



## Humanities

### History:

- Find out information about the history of space travel - concentrate on space 'firsts' e.g. Yuri Gagarin, Able & Baker, the first living creatures to survive a space flight.
- Watch different recordings of the moon landings, past & present- sort old & new
- Answer questions: How do people travel into space? Why do people travel into space?
- Look at the similarities and differences between old/ new spaceships (rockets) and order on a timeline
- Discuss and order events using pictures of space travel events.
- Learn facts about famous astronauts past & present e.g. Tim Peaks



## Expressive Art & Design

### Design: Creating 3D art forms

- Look at features of a rocket.
- Use different materials to plan and design a rocket (Chn work collaboratively to design and construct a big rocket for use in role play or the outdoor area or independently).
- Label the different parts and explore the function of each part e.g. engine gives it power. Cf. MD - naming the 3d shapes used.
- Creating 3d planets (as a school); each class creates a planet to hang in the school hall.

### Music:

- Listen to different types of space music (children use their bodies to move and respond as they hear different sounds e.g Holst 'The Planets')
- Explore and choose instruments to represent different things in space e.g. rocket, alien, stars, walking on the moon etc.
- Create and perform (at assembly) a space composition (this could be based on a story)

## Primary

### Dosbarth

Coch/Oren/Gwyrdd/Melyn

## Cycle 2 - Shared Topic Web

## To Infinity & Beyond

Authentic context for learning experience:

Collaboratively create the solar system in the school hall for a space performance at the end of term.



## Health & WellBeing

Experiences: Swimming/Shopping

### Looking After Myself - What do I need?

- Sleep: *What time is bedtime? Do I sleep during the day? How do you know when you're tired?*
- Diet (Food & Drink): *How do you know when you're hungry? What is a balanced diet? Planning and cooking a healthy meal? What does an astronaut eat?*
- Relationships : Focus on the emotion 'loneliness'. *Do you think an astronaut might get lonely? What does it mean to be lonely?* Explore this emotion including the physical symptoms of loneliness (use body maps). Explore ways to welcome an alien e.g. welcome cards/ letters
- Exercise (Physical Health): Space themed warm ups  
TEAM GAMES e.g. football, rounders, hockey  
Group Problem Solving Challenges



## Science & Technology - Earth & Space

Experiences: Sensory SPACE day

### Science:

- What can we find beyond the sky?
- What's in Space?  
Explore the solar system - planets, sun, moon, stars
- Look at images to show the Earth in space.
- Explain that Earth is one of nine planets in the Solar System - look at the characteristics (similarities and differences) between the planets
- What does it feel like to be in space? No air, no water, no gravity.
- Explore how the Earth turns to create day and night.
- Explore how we can see the moon because it reflects the sun's light - experiments and experiences linked with reflection.

### Technology:

- Look at features of a rocket and how the design contributes to its ability to penetrate the atmosphere.
- Explore how things can be made to go faster e.g. push/pull and experiments with ramps  
Look at how the angle of the ramp (higher/ lower) effects how far the space buggy/ rocket travels
- Experiment making balloon rockets.



## Mathematical Development

### Understanding Number:

- Counting and naming numerals (inc. 1:1 correspondence, counting on and back (blast off!), counting in 1s, 2s, 5s and 10s)
  - Understand the composition of numbers
  - Recognise quantities without counting
  - Verbally count beyond 20, recognising the pattern of the counting sequence
  - Count objects and actions and sounds - know that the last number reached when counting a small set of objects is the total.
  - Compare numbers and link numbers and quantities
- Ordering numbers and sequencing
  - Compare quantities - recognise when one quantity is greater than, less than or the same as the other quantity
  - Using number line/ number square
- Estimating
  - Making reasonable estimates on quantity seen (up to 15)

### The Four operations:

- Say the number that is one more/ one less
- Count on to add
- Count back to subtract
- Partitioning to create number bonds, using rhymes and/ or counting aids
- Recording number bonds
- Recalling number bonds without prompts (including subtraction facts)
- Practically explore halving objects, model key vocabulary e.g. whole, half, quarter

### Shape:

- Explore and play with 3D shapes
  - Using informal and mathematical language e.g. sides, corners, straight, round, sphere, cube, cuboid, pyramid, prism
  - Select shapes appropriately e.g. a cone for the nose of the rocket
  - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to recognise a shape can have other shapes within (just as numbers do).

