Communication and Language

- Listening to a range of stories and re-tell them
- Answer 'how' and 'why' questions in response to stories.
- Active questioning during storytelling – encouraging children to give reasons for their answers using 'because'.
- Anticipating key events in stories by trying to predict endings through partner work etc
- Making up alternative or own endings for stories.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Learning rhymes and songs.
- Space station – role play area

PSED

- RSE programme during Circle/PSHE time.
- Whole school focus – Kindness – playing well together and looking after property
- Expressing their own feelings and comparing those to the feelings had by characters in the stories.
- Turn-taking through playing games together.
- Stories about emotions and feelings – learning strategies of how to deal with those.
- Golden rules – showing respect for each other and belongings.
- Neuro- diversity celebration week
- Y6 Buddies
- Sci Fi dress up
- Children's Mental Health Week
- Safer Internet Day
- Road Safety

PD

- P.E. lessons – dance and gymnastics
- Cutting out items of junk modelling and combining them using various methods – string, glue, sellotape
- Making a road system outside for the bikes to travel around safely
- Handwriting outside on the ground using chalks
- Painting using small brushes for co-ordinated movements
- Finger painting – painting Earth
- Scissors – making Space scenes
- Cosmic Yoga
- Threading beads
- Dragon dance
- Football Taster session

To Infinity and Beyond CONTENT Spring 2025

Literacy

- Reading fiction and non-fiction books and learning to find information e.g. about Space. Bob the man on the moon, Aliens love underpants, Whatever next, My Mum, Smeds and the Smoos, The First Hippo on the Moon, Aliens love underpants, Aliens in underpants save the world
- Writing opportunities – guided and independent
- Sentence writing focus each week – using capital letters and full stops.
- Drama – Acting out Whatever Next, walking on the moon.
- Writing independent planet facts
- Writing about our favourite pants!

Maths

- Problem solving - One night at the zoo, One is a snail Ten is a crab
- Counting practise out each week in class as an activity – counting characters, counting pegs
- Coin recognition–1p, 2p, 5p, 10p
- Telling the time/sequencing daily routines – Grandfather Clock
- Doubling
- Halving
- Measuring - length
- Subtraction
- Addition
- Subitise
- 3d shapes

Expressive Arts and Design

- Astronaut helmets – foil and paper cutting and sticking
- Make rockets out of bottle and card
- Mothers Day cards
- Firework painting – using toilet rolls
- Wool wrapped planets
- Shaving foam mixed with paint
- Painting and experimenting with different tools
- Volcano collages

Understanding of the World

- Looking at maps, atlases and globes
- Look at different features on a map
- Chinese New Year – food, traditions
- Mother's day
- Easter
- Space facts – all planets
- Easter
- Planetarium
- Mad Science day
- Pancake Day
- Valentines Day
- Stargazing Evening
- Rackheath Vets
- Teddy Clinic – Deaf awareness
- Presentation of learning

Communication and Language

• Learn new vocabulary.
• Use new vocabulary through the day.
• Engage in story times.
• Listen to and talk about stories to build familiarity and understanding.
• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
• Use new vocabulary in different contexts.
• Learn rhymes, poems and songs.
• Engage in non-fiction books.
• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

PSED

*See themselves as a valuable individual.
• Build constructive and respectful relationships.
• Express their feelings and consider the feelings of others.
• Show resilience and perseverance in the face of challenge.
• Identify and moderate their own feelings socially and emotionally.
• Think about the perspectives of others.
• Manage their own needs.

PD

* Further develop the skills they need to manage the school day successfully:
- lining up and queuing - mealtimes
* Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
* Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
*Further develop their small motor skills so that they can use a range of tools competently,safely and confidently.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

To infinity and Beyond OBJECTIVES 2025

Literacy

● Read individual letters by saying the sounds for them
.● Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.
●Read some letter groups that each represent one sound and say sounds for them
.●Read a few common exception words matched to the school's phonic programme.
●Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
●Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
●Re-read what they have written to check that it makes sense.

Maths

Count objects, actions and sounds.
• Subitise.• Link the number symbol (numeral) with its cardinal number value.
• Count beyond ten. • Compare numbers.
• Understand the 'one more than/one less than' relationship between consecutive numbers.
• Explore the composition of numbers to 10.
• Automatically recall number bonds for numbers 0–10.
• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
• Continue, copy and create repeating patterns.
• Compare length, weight and capacity.

Expressive Arts and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.
• Return to and build on their previous learning, refining ideas and developing their ability to represent them.
• Create collaboratively sharing ideas, resources and skills.
• Listen attentively, move to and talk about music, expressing their feelings and responses.
• Watch and talk about dance and performance art, expressing their feelings and responses.
• Sing in a group or on their own, increasingly matching the pitch and following the melody.
• Develop storylines in their pretend play.
• Explore and engage in music making and dance, performing solo or in groups.

