|  |  |
| --- | --- |
| Term Three | Mission to the Moon |
| In this topic, we will be exploring the Earth’s place in the solar system. We will gain an understanding of the order of the eight (four rocky and four gas) planets and look closely at how the sun is the natural source of light. We will learn about the history of space travel, with a focus around Neil Armstrong and the people that helped NASA to achieve their goal of landing on the moon. In addition, we will learn about a local astronaut, Tim Peake, and his journey to the International Space Station (ISS). By looking out of the windows of the ISS, we will discover the four countries of the United Kingdom; making conclusions and comparison of human and physical geographic features. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| VALUE OF THE TERM: | PERSERVERANCE |  | PLAY PROJECTS: | **CONSTRUCT COMPOSE CALCULATE CREATE** |
|  |  |  |  |  |
| PE DAY: | FRIDAY |  | LIBRARY & READING  BOOK CHANGE: | MONDAY |

This terms topic begins with a ‘sparking start’, which will let us immerse ourselves in the topic. Our learning concludes with a ‘fantastic finish’ which allows us to showcase our learning.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | SPARKLING START: | SPACE DAY |  |  | FANTASTIC FINISH: | SPECIAL VISITOR |

|  |  |  |
| --- | --- | --- |
| FREQUENTLY ASKED QUESTIONS | | |
| What should my child wear on Friday?   As Friday is our PE day, your child should be wearing:   * a white t-shirt * black joggers or leggings * trainers | What does my child need to bring into school every day?  Your child needs:   * a bookbag containing their yellow reading record and reading book * water bottle   On Monday, they will also need their library book. | When should I read with my child?  Reading at home can have a huge impact on children’s progress, as well as encouraging them to read for pleasure.   Children should read to you as many times as possible.   Please don’t forget to read to your child their library book or a book from home as this is a great way to discuss new vocabulary and develop a pleasure for reading.   When your child reads to you, don’t forget to sign in your child’s reading record.   We thank you for your support. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Learn Together | | Mathematics | | English |
| In Learn Together, we will be exploring the theme of ‘food’.  We will be learning:   * about balanced diets and thinking about our sugar intake. * about what it means to be healthy and how different foods can help us to stay healthy. * about how different cultures and traditions have their own culinary styles / approaches to food e.g. use of spices, use of chopsticks etc.   This term will focus on the following rights:   |  |  |  | | --- | --- | --- | |  |  |  |   ARTICLE 6: You have the right to be supported that helps you to develop to your full potential.  ARTICLE 24: You have the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that you can stay healthy.  ARTICLE 29: You have the right to an education which tries to develop your personality and abilities as much as possible and encourages you to respect other people’s rights and values and to respect the environment. | | Below is an outline of the intended progression of learning in mathematics this term. It may be altered where necessary.  Place Value (within 20)  Week 1:   * To count forwards and backwards within 20. * To understand the ‘ten and a bit’ structure of numbers.   Week 2:   * To understand the structure of numbers within 20.   Week 3:   * To understand 20. * To find 1 more and 1 less.   Week 4:   * To order a number line. * To add on a number line.   Week 5:   * To subtract on a number line. * To estimate on a number line.   Week 6:   * To compare numbers. * To order numbers.   *Your child could use the White Rose 1-minute application to practice number facts at home:* [*https://whiterosemaths.com/1-minute-maths*](https://whiterosemaths.com/1-minute-maths)  Number Sense  In our daily Number Sense sessions, we will be focussing on these mental strategies of calculation:   |  |  | | --- | --- | | One More | One Less | |  |  | | “One more is always the  next counting number” | “One less is always the  counting number before” |   Once we have secured these, we will apply these when calculating the addition and subtraction of 1 and near double calculations. | | Across the term, we will be looking at two focus texts. The first focus text is ‘Man on the Moon’ by Simon Bartram. We will use this focus text as inspiration to write a range of character descriptions. Our second text is ‘Fieldtrip to the Moon’ by John Hare. We will use this text as inspiration for writing narratives with a clear plot and character descriptions.   |  |  | | --- | --- | | Man on the Moon: a day in the life of Bob : Bartram, Simon, Bartram, Simon:  Amazon.co.uk: Books | Field Trip to the Moon : Willis, Jeanne, Hare, John: Amazon.co.uk: Books |   Our focuses in writing this term will be on:   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | | letter formation | positioning our letters on the line. | using correctly sized letters. | saying our words aloud to check for any missing sounds. | |  |  |  |  | | using ‘and’ to join our ideas and sentences. | using adjectives | using simple past tense. | reading our work with a focus on editing and improving our work. |   Alongside these, we will be aiming to write for more sustained periods producing a series of sentences that begin to consistently include capital letters, full stops and finger spaces. We will also continue to explore using alternative ‘phase five’ graphemes to spell with increasing accuracy.   We will also be aiming to spell the following tricky words\* correctly:  again any beautiful busy call  could different eye friend laugh  people pretty their should two  whole work would your  *\*please note that tricky words cannot be sounded out and must be remembered.* |
| Art – Watercolour | | DT – Mechanisms: Sliders | | History – Mission to the Moon |
| In art, we will be introduced to watercolour. Through an open and exploratory approach, we will discover what watercolour can do, how it acts, how we can ‘control’ it and how watercolour itself can reveal the ‘story’ of painting.  Your child will be learning to;   * explore watercolour and understand the different effects that can be achieved by a range of brush techniques. * name the primary colours and begin to understand how these can be mixed to produce secondary colours. * use a range of paint brushes and marks without an end goal in mind. * share and discuss their work and the work of well-known painters such as Emma Burleigh and Paul Klee. | | In D&T, we will be exploring mechanisms with a focus on sliders.  What is a slider mechanism? - KS1 - BBC Bitesize  Your children will be learning to;   * understand that different mechanisms produce different types of movement. * use a range of technical vocabulary including; lever, slider, pivot, bridge and slot. * explore and use a slider or lever to design, make and evaluate a moving space image. | | In history, we will be learning about an event beyond living memory (over eighty years ago); the Apollo 11 mission. We will also be learning about significant individuals who helped to contribute to this international achievement.  We will be carefully looking at historical sources (clues) to answer the following questions:   * Has man ever been to the Moon and how do we know? * Why did astronauts go to the Moon? * How did astronauts get there and back safely? * What did astronauts do on the Moon and how do we know? * Has anyone else explored space and how has space exploration changed our lives? |
| Science – All About Me | | Geography – The United Kingdom | | Music – The Magical Toybox |
| In science, we will begin to explore animal biology with a focus on the human body.      Your child will be learning to;   * identify, name, draw and label the basic parts of the human body; arm, foot, knee, leg, elbow, heart, lung, brain, limb. * understand the human skeleton; identifying the skull, bones and joints. * identify and name the five senses; smell, sight, touch, hearing and taste. * understand which part of the body is associated with each sense. | | In geography, we will be learning about the United Kingdom (UK).  Flag of the United Kingdom - Wikipedia  Your child will be learning to:   * name and locate the four countries and capital cities of the United Kingdom. * identify key features of the United Kingdom and its four countries. * use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. | | In music, we will continue to look at a range of instruments and their families (harp, flute and bassoon). We will also sing songs together that feature these instruments.   |  |  | | --- | --- | | A qr code with black dots  Description automatically generated | Song One: [Making Friends](https://app.learning.auroraorchestra.com/ks1/aurora-and-the-magical-toy-box-ks-1/at-home/VVSx7/11)  Song Two: [Let’s Get Ready](https://app.learning.auroraorchestra.com/ks1/aurora-and-the-magical-toy-box-ks-1/at-home/VVSx7/275)  Instruments: [Meet the Instruments](https://app.learning.auroraorchestra.com/ks1/aurora-and-the-magical-toy-box-ks-1/at-home/VVSx7/6) |   Your child will be learning to;   * sing songs with increased vocal control, responding to visual directions and counting in. * understand basic musical structures (rhythm, pulse, pitch, timbre and texture). * think critically about music we have heard. * develop and expand their understanding of rhythmic notation. * play classroom percussion musically and explore how music is created, produced and communicated. |
| Physical Education – Ball Skills & Counter Balance | | | Computing – Programming A Robot | |
| Coordination: Ball Skills  Your child will be learning to;   * roll a ball along the floor around their body using one hand and their fingertips. * roll a ball up and down their body using both their hands whilst seated and whilst standing. | Counter Balance: With a Partner  Your child will be learning to;   * lean backwards (holding hands) with a partner whilst seated. * lean backwards (holding one hand) with a partner whilst seated. * hold a balance with a partner whilst standing, | | In computing, we will be learning to program robots and create algorithms.  Your child will be learning to:   * predict and run commands on a bee-bot. * match a command to an outcome. | |