### Measure:

- Explore weighing different objects e.g. moon rocks
  - Which is the heaviest/ lightest? Order 3 objects from light to heavy.
  - Use scales to weigh which object is the heaviest.
  - Begin to record results e.g. using photos, in drawn pictures or written tables.



## Languages, Literacy & Communication

### Phonics & Grammar:

- Explore & experiment with sounds; segmenting and blending. Hear and say sounds in words in the order in which they occur (Letter and Sounds programme)
- Link sounds to letters, naming and sounding the letters of the alphabet
- Recognise and read some high frequency words
- Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
- Recognise alternative ways of spelling phonemes e.g. ai/ay/a-e
- Use simple punctuation e.g. full stop, finger spaces, capital letters

### Fiction:

- Identify main characters in a story
- Identify the setting (where and when a story happens) and why it is important in the story.
- Visualise and comment on the characters and settings in stories:
  - Describe characters appearance, mannerisms, consider how they sound/voice etc. Are they good, bad characters?
  - Explore how characters might feel at different points through a story and explain why?
  - Hot seat characters - children write/ ask questions
  - Opportunities to explore and create a setting using all the senses e.g. make imaginative links to their own experiences e.g. small world and role play opportunities to reenact scenarios.
- Responding to stories: likes/ dislikes, favourite character/ part of the story. Why?

### Non-Fiction:

- Explore and engage with space themed non-fiction texts
- Explore new vocabulary linked to space exploration
- Distinguish fiction and non-fiction texts and the different purposes for reading them.
- Use texts (newspapers, news reports and news related posters etc.) to ask and answer questions e.g. where, who, why and how?
- Interviews with people e.g. What were you doing when the moon landings happened? What would you ask an astronaut? etc
- Use texts to inform own ideas on how to create a 3D model e.g. a rocket, planet
- Engage in shared and independent writing opportunities:
  - to create lists e.g. of equipment to take to on a space journey,
  - record information for an audience e.g. create a factual poster

### Cymraeg: Y Tywydd - The Weather

Sut mae'r tywydd(heddiw)? How's the weather (today)? Mae hi'n .... It is.....

Heulog sunny / oer cold / bwrw glaw raining / bwrw eira snowing

EXT. vocabulary:

stormus stormy / niwlog foggy / braf fine / wyntog windy

Mae hi'n ... ac mae hi'n....

It is... and it is

Ydy hi'n.... Is it...? Ydy/Nac ydy Yes / No

### **Resources:**

Dress an astronaut for Space

<http://www.nasa.gov/audience/forstudents/k-4/playandlearn/dress-me-for-space.html>

[http://www.nasa.gov/audience/forstudents/58/features/F\\_Apollo\\_35th\\_Anniversary.html](http://www.nasa.gov/audience/forstudents/58/features/F_Apollo_35th_Anniversary.html)

Links to Apollo 11 and the first moon landing

[http://news.bbc.co.uk/onthisday/hi/dates/stories/july/21/newsid\\_2635000/2635845.stm](http://news.bbc.co.uk/onthisday/hi/dates/stories/july/21/newsid_2635000/2635845.stm)

Find out about the planets

<http://www.kidsastronomy.com/>

Find out about stars

<http://www.thecraftycrow.net/2009/07/starry-starry-night.html>

Pictures of Yuri Gagarin downloaded from: <http://www.bbc.co.uk/science/space/exploration/missiontimeline/vostok1.shtml>

[http://starchild.gsfc.nasa.gov/cgi-bin/StarChild/planet\\_go.pl](http://starchild.gsfc.nasa.gov/cgi-bin/StarChild/planet_go.pl) to put the planets in correct order in the Solar System

<http://www.bbc.co.uk/cbeebies/#/lb/spacepirates/spacepiratesgame> to play games with the Space Pirates

<http://www.crickweb.co.uk/Early-Years.html> to play games with Lecky, e.g. count with Lecky, dress Lecky or Lecky's friends.

### **Book list:**

Aliens in Underpants

The Aliens are Coming

Whatever Next

Bringing Down the Moon

The Dinosaur that pooped a planet

Man on the moon

Space Dog

Toys in Space

Space Race

Skies Above my Eyes

How to Catch a Star

You Can't Eat a Princess