

Our topic this half term is **Space** with History and Design & Technology being the main curriculum areas. Our questions are: Who was the first person to visit the moon and how did it happen? Who else has visited the moon?

As **writers**, we will be using the text Beegu to plan, and write our own versions of the story. We will then be learning, planning and writing recounts based on the historical event of 'The First Moon Landing'. The children will be researching about the first moon landing and ordering the events that took place. Our focus will continue to be on consistently using finger spaces, capital letters to start each sentence, full stops or punctuation marks to demarcate the end of each sentence and using the conjunction 'and' to join words and ideas.



As **readers**, we will be continuing to develop decoding skills and developing fluency when reading. We will also continue working on using retrieval skills (Rocket Retriever), finding information in a text to answer questions and answering inference questions (Crimson Clue Hunter) using clues from the text.

<p>Living in Space</p> 	<p>Space Sarah Powell</p> 	<p>The Way Back Home Oliver Jeffers</p> 	<p>Hidden Figures: The true story of four black women and the space race</p> 	<p>The Man on the Moon</p> 	<p>One Giant Leap</p> 
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As **mathematicians**, we will continue to develop our counting skills, counting forwards and backwards within 100 as well as counting in twos, fives and tens. This requires lots of work and your support with this would be much appreciated. At home, use any opportunity to get your child to count forwards and backwards from 100 or to chant the twos, fives and tens. The children will then use this counting fluency to support them in counting in groups of twos, fives and tens as the foundations for multiplication and division. During this half term, the children will continue to develop composing and partitioning numbers. They will continue to develop different strategies for addition and subtraction including making ten and exchanging. We will also be learning to tell the time to the hour and half past the hour. This is a great one for you to work on at home with your child.



As **historians**, we will be using simple stories and other sources to show that we know and understand key features of 'The First Moon Landing'. The children will look at photographs and video footage of the event to make simple observations. The children will then sequence the events of 'The First Moon Landing' in chronological order and give reasons for their order. We will develop a timeline to support our understanding of when 'The First Moon Landing' took place. The children will add on key events that they are familiar with such as when they were born and when their parents and grandparents were born.

As **computer users**, the children will be introduced to coding using the Bee-Bots. The children will learn how a Bee-Bot moves, how to turn algorithm into code and how to identify and fix simple bugs. They will predict what might happen from a simple piece of code. They will also learn to change the appearance of text (format) on a computer (B, I, U, capitals), select a word by double-clicking or the whole text by clicking and dragging and explain why they have used different tools.





As **designers**, we will be exploring mechanisms with a focus on wheels and axles. The children will design, make and evaluate a moon buggy for Beegu. They will also design, make and evaluate a healthy fruit kebab as part of our Cooking & Nutrition curriculum.

As **sports people**, we will be developing the fundamental skills of running, jumping, throwing, catching and balancing within our multi skills lessons which will take place every Tuesday. Full PE kit please.



As **theologians**, we will be exploring the question, 'What do Hindus believe about God?' The children will learn that Hindus believe in one God in many forms, and that God is present in all living things. The children will look at ways Hindus live their lives because of these beliefs. They will explore why and how Hindus might use statues and images in their worship. Finally, we will talk about the symbolic meanings expressed in the images.

As **educated citizens**, we will be learning about our value of **Courage**, linking this to the British values of Rule of Law, Democracy, Respect and Tolerance, Mutual Respect and Individual Liberty.



As part of our health and relationships education, we will be learning about road safety. The children will learn to stop behind the kerb and then look and listen, to wait before crossing the road with a responsible adult, they know and to play in a safe place away from traffic wearing bright clothing.

Key Vocabulary:

- **History:** before, after, past, present, then, a long time ago, historical and significant event, chronological order, sources
- **RE:** duty, commitment, belief, deities, Raksha Bandhan
- **D&T:** vehicle, wheel, axle, axle holder, chassis, body, cab, assembling, joining, fixed, free, moving, mechanism, design, make, evaluate, user, purpose
- **Computing:** algorithm, code, bugs, images, format, text, tools
- **PSED:** vehicle, crossing, safety, hazards

Homework: At least four signatures needed. Books will continue to be changed on a Friday. Please remember that **at least four signatures** are needed from an adult for your child to meet their weekly reading target which runs from Thursday to Thursday.

Don't forget to use the bookmark sent home to support you in listening to your child read. The videos are also available using the QR code. <http://www.mossgate.lancs.sch.uk/page/home-reading-homework/26819>

Please continue to use the fluency grid with graphemes on and keep reading the real and nonsense words that are sent home. Thank you for your support.