Supporting your child at home

Below you will find some optional ways to support your child at home:

|  |  |
| --- | --- |
| Mathematics | Phonics & Reading |
| At school we are learning about the numbers 5, 6, 7, 8 and 9. We are learning the different ways that these numbers can be made up from smaller numbers. Below are some simple activities you could complete at home to support this.   One More, One Less   1. Ask your child to lay out 0-10 number cardsand place them from smallest to greatest. 2. Choose a card e.g. 8 3. Turn over the card before and after your chosen card. 4. Ask you child to tell you the hidden numbers using the sentence stems: *“7 is one less than 8” or “9 is one more than 8”* 5. Repeat the activity, swapping between choosing the card and saying the sentences.   How many?  You could build one more and one less into your daily routines.  For example:   * When playing with toys, ask your child *“Please can you get me some bricks? I would like one more / less than 5”* * When eating, ask your child *“Please can you get some spoons? We need one more / less than 2”* * When doing the washing, ask your child *“Please can you help me hang up some t-shirts? We need one more / less than 6”*   White Rose 1-Minute Maths  White Rose provides a ‘1-Minute Maths’ application that can be used to practise addition and subtraction number facts at home. You can download this application scanning these QR codes or via: <https://whiterosemaths.com/1-minute-maths>   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Scan to download 1-Minute Maths | | | | [Maths with Michael](https://whiteroseeducation.com/parent-pupil-resources/maths/maths-with-michael) | |  | App Store |  | Google Play | Website | |  | |  | |  | | Just like reception, in year one, we follow the Little Wandle phonics programme. Little Wandle have a tailor made section of their website to provide support and information to parents.  You can use the link or can the QR code below to find a wide range of information and videos to support your child with their reading and/or Phase 2, 3 and 5 sounds.  [For parents | Letters and Sounds (littlewandlelettersandsounds.org.uk)](https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/)    Your child should read their Little Wandle book to you at least 3 times a week. The more your child reads the more fluent they will become. Please remember to record this in their yellow reading record. |
| Handwriting |
| This term we are going to focus on some of our ‘one armed robots'.   |  |  | | --- | --- | |  | n  “Start on the dot, go down, up and over, and hook” | | m  “Start on the dot, go down, up and over,  up and over, and hook” | | r  “Start on the dot, go down, back up, and curve” | | k  “Start on the dot, go down, back up,  loop, kick, and hook” | |