

Our topic this half term is **Space** and we will be answering the questions: 'Who was the first person to visit the moon and how did it happen?' and 'Who else has visited the moon?'

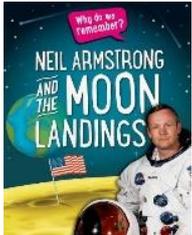
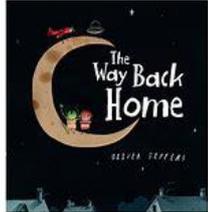
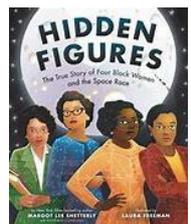
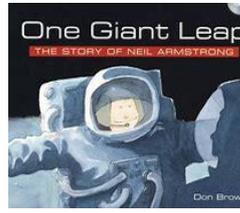


As **writers**, we will be learning, planning and writing recounts based on the historical event of 'The First Moon Landing'. The children will be researching about the first moon landing and ordering the events that took place. We will use the text Beegu to plan, and write our own versions of the story. Our focus will continue to be on consistently using finger spaces, capital letters to start each sentence and 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 be learning the alternative graphemes for u, ur, ear and then wh, ph, kn and gn. We will also continue working on using retrieval skills, finding information in a text to answer questions and answering inference questions using clues from the text.



## Class Texts

<p>Neil Armstrong and The Moon Landing</p> 	<p>Living in Space</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 The Story of Neil Armstrong</p>  <p>Space Sarah Powell</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. The children will continue to find out how numbers are made of ten and ones, they will use their developing understanding to find one more or one less and ten more and ten less. The children will be using standard units to measure and record mass. Within our money unit, the children will be applying their counting in 2s 5s and 10s skills to find total amounts.

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 the 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 **theologians**, we will be learning about Islam. We will explore the question: **How might beliefs about creation affect the way people treat the world?** We will learn that:

- Muslims believe in one God (Allah) who created the world and will talk about why Muslims might value the natural world.
- Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet and show respect to the natural world.
- Everyone has a responsibility to look after the natural world.



As **sports people**, we will be developing the fundamental skills of running, jumping, throwing, catching and balancing within our multi skills lessons provided by Morecambe Football Club.



As **computer users**, we will be using the laptops in the computer suite. We will learn how to log on/off independently. They will then use the paint app to use the shape and line tools. Whilst doing this they will learn about copyright and ownership and privacy and security.

Copyright and ownership	Privacy and security
<p>I can explain why work I create using technology belongs to me.</p> <p>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</p> <p>I understand that work created by others does not belong to me even if I save a copy.</p>	<p>I can explain how passwords are used to protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>

As **educated citizens**, we will be learning about our value of **Courtesy**. We will explore how being courteous helps children develop friendships and gain one and others respect.

As part of our health and relationships education, we will be learning about physical health and well-being. We will learn:

- About healthy and unhealthy foods, including sugar intake (lunch boxes)
- About physical activity and how it keeps people healthy
- That sitting down for too long at a stretch is not good for the body
- That they should drink more when being active



**Key Vocabulary:**

- **History:** before, after, past, present, then, a long time ago, historical and significant event. chronological order, significant event, sources.
- **RE:** Islam, planet, world, environment, Muslim, Allah, creation, prophet, role model, caretaker.
- **Computing:** monitor, screen, touch pad, app, paint, tool.
- **PSHEC:** healthy, lifestyle, active

**Homework: At least four signatures needed.** Books will continue to be changed on a Friday. Please continue to use the fluency grid with graphemes on and keep reading the real and nonsense words that are sent home. Remember, plenty of reading please with an adult so they can support with unfamiliar vocabulary and checking for understanding; please use the Year 1 – Home Reading video if required.

To help support your child with their fluency when reading please take a few minutes to watch this useful video, which will provide you with some hints and tips: [Reading Fluency](#)

**Thank you for your continued support.  
The Maple Class Team.**