such as behind, next to and in front of, as well as directional language, such as left, right, straight ahead and turn, to direct a member of your house around the terrain.	**Use the outside grass area to create obstacle course. Children to work with their table partners to guide each other around the course using positional language.**

Week 5 Art (across afternoon session)	• **LO:** Construct simple structures, models or other products using a range of materials. View progression • Build structures, exploring how they can be made stronger, stiffer and more stable. • Knowledge Year 1 Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.	Look at the different types of alien spaceships **(see resources)** Children to design their spaceship first **(see sheet)** Design and make a model spaceship or rocket using a variety of junk materials. Investigate different ways to make and join their structures, using taping, gluing and tying. Explore ways of making a structure sturdier so that it can stand alone. **Note:** Children could also make spacecraft and rockets using construction kits.	• Junk materials or construction kits • Card • Books and stories about space • Camera • Role play items • Paper plates	