Understanding of the World

• Compare and contrast characters from stories, including figures from the past.
• Draw information from a simple map.
• Understand that some places are special to members of their community.
• Recognise that people have different beliefs and celebrate special times in different ways.
• Recognise some similarities and differences between life in this country and life in other countries.
• Explore the natural world around them.
• Describe what they see, hear and feel whilstoutside.
• Recognise some environments that are different to the one in which they live.

Spring 2025 **–To infinity and beyond Year 1 and 2** Curriculum Plan

Note – This document should be used alongside the progression maps documents

History objectives Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements **Overview of History Content** Explore people and events – Neil Armstrong, Tim Peake, Nicola Ayres- female astronaut. "How To Be An Astronaut" Design and label your own Space suit activity. Look at the International Space Station Isaac Newton and Gravity.	**Science Objectives** Seasonal Changes – NOTE also taught through the year – Observe changes across the 4 seasons and describe weather associated with the seasons and how the day length varies. – Animals Including Humans - Identify and name a variety of common animals including birds, fish, amphibians, reptiles and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) including pets **Overview of Science Content** What is gravity and gravity experiments linked to Space – rocket on a straw, paperclip and magnet rocket, paper spinner How to train to be an astronaut; inventing own planets. Why do we have seasons, weather symbols and weather forecasts; exploring extreme weather – including experiments tornado in a jar and snowstorm in a bag; making windsocks/rain gauges etc to measure weather. Making animal posters to show different animals, sorting animals into different groups (including types of animals and food groups) Structure of animals – labelling parts and 'Guess the animal' quiz with clues, making a mixed-up animal with different parts. Planetarium visit and star gazing evening. Mad Science activity looking at famous scientists. Visit from the vet – how to look after an animal. Sci – fi day, dress up.	**DT** To design purposeful, functional, appealing products based on design criteria; generate models and communicate their ideas through talking and drawing; select from and use a range of tools and equipment to perform practical tasks; select from a wide range of materials and components including construction materials **Overview of DT Content** Design and made papier-mache planets Designed and made rockets. Blu tac and lolly stick gravity experiment. Yr2 – solar system mobiles
Geography Objectives Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the Poles.	**Art** Use drawing to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line,	**PE** master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a

Overview of Geography Content Why do we have seasons, weather symbols and weather forecasts Exploring extreme weather – including experiments tornado in a jar and snowstorm in a bag Making windsocks/rain gauges etc to measure weather	shape, form and space; to learn about a range of artists, craft makers and designers **Overview of art content** ICT to create own space picture Yr 2 – seasonal art work Easter art – cross pastels (happy and sad). Yr 1 - Easter craft, alien flying sauces, making animals. Yr 2 - Sculpture art linked to maths measuring	range of activities; participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns. **Overview of PE content** Gymnastics and Dance- get set 4 PE. Dance linked to Space topic. Football taster session.
RE Retell the Jewish story of Creation; recognise that the practise of Shabbat shows a strong relationship between Jewish people and God; talk about objects found in Synagogues and Churches; give a clear, simple account of the Easter Story **Overview of RE content** Look at videos and artefacts relating to Shabbat (Yr1) and Passover (Yr 2). Watch videos and listen to retellings of the Easter story and retell.	**Music** Use their voices expressively and creatively by singing songs and speaking chants and rhymes; listen with concentration and understanding to a range of high-quality live and recorded music **Overview of Music content** BBC 10 Pieces – Holst The Planets Singing Assemblies Carnival of the animals Yr1 - Your imagination - Charanga	**PSHE Objectives** We are following the objectives of the PSHE association linked to KS1 and using the Educator Solutions RSE programme of study **Overview of PSHE Content** Yr- 1 Living in the World and relationships and what makes us special linked to the book 'Here We Are' Circle Time including links to Class Targets and turn-taking and listening skills. Y1 - Smeds and Smoos work linked to relationships and diversity. Children's mental health week – whole school ways to grow petals. Neuro diversity celebration week. Safer internet day. Zones of regulations continuing lessons. Yr 2 - Road safety. Whole school focus and assemblies linked to -kindness, playing well together, looking after property.
Computing use technology purposefully to create, organise, store, manipulate and retrieve digital content **Overview of Computing content** Use of Purple Mash linked to Topics – design own planet on 2paint. Yr. 1 - Purple Mash coding – 2code fun with fish.	**Languages** Y1 - n/a Yr 2 – n/a	

