

Spring 2 Space						
Theme	Week 1 23/2/26	Week 2 2/3/26	Week 3 9/3/26	Week 4 16/3/26	Week 5 23/3/26	Week 6 30/3/26
	How is Bombo similar or different to Bramhope?	<i>What is Space?</i>	How have people found out about space?	What do you know about light and dark?	What does fairness mean?	How are special times celebrated? Easter/Eid
Key Texts	Sing to the Moon Vocabulary: Leaped Gaze Announced	Whatever Next <i>The Tag Along Moon</i> <i>First Book of Space</i> Vocabulary: Roared Dripped Gasped	Look up <i>First Book of Space</i> Vocabulary: Floated Blasted Grumbles	Owl Babies (RM) <i>First Book of Space</i> Vocabulary: Hunting Silent Fuss	It's a no Money Day Vocabulary: Practice Chase Luckily	Easter is Special Little Glow - a story of different celebrations Vocabulary: Believed Hunt Appeared
Knowledge/UTW (what do we want the children to know, learn and remember?)	I know that Bombo is a town in Uganda. I know that Uganda is in Africa. I know that places in the world are different to Bramhope. Challenge I know that Bombo is near the equator, so it is warmer than Bramhope. I know that the school in Bombo has less resources than our school.	I know there are 8 planets in our solar system. I know we live on a planet called Earth. I know the sun is a big star and stars are burning balls of fire. I know it is dangerous to look at the sun. Challenge I know the planets orbit the sun.	I know that a spacecraft was invented to go to the moon. I know that an astronaut is someone who has trained to travel in a spacecraft. I know that astronauts wear special clothing and need breathing equipment. Challenge I know that Neil Armstrong was the first man on the moon.	I know it is light in the day and dark at night. I know you can only see the stars at night. I know the sun moves across the sky. I know that some animals come out at night and are nocturnal e.g. hedgehogs, badgers, bats, owls, foxes. Challenge I know that the Earth spins and tilts. I know that when we are facing the sun, it is daytime. I know that when we are facing away from the sun, it is nighttime.	I know that being fair means to share with others. I know that not all people have the same things as me. I know that families can go to a food bank for food if they need help. Challenge I know that we can help families by donating food to the food bank.	I know that Easter is an important festival for Christians. I know Easter is the celebration of the resurrection of Christ. I know that Eid ul-Fitr is an important festival for Muslims. I know that Muslims celebrate by being thankful.
Key vocabulary	Bombo Uganda Africa Equator Resources	Planet Star Sun Solar system	Astronaut Space In the past Spacecraft	Earth, stars, sun Light, dark Nocturnal	Food bank Fair Fairness Share donate	Celebrations Christianity, Christians, Christian festival, Easter, Resurrection, Islam, Muslims, Muslim festival, Eid
Learning behaviours	Reflective learner: I can...respond to significant experience, showing a range of suitable feelings. Express a range of emotions fluently and appropriately. Develop an awareness of my own needs, views and feelings can be sensitive to those of others. Consider the consequences of words and action for self and others. Take feedback on board and suitably moderate actions and behaviours. Explain something I have enjoyed.					
Rhyme of the week	Mister moon you're up too soon	Rocket into space	Zoom Zoom Zoom	There's a wide-eyed owl	Sing a song of six pence	Hot cross buns
Belong- Diversity text 	Diversity texts: Uganda book (literacy book) All about diversity P4-5 What is diversity P6-7 Amazing humans	Diversity texts: All about diversity P10-11 What do we wear? P12-13 What can girls and boys do?	Diversity texts: Astro girl We are all wonders	Diversity texts: All about diversity p16-17 Different brains P18-19 Understanding each other.	Diversity texts: No money day (literacy book) Read money related books Ed and Bunny spend some money	Diversity texts: All about diversity Pages 24-25 Celebrations P26-27 Show and tell P28-29 What do you like?

	P8-9 How are we different?	P14-15 Different bodies			Ed and Bunny earn some money Ed and Bunny raise some money.	
Computing knowledge sentences:	I know that I should ask an adult before I use a device. I know that I should ask an adult for help with a tablet or computer.					
Computing – internet safety	Recap on Pantosaurus Lesson (NSPCC)	https://www.childnet.com/resources/digiduck-stories/detective-digiduck Read detective duck with the children	https://www.childnet.com/resources/digiduck-stories/digiduck-and-the-magic-castle Read digiduck and the magic castle	https://www.childnet.com/resources/digiduck-stories/digiduck-saves-the-day Read digiduck saves the day	https://www.childnet.com/wp-content/uploads/2020/07/Digiduck-Poster-A4.pdf Review the learning through the Digiduck books - go through the poster	Jessie and friends Episode 1 (CEOP) https://www.ceopeducation.co.uk/4-7/4-5/badges/watching-videos/ Tell A Grown up if a video makes me feel worried, scared or sad
Maths	NCETM wk 21 cardinality, ordinality, counting WRM Building 9 and 10 Find 9 and 10, Compare numbers to 10, Represent 9 and 10, Conceptual subitising to 10, 1 more	NCETM wk 22 subitising WRM Building 9 and 10 1 less, Composition to 10, Bonds to 10 (2 parts) Make arrangements of 10, Bonds to 10 (3 parts)	NCETM wk23 composition WRM Building 9 and 10 Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd	NCETM wk 24 composition WRM – Explore 3D shapes Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks	NCETM wk 25 Comparison WRM – money Recognising coins Adding coins together	NCETM wk 26 WRM Explore 3D shapes (continued) Identify more complex patterns Copy and continue patterns Patterns in the environment
Art progression	Safely using and exploring a variety of materials, tools and techniques;• Experimenting with colour, design, texture, form and function;• Selecting tools and using techniques needed to shape, assemble and join materials they are using; Artist – Van Gogh starry Night – Drawing focus • Explore making different marks with different resources and begin to compare lines and pastel smudges. • Explore where chalk and pencils come from. • Discuss marks and patterns created and begin to give reasons for their choices. • Draw from memory and observation. -Introduce dark and light pencils (e.g., 8B and HB).					
Music sing up Musical focus Music pieces	Timbre, pitch (higher/lower), tempo (slower/faster), beat. Shake my sillies out	Timbre, pitch (higher/lower), tempo (slower/faster), beat. Shake my sillies out	Timbre, pitch (higher/lower), tempo (slower/faster), beat. Shake my sillies out	Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. It's oh so quiet	Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. It's oh so quiet	Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. It's oh so quiet
Cooking(D&T)	Bagel/Pitta pizza Skill- chopping, grating and spreading	Bagel/Pitta pizza Skill- chopping, grating and spreading	Bagel/Pitta pizza Skill- chopping, grating and spreading	Bagel/Pitta pizza Skill- chopping, grating and spreading	Jam tarts- rolling and using cutters	Jam tarts- rolling and using cutters
Spanish Los saludos Greetings	Hola; saying hello	Me llamo; I am called	Como estas; How are you?	Answering Como estas; I am well, not good, ok.	Adios; saying goodbye.	Hasta luego; see you later