



# Bishop Perrin C of E Primary School

## Communication and Language

Children will read a wide range of fiction and non-fiction books about space and discuss their ideas and knowledge about space. They will ask and answer questions linked to the theme and use subject specific vocabulary which will develop and broaden their vocabulary. Children will be encouraged to transfer their knowledge and vocabulary to other areas of their learning.

## Literacy

**Key Texts:** Whatever Next by Jill Murphy; Toys in Space by Mini Grey; Little Kids First Big Book of Space by Catherine D Hughes and David Aguilar; 100 Things to Know About Space by Alex Frith and Jerome Martin et al; Star in the Jar by Sam Hay and Sarah Massini; Lift-the Flap Questions and Answers about Space by Katie Daynes and Peter Donnelly; Astor Girl by Ken Wilson-Max; Look Up! by Nathan Bryon; The Darkest Dark by Chris Hadfield any non-fiction books about space.

**Key Outcomes:** Reading—Children will sequence and discuss the events in a story and learn that information can be found in non-fiction books. Children will use rhymes to predict words in a rhyming story.

**Writing**—Children will practise writing lists in different contexts; they will write short captions to support pictures and photographs and then begin to write extended captions.

**To help your child, you can:** talk about the difference between fiction and non-fiction books; visit the library and show children where the books are kept; encourage children to describe what they see in pictures and extend their vocabulary by using words linked to space and planets.

## Understanding of the World

Children will investigate differences between light and dark, looking at how light passes through different materials and making observations of changing shadows. Children will have the opportunity to make flapjacks, star biscuits and 'Moon' rock cakes to observe how materials change. They will consider different sources of light; look at how the Earth orbits the Sun and learn key facts and information about the Solar System. Children will be encouraged to ask questions using 'how' and 'why' about the world around them and beyond. They will learn about what astronauts need to survive in space and locate key world locations linked to space on a world map.

## Physical Development

Children will continue practising their writing skills by being encouraged to hold their writing and cutting tools correctly. Please correct this at home too when children are using pencils, pens and scissors, particularly moving in an anti-clockwise motion when writing. Children will do baking which will involve rolling, kneading, squeezing small tubes, stirring, mixing and pressing which will develop their fine and gross motor skills. Children will use a variety of tools to make space creations using junk modelling materials.

## Personal, Social and Emotional Development

Children will talk about their personal ideas linked to space, such as, would they like to go to space, what would they take to space and how would we welcome an alien visitor to our planet? They will speak to others about their own interests and opinions and attend to and take account of what others say by responding in a small group or paired conversation. They will be coached to develop their confidence when dealing with problems without aggression and understand that their own actions affect other people. Children will be encouraged to talk about their fears and what they can do to overcome the, such as being afraid of the dark or travelling away from home.

## CURRICULUM INFORMATION

### Friendship Class

### RECEPTION

### Space

## Maths

**Focussed learning:** Children will explore different ways to make numbers to 5, working systematically to observe patterns in numbers. Their understanding of '5' is the foundation of their understanding of further numbers to ten. We will look at different ways that five can be represented and gain a deeper understanding of the structure. They will make the number five in different ways using cubes, Numicon, counters, toys, tally marks etc., as well as recognise the numeral and be able to count a sets of objects. The children will be encouraged to compare the number of objects in 2 sets by matching them 1:1. Seeing that objects in some sets can be matched without any being left over will draw the children's attention to instances when the quantities of objects are equal. Children will explore 2D and 3D shapes and use mathematical language to describe and sort them.

**To help your child you can:** encourage them to speak in full sentences when talking about numbers; ask children to extend their thinking by asking them 'why?'; use correct mathematical vocabulary; observe shapes which have 5 sides or toys that have 5 parts; point out the number 5 in many contexts/challenge children to find the digits 7 and 8 in many contexts (eg. money, time); show children up to 5 objects organised in different arrangements so that they believe that even though they are arranged differently, there is still the same amount present in the set. Can children spot the odd one out when you given them a small set of objects? Can children explain what is the same and what is different about a set of objects? Can children 'build' and represent quantities in different ways eg. five and two more, six and one more, three and four? Can they use the words 'more' and 'fewer' to compare quantities in two sets.

## RE

*Why is Christmas special for Christians?*

Children will learn about the story of Jesus' birth; the emotions of the characters in the Christmas story; how Christians prepare for Christmas; that Christmas is a special time for Christians; and why God came to earth in human form.

## Other information

Children will be offered the opportunity to borrow a school library book on Fridays if they have returned their previous book. There should not be more than one school library book at home at a time.

Children's reading books will be changed once per week—please read with children **daily**. This can be a mixture of their own reading book and books that you share to build their language and engagement in the reading and storytelling process. Children should also be practising recognition of the graphemes which correspond to the phonemes they have learnt. Please check emails and children's reading logs for recent information.

## Expressive Arts and Design

Children will play co-operatively as part of a group to develop and act out a narrative using props that they have made as well as items available in the classroom. Children will be encouraged to explore music related to space and planets (Holst's 'Planets') and create their own models and representations using a range of materials - junk, Lego, cogs and gears, blocks etc. They will make rocket ships and space craft using junk, create starry sky paintings using cotton buds and make soft pastel pictures of the Solar System. Children will be encouraged to plan their ideas and consider how they could improve their designs using different tools and/or materials. They will look at Van Gogh's 'Starry Night' and illustrations by Oliver Jeffers.