



This beautifully illustrated narrative book introduces young readers to Bob’s routine existence, which contrasts greatly with his exotic day job as a cleaner and tour guide on the moon. The parallel story is shared early on. Whilst Bob emphatically reassures us that there is no such thing as aliens, careful scrutiny reveals these little creatures peeking out from nearly every illustration.

The Big Ideas:

Why is it so important to have an open mind?

Memorable Experiences:

Topic WOW day, making space helmets, space experience

English

Written outcome: To write a retelling of a traditional tale (2 weeks)

Written outcome: A simple non-chronological report with a series of sentences to describe aspects of the first man in space (3 weeks)

Following a practical experience, write up the instructions for a trip to the moon (2 weeks)

Spelling:

- Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.
- The /t/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such; catch, fetch, kitchen, notch, hutch
- The /v/ sound at the end of words; English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the ‘v’; have, live, give
- Adding s and es to words (plural of nouns and the third person singular of verbs); If the ending sounds like /s/ or /z/, it is spelt as –s. If the ending sounds like /iz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as –es.
- Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word; –ing and –er always add an extra syllable to the word and –ed sometimes does; The past tense of some verbs may sound as if it ends in /id/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed; If the verb ends in two consonant letters (the same or different), the ending is simply added on; hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper

Grammar:

- Joining words and joining clauses using and
- Introduction to question marks and exclamation marks to demarcate sentences.
- Capital letters for names and for the personal pronoun.
- How the **prefix un-** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing: untie the boat*]
- Regular **plural noun suffixes –s** or **–es** [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun; encouraging use of terminology in everyday speech; singular, plural,
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)

Handwriting:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these

Maths

Recognise odd and even numbers; count objects in 5s and 10s and begin to say 5 lots and 10 lots; find half, quarter and three quarters of shapes; begin to know that two halves and four quarters are a whole and that two quarters is a half

Find and begin to know doubles to double 10; revise pairs to 5, 6, 7, 8, 9 and 10 and derive related subtraction facts; use knowledge of pairs of 10 to make pairs to 20; use number facts to solve word problem

Relate units of time weeks, days, hours; divide the days up into parts; read and write times to the hour; begin to have a notion of how long an hour is and how long a minute is; tell the time (o’clock and half past) on analogue and digital clocks; measure using uniform units (cubes and rulers)

Add a 1-digit number by counting on from a 2-digit number, not crossing 10s at first, then beginning to cross 10s; subtract a 1-digit number by counting back initially from numbers up to 30 (not crossing 10s) and then generally from a 2-digit number (not crossing 10s) and from multiples of 10

Locate 2-digit numbers on a 100-square; begin to recognise 2-digit numbers as some 10s and 1s; make 2-digit numbers using 10p and smaller coins; find 1 more or 1 less than any number to 100; find 10 more than any number to 90; find 10 less than any number to 100

Science; Everyday Materials

Children will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials and compare and group together a variety of everyday materials on the basis of their simple physical properties.

Humanities – History

- Children will study the Space Race and be taught about the life and significance of Neil Armstrong, and how he has both contributed to national and

international achievements and been remembered in popular culture.

The Arts – Building with clay

Children to make their own interpretation of Bob's house on earth out of clay. (DT)

Computing - We Are Collectors

Children will learn how to find pictures on the internet, they will create their own page of what they have found, sort pictures into groups and answer questions based on what they have created.

Learning to Live Together

Discussion around why it is important to have an open mind.

Circle Times related to the Article of the Fortnight

PE – Gymnastics;

In this unit the children **investigate** transferring their weight from one body part to another. They **explore** basic gymnastic actions on the floor and using apparatus. They **copy** or **create**, **remember** and **repeat** short movement phrases of 'like' linked actions, e.g. two balances, two jumps, or two rolls.

The children must be taught to lift, carry and place the apparatus correctly. In gymnastics as a whole, children will use skill and agility individually, in combination and in sequence, with their aim of showing as much control and precision as possible.