

Term Four Space: 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.

Every week, your child will continue to explore their learning in provision, at the tutor table and by completing their four play projects: compose, construct, create and calculate.

Learn Together	Mathematics	English
<p>In Learn Together, we will:</p> <ul style="list-style-type: none"> demonstrate an appreciation of the diversity of family types within the class and school: families with foster children, blended families, male and female parents, single parents, same-sex parents, children who live with other family members, adopted children. identify when and how we feel loved and how we express love to others. <p>This term will focus on the following rights:</p> <div data-bbox="237 844 985 1165"> </div> <p>ARTICLE 2: All children have rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.</p> <p>ARTICLE 8: You have the right to an identity - an official record of who you are. No one should take this away from you.</p> <p>ARTICLE 29: You should be taught to understand your own rights and to respect other people's rights, cultures and differences.</p>	<p>Below is an outline of the intended progression of learning in mathematics this term. It may be altered where necessary.</p> <p style="text-align: center;">Place Value (within 50)</p> <p>Week 1:</p> <ul style="list-style-type: none"> To count forwards and backwards within 50. <p style="text-align: center;">Length and Height</p> <ul style="list-style-type: none"> To compare lengths and heights <p>Week 2:</p> <ul style="list-style-type: none"> To measure length using non-standard units (objects) To measure length in centimetres. <p style="text-align: center;">Place Value (within 50)</p> <p>Week 3:</p> <ul style="list-style-type: none"> To understand the structure of 20, 30, 40 and 50. To count by making groups of tens. <p>Week 4:</p> <ul style="list-style-type: none"> To understand the structure of numbers to 50. To partition into tens and ones. <p>Week 5:</p> <ul style="list-style-type: none"> To order on a number line. To estimate on a number line to 50. <p>In our fluency sessions, we will be focussing on:</p> <ul style="list-style-type: none"> doubles finding 1 more or 1 less using mental methods. quickly recalling number bonds to 10. <p>Your child could use the White Rose 1-minute application to practice number facts at home: https://whiterosemaths.com/1-minute-maths</p>	<p>Across the term, we will be looking at our focus text 'Man on the Moon' by Simon Bartram. This book explores the life of Bob; who is a cleaner, entertainer and shop owner. He knows lots of things about the moon but he fails to notice something going on behind his back and ends up populating the Earth with a range of unusual guests.</p> <div data-bbox="2151 766 2546 1264"> </div> <p>We will use this focus book as inspiration to write a range of text types including posters, character descriptions, fact files and recounts. Our main focus when writing will be composing sentences orally, using capital letters for the start of sentences and proper nouns, full stops and finger spaces and re-reading our work to ensure it makes sense. We will continue to use 'because' and 'and' to extend clauses. In addition, we will build upon our knowledge of adjectives and will explore how to use these to make our writing more interesting.</p> <p>Across the term, we will be learning to read and spell the following tricky words:</p> <p style="text-align: center;">oh their once our laugh because eye people thought who whole friend two your many any</p>

<p style="text-align: center;">Art - Watercolour</p>	<p style="text-align: center;">Computing - Moving Robots</p>	<p style="text-align: center;">Design & Technology - Sliders & Levers</p>
<p>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.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • 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. 	<p>In Computing, we will begin to explore a variety of tools that can be used to produce digital paintings.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • identify, describe and use a range of shape and line tools. • curate a digital painting independently. • compare paintings produced on a computer with those produced on paper. 	<p>In D&T, we will be exploring mechanisms with a focus on sliders and levers.</p> <p>Your children will be learning to;</p> <ul style="list-style-type: none"> • 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.
<p style="text-align: center;">Geography - The UK</p>	<p style="text-align: center;">Physical Education</p>	<p style="text-align: center;">Science - All About Me</p>
<p>In Geography, we will be learning about the United Kingdom (UK).</p> <p>Your child will be learning to:</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">Coordination: Ball Skills</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Counter Balance: With a Partner</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • 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, 	<p>In Science, we will begin to explore animal biology with a focus on the human body.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • 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.
<p style="text-align: center;">History - The Moon Landings.</p>		
<p>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.</p> <p>We will be carefully looking at historical sources (clues) to answer the following questions:</p> <ul style="list-style-type: none"> • 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? 		