Spring 2025 – **To Infinity and Beyond Year 3 and 4** Curriculum Plan

Note – This document should be used alongside the progression maps documents

History objectives	**Science Objectives**	**DT**
-No History objectives for this half term	**Light** -recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when light from a light source is blocked by a solid object -find patterns in the way that the size of the shadows change **Rocks** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -Describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter **Plants** -identify and describe the functions of different parts of flowering plants; roots, stems/trunk, leaves and flowers -Explore requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant -explore the part that flower play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal **Animals** Identify that humans and some other animals have skeletons and muscles for support, protection and movement **Overview of Science Content** **Light** -We explored sources of light and darkness being the absence of light.	- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. **Overview of DT Content** Year 3 and 4 - The children made fossils from salt dough which they created themselves. Year 4 – Making flower bowls from clay. Year 3 and 4 designed, created and evaluated their own space themed tortilla pizzas. Year 4 also made pancakes to celebrate Pancake Day. Incorporating learning around healthy choices for toppings.

	-We looked at how light travels in straight lines and how light reflects of objects and into our eyes. -We looked at reflective materials and designed reflective book bags. -We talked about the dangers of light (UV rays) and different ways of protecting ourselves; the children designed sunglasses and hats. -We explored the use of mirrors and reflections. ---We looked at opaque, translucent and transparent materials and learnt how shadows are formed when an opaque object blocks the light. **Rocks** -We learnt about igneous, sedimentary and metamorphic rocks and how they are formed. -We looked at different rocks and grouped them into the rock types. We then investigated their properties, for example, permeable/impermeable, soft/hard, dense/buoyant etc. We learnt about topsoil, subsoil, rocky soil and bedrock by making the layers through soil puddings. -We made fossils from salt dough mixture with coffee. -We explored fossils and sketched ammonites. **Plants** -We looked at and identified different parts of a plant and they functions. -We investigated what a plant needs to grow by putting plants in different conditions and observing the results. -We have learned about the life-cycle of a flowering plant and wrote explanation texts to explain the steps and process (during English lessons). **Additional Learning Opportunities** • **Star gazing evening** – We used iPads to explore and view constellations. We then created our own constellations. As a result of this learning opportunity, Year 4 wrote their own constellation stories. • **Mad science** – We learned about great physicists and chemical reactions (including elephant toothpaste). • **Planetarium** – We learned about the size of the solar system and about the three men (Neil Armstrong,	

	Buzz Aldrin and Michael Collins) who were crew members of Apollo 11.	
Geography Objectives -No Geography objectives for this term	**Art** -To create sketch books to record their observations and use them to review and revisit ideas. -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history. **Overview of art content** Year 3 and 4 created fossils linked to Science. Year 3 undertook a unit of work based on the famous artist, Georgia O'Keffee. They learned about her life and her influence/ legacy in the industry. We also explored example of her work and evaluated our likes/ dislikes. We sketched flowers (observational drawing) in the style of Georgia O'Keffee – enlarged. The children then experimented with using oil pastels and blending cool and warm colours together before creating their final piece. Finally, they evaluated their final piece, considering challenged that occurred along the way. Year 4- looked at a plant based art unit that discussed a range of artists. The children discussed and compared art work before learning about each piece in more detail. They undertook observational drawings looking at examples of botanical illustrations. The unit looked at shading and printing whilst working towards a final piece. Children also used clay to create flower based bowls.	**PE** All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations. use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns **Overview of PE content** Year 3 – Swimming at Broadland High School. Year 4 – Gymnastics and dodge ball. Some children from Year 4 attended a football day during Spring 2. Both year groups attended a football taster session.
RE Year 3and 4 – learning about the faith of Islam and learning about how Christians worship. **Overview of RE content** Year 3 completed RE Enquiry 2 unit of work with the big question, 'What is the Trinity?' .	**Music** -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -listen with attention to detail and recall sounds with increasing aural memory	**PSHE** We are following the PSHE Association's programme of study for RSHE: https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning Year 4 – Weekly compliments.

Year 4 completed unit of work with the big question, 'What do we mean by truth?' . Both year groups have learned about the Easter story and the importance/meaning of Easter to Christians.	-use and understand staff and other musical notations **Overview of Music content** -Both classes take part in weekly 40-minute ukulele lessons. They then performed to the whole school to show off their learning over the past term, during the final week of term. -Both classes also take part in weekly 20-minute singing assemblies.	As part of Internet safety Week, both classes participated in a 2-Johns internet safety session. Both classes participated in a zoom call with the author Stephen Pass linked to his first book (Madge the Mermaid) – this book is linked to being eco-friendly and reusing materials. As part of Mental Health Week, both classes reflected on the ways they can grow. We celebrated Neurodiversity Week, exploring our differences.
Computing -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Overview of Computing content** Year 3 – using the internet for research and the children completed the Coding unit of work on Purple Mash. Year 4 – using the internet for research. We have focused on using Microsoft Word to copy, paste and print. Both Year 3 and 4 took part in internet safety day. They participated in 2 Johns session based on internet safety and then undertook a quiz linked to their knowledge.	**Languages** Year 4 – In French, we have learned about colours, numbers, greets and classroom items.	

