

**Lift Off!**

Sycamore and Silver Birch Classes

Autumn 1 2022

**English**

**Writing**

* Focus texts - ‘Beegu’, ‘The Darkest Dark’ and other space-themed texts
* Key skills - Y1- composing and recording sentences, thinking about capital letters, full stops and finger spaces, Y2 - focussing on using a range of sentence types, as well as conjunctions (and, because, when, if, so, but), and Y3 - focussing on understanding the difference between simple and compound sentences as well as a range of conjunctions (although, while, since, until)
* Handwriting - Y1 - begin to introduce joined handwriting (this will be a gradual process when children are ready), Y2- thinking about the size of our writing and the relationship between the lower case and upper case letters, Y3 - developing a confident, quicker joined script
* Poetry about space and space creatures
* Y1- Phonics - building on existing phonics knowledge and introducing alternative sounds e.g. er/ur/ir
* Y2/3 Spelling - beginning our yearly spelling programme ‘No Nonsense Spelling’ – working on key word patterns each week in conjunction with the common exception words for each specific year group (spellings will come home associated with this programme weekly)

**Reading**

* Whole class reading activities, designed to support understanding of the text, the characters and the events, linked to our focus texts and other similar texts
* Y1/2 - continuing to use our phonic skills to decode new words and using word patterns to help us with this (linked to spelling)
* Y3 - focussing on our understanding of character motivation using our inference skills and the author’s use of language for effec

**Mathematics**

* Place value – continuing to embed our understanding of numbers to 20 (Y1), 2-digit numbers (Y2) and 3-digit numbers (Y3) and practicing our counting patterns (Y1 2s 10s, Y2 2s, 5s, 10s and 3s and Y3 3s, 4s and 8s)
* Addition and subtraction – extending our understanding of calculation with these two operations
* Measures - Y1 using non-standard units e.g. cups, Y2 using standard units e.g. cm to measure length capacity and volume and for Y3, comparing these
* Money –Y1 recognising coins, Y2 making an amount in different ways and Y3 adding and subtracting in the context of money
* Geometry – consolidating our understanding of 3D shapes, including names and properties e.g. how many corners and, for Y3, identifying horizontal and vertical lines and pairs of perpendicular and parallel lines
* Multiplication and division – Y1 counting and sharing in twos, Y2/3 recalling and using multiplication and division facts for times tables (Y2 2, 5, 10 and Y3 3, 4, 8)
* Problem solving – solving a range of problems within the contexts of all of the above

**Science: Materials, Forces and Magnets**

* Sorting materials according to their properties
* Identifying and comparing the suitability of different materials for particular uses
* Changing the shape of solid materials
* Exploring forces and comparing how things move on different surfaces
* Exploring how magnets attract and repel each other
* Understanding how magnets have poles that attract or repel each other

**R.E: Remembering**

* Discussion of our own responses to remembering and identifying what is important to remember
* Shabbat- recognising that Jewish people *remember* creation and the day of rest when they celebrate Shabbat
* Comparing Christian and Jewish views of remembering
* Evaluating the importance of Jewish people remembering Shabbat

**History**

* Learning about Neil Armstrong and his impact on the world
* Comparing spacesuits then and now
* Discussing animals in space from two view points
* Identifying planets and their distance from the Sun

**Music**

* Listening to a range of space-themed music and discussing the timbre of instruments and the texture of them playing together
* Sharing and using a selection of percussion instruments and linking them by the sounds they make
* Y3 – learning to play simple melodies
* All – learning to play instruments in different ways

**Art**

* Researching, designing and creating our own space rocket
* Using a range of techniques to create a 3D sculpture, including papier-mâché, painting, cutting and sticking

**P.E.**

* Games – playground games
* Gymnastics – floor work – making basic shapes and applying these to simple routines

**Computing**

* E-safety
* Discussion of how and why we use IT in the classroom compared to how and why it is used around the world
* IT Skills - logging on, loading a program, copy and paste, save and retrieve
* Digital literacy - internet research on Buzz Aldrin for a fact file

**PSHCE: Making Friends**

* Writing our class charter
* Identifying friends and discussing what makes a good friend
* Playing games to develop our abilities to work and play co-operatively
* Recognising the difference between secrets and surprises and the importance of not keeping secrets
* Judging what kind of physical contact is acceptable and how to respond when contact is unacceptable

**Role Play Corner**

Inside A Space Rocket!

**This terms vocabulary will be**

Planet Mercury Galaxy Neil Armstrong

Star Neptune Alien Buzz Aldrin

Sun Earth Solar System Michael Collins

Satellite Uranus Space shuttle

Astronaut Mars Space station

Asteroid Venus Rocket

Moon Saturn Apollo 11