

Dore Primary School

Y1 Learning Journey

Spring 1: Fly Me to the Moon



Purpose of Learning Journey (ENDPOINTS): Substantive knowledge children will know: Disciplinary knowledge children will know how to/ will be able to:	History Children will know about significant individuals in the past who have contributed to international achievements. <i>(Neil Armstrong & Matthew Henson)</i> D & T Children will design and make purposeful, functional and appealing products for themselves and others based on a design criteria <i>(astronaut's breakfast)</i> . Children will select from and use a range of tools and equipment <i>(knives, chopping boards, blenders)</i> to perform practical tasks. Art Children will know a range of artists, craft makers and designers. <i>(Peter Thorpe – abstract space art, Alan Bean – astronaut and artist, Orla Kiely - printing, William Morris – printing, Favianna Rodriguez - printing)</i> Children will be able to describe the differences and similarities between practices and disciplines, and make links to their own work <i>(abstract, printing)</i> Children will be able to use a wide range of art and design techniques in using colour, pattern, texture, shape and space <i>(Printing with different materials)</i>
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Links to Prior Knowledge:	FS2 – significant people in their life / explorers (pirates). Y1 – significant people who lived in the past – Florence Nightingale and Mary Seacole
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Links for Relevance and Currency:	Their natural surroundings, taking care of the world around them, Artemis 2 moon visit mission (2024)
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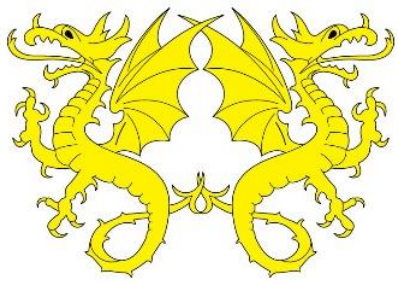
Immersion Event / Activity:	History Van, Role play Neil Armstrong / Matthew Henson's life events NASA training: https://www.nasa.gov/sites/default/files/ape_all_as_one_tla.pdf
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Celebration of Learning:	Rockets, Porridge, Moon artwork, map work,
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English Links:	Women in space – hidden figures like Katherine Johnson, Man on the Moon by Simon Bartram
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Maths Links:	Weighing, measuring (cooking)
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Subject	Lesson	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global / Rights	TASC
	1	Historical concept (s): Historical significance / similarity and difference Build an overview of world history	Identifying what makes a person 'significant' using examples from prior learning about Florence Nightingale, Mary Seacole etc. Recognising why particular politicians, sportspeople etc are significant. Ordering character traits and actions to show which are more likely to result in significance. Introducing intrepid explorers (Neil Armstrong, Matthew Henson) through videos, books and photographs.	Children are able to recognise actions and character traits of significant people from the present and past.	✓		✓		



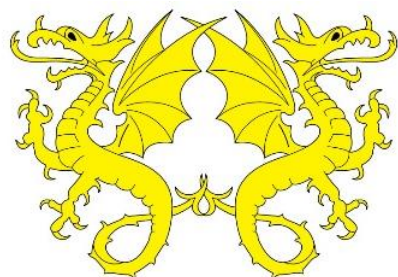
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History		Describe historical events. Describe significant people from the past.							
	2	Historical concept (s): Change and continuity Understand chronology Place events and artefacts in order on a timeline	Discovering facts about Neil Armstrong's life and achievements through watching video clips, looking at books and photographs. Acting out main events in chronological order. Ordering Neil Armstrong's life events on a timeline.	Children are able to place events in chronological order on a time line Children will use key dates, where appropriate	✓				
	3	Historical concept (s): Disciplinary - Sources and evidence / historical interpretation To investigate and interpret the past Observe or handle evidence to ask questions and find answers to questions about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past.	Discovering facts about Matthew Henson through a range of sources. Sequencing and describing events from his life. Reflecting on why Matthew Henson's achievements were overlooked at the time and how and why this has changed over time.	Children use artefacts, pictures, stories and online sources to find out about the past Children can identify some of the different ways the past has been represented	✓		✓		
	4	Historical concept (s): Disciplinary - Sources and evidence / historical interpretation To investigate and interpret the past Observe or handle evidence to ask questions and find answers to questions about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past.	Investigating a range of historical sources to compare Matthew Henson and Neil Armstrong's achievements. Collating evidence to find out about the past.	Children are able to use a range of sources to identify similarities and differences between the two pioneers.	✓			✓	
Art	5	Explore artists Describe the work of notable artists, artisans and designers.	Looking at a range of different artists that have represented space through different media. Discussing which designs they prefer and explaining reasons for their choices. Identifying techniques used by the different artists.	Children are able to name artists that have created space artwork. Children are able to express opinions about pieces of artwork.	✓				
	6	Master techniques Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers).	Studying artwork by printing artists such as Orla Kiely. Experimenting with a range of printing equipment. Using sponges to create a repeated printed pattern to represent the night's sky.	Children are able to create a piece of artwork in the style of Orla Kiely that represents the stars in the sky.	✓				



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DT		Use objects to create prints							
	7	Master techniques Add white to colours to make tints and black to colours to make tones. Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints	Identifying colours and features of the moon by looking at photographs. Mixing white and black to create tints and tones. Printing using tin foil to emulate craters/shadows.	Children are able to use printing techniques to create a painting of the moon.	✓				
	8	Design Design products that have a clear purpose and an intended user.	Exploring what astronauts eat in space and why. Designing own astronaut's breakfast to meet specific criteria. Peer assessing designs to look at how effective they might be.	Children design a product that has a clear purpose and intended user.	✓				
	9	Make and evaluate Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.	Making their own astronaut's breakfast using skills such as chopping and dicing.	Children make their meal, refining the design as their work progresses.	✓			✓	
	10	Make and evaluate Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses.	Evaluating their astronaut's breakfast against given criteria. Suggesting ideas for future changes/improvements.	Children are able to say how they would improve their design.				✓	