Spring 2025 – **To Infinity and Beyond year 5 and 6** Curriculum Plan

Note – This document should be used alongside the progression maps documents

History objectives **N/A** **Overview of History Content** - Historical figures linked to space and their impact on the world today (year 5) - Important dates linked to the world based on Great Space Race - Biographies linked to famous astronauts (Year 6)	**Science Objectives** **Earth and Space** - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system - Describe the movement of the Moon relative to the Earth - Describe the Sun, Earth and Moon as approximately spherical bodies - Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky. **Forces:** - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. **Overview of Science Content** - Star-gazing event evening – focusing on constellations and zodiac signs. This included a D.T activity of designing and making a 'star spotter' as well as use the Star Gazing app on iPads. - Mad Science visit. Workshops linked to forces and gravity. Van De Graaff Machine - Straw Rocket building – air resistance (year 5) - Lunar Lander experiments (Also DT) - Planetarium (wonder dome) visit. - Postcards from space linked to life in space (year 5) - Creating a newly discovered planet (year 6) - Report writing based on planets - Moon phases (year 5 oreos) - Rotation of Earth model - High School Science sessions (year 5) - Zoom call with Branelle Rodriguez (NASA scientist)	**DT objectives** - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. - Generate, develop, model and communicate their ideas through discussion, annotated sketches. - Use research and develop design criteria to inform the design of innovative, functional models that are fit for purpose, aimed at particular individuals. **Overview of DT Content** - Building and testing rockets which were launched using a straw. Constant test and remodel. - Designing and building moon pods to withstand a quake, solar and wind test! - Lunar Lander. Testing and rebuilding a lander to be dropped from a height and survive.

Geography objectives - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Ideas: **Overview of Geography Content** - Children discussing where their family members used to (or currently) live around the World. This lead to them calculating the varying time zones compared to Greenwich Mean Time. - Plotting countries within continents and estimating their longitude and latitude.	**Art objectives** - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history. **Overview of art content** - Case studies on both Peter Thorpe - Case study of Jackson Pollock (year 6). This linked to abstract Space art where Jackson Pollock's 'drip art' was used for the background and Space themed abstract objects (inspired by Peter Thorpe) were placed in the foreground. - Perspective art with vanishing point (year 5) - using chalk to create planets - Optical illusion art (year 6) - Astronaut Pop art (year 6) - Shading to create seasons (year 5)	**PE objectives** - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. - develop flexibility, strength, technique, control and balance [for example, through gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Overview of PE content** Y5 – fitness circuits, Tag Rugby, Gymnastics, Y6 – Fitness circuits, Tag Rugby, Gymnastics Football taster
RE objectives Year 6: - Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. - Identify and describe how worship (Ibadah) is shown through the Five Pillars of Islam. Overview of RE content Year 5: -Identify and describe how Forgiveness is shown in the Jewish religion -Study Christian and Jewish places of worship -Learn about the origins of the Jewish religion **Overview of RE content** Year 6: What Muslims think about God. The 5 pillars of Islam.	**Music objectives** - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the interrelated dimensions of music. - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - develop an understanding of the history of music. **Overview of Music content** - Ukulele lessons every Tuesday morning focusing on chords, tablature, reading music, musical notation, rhythm, tempo, reggae music (Year 5)	**PSHE objectives** We are following the PSHE Association's programme of study for RSHE: https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning We also follow Educator Solutions RSE programme of study for our Relationship, Sexual Health Education. **Overview of PSHE content** - International Women's Day activities – to explore gender equality. - Circle time discussions – well-being and friendship issues. - Mental Health Awareness week - recognition of triggers for ZoR - Internet Safety work with 2 Johns - Police Safer Internet webinar

The significance of the Quran. Christian and Islamic worship, objects and prayers. Year 5: What Jewish people think about God. Study of Yom Kippur Christian and Jewish worship, objects and prayers Fortune Teller fact files linked to Yom Kippur	- Study of Gustav Holst's Planets (Appraisal of music)	
Computing objectives - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Overview of Computing content**	**Languages objectives** - Listen attentively to spoken language and show understanding by joining in and Responding - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - Present ideas and information orally to a range of audiences - Read carefully and show understanding of words, phrases and simple writing - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material - Describe people, places, things and actions orally and in writing	

- Completing a series of coding activities and creating games using Purple Mash software. - Using algorithms and debugging where necessary to programme Sphero robots to perform set challenges. - Spheros to code to make a set shape - debugging mistakes in a code - Internet safety work with 2 Johns - Police Internet safety webinar Y5: - using software to create a postcard by altering and changes images		