**Literacy**

***“‘*We need someone to tell us a story!’ said the Blue Rabbit*.’- Toys in Space***

Our literacy work will be inspired by a series of books all linked to our ‘Journeys and Exploration’ theme. We will focus on exploration of the Polar Regions in the first half term using the story *Poles Apart* to lead our learning. We will be working on setting and character descriptions initially before including what we have learnt as part of a whole story. We will read a wide variety of texts that describe the Polar Regions and the animals that live there to develop our vocabulary to help us produce powerful descriptions in our writing.

In the second half term we will look at space exploration and produce some non-fiction writing including a letter to Tim Peake and writing instructions for the boy in *The Way Back Home*. We will also further develop our ability to produce powerful character descriptions by using prediction and inference skills to understand and write about the character Beegu.

Throughout this term we will concentrate on using phonic knowledge to help spell correctly in our writing, as well as securing punctuation and sentence structure. We are now working on including variety of sentence types in our writing, as well as increasing stamina to write at length. Handwriting and correct letter formation will continue to be a focus for us this term.

**Planning Overview**

**Spring 2017 – Journeys and Exploration (polar regions and space)**

**Base 2/year 1 & 2**

**Miss Pitchford**

**Maths**

**‘“The South Pole is 12,430 miles that way.”**

**“So I was a few miles out,” shrugged Mr Pilchard-Brown. “Anyone can make a mistake.”**

**“Don’t think of it as a mistake,” said Mr White. “Think of it as a big adventure.’ – *Poles Apart***

We will be following the year 1 and 2 National Curriculum for maths.

This term we will consolidate the addition, subtraction, multiplication and division work we did last term and continuously refer back to these skills when solving problems in other areas of maths. We will continue to count in 2s, 3s, 5s and 10s and work on the 2, 5 and 10 times tables.

We will look at money towards the start of the term, recognising amounts of money and combining money to make different values. We will also work on shape; identifying and describing 2D and 3D shape as well as looking at pattern. We will complete a unit of work on fractions, the children will be able to recognise, name, find and write fractions.

This term reasoning and strategies for problem solving will be a focus.

**Science**

**‘Back in the rookery, Fin huddled with the other penguins to keep warm.’ – *Solo***

**Animals:** We will be consolidating our growing bank of knowledge about animals by ensuring we can name the animals we come across in our books and identify them as carnivores, omnivores or herbivores.

**Living things and their habitats:** We will explore the food chains of animals living in the Polar Regions as well as finding out how they are suited to living in their specific habitat.

**Everyday materials:** We will be looking at what different objects are made from and thinking about the properties of the material and it’s uses. We will investigate the kind of material that would be best to make a space helmet as well as thinking about how solid objects can change shape in the extreme conditions we will be learning about.

*Throughout the year we will be observing seasonal changes and weather patterns.*

**We will be reading a selection of key texts including:**

Poles Apart – *Jeanne Willis and Jarvis*

Solo – *Paul Geraghty*

Immi – *Karin Littlewood*

The Rainbow Bear – *Michael Morpurgo*

Beegu *– Alexis Deacon*

The Way Back Home *– Oliver Jeffers*

*Toys in Space – Mini Grey*

**Computing**

**‘They followed him left, right, left, right, all the way…’ – Poles Apart**

We will be learning about what algorithms are and how they are used to make computer programs. We will practise creating our own ‘real life’ algorithms to send our friends on a journey before learning how to do this on a digital device.

**D&T**

**‘Together they thought of ways to fix their machines and how to get them both back home.’ – *The Way Back Home***

We will be designing, making and evaluating a moon buggy using wheels and axles.

**History**

**‘The wise old shaman turned back to his fishing again.’ – *The Rainbow Bear***

**Key individuals:** Ernest Shackleton, Scott of the Antarctic, Neil Armstrong

**Key events beyond living memory:** History of transport, the first flight, the first moon landing.

**Geography**

**‘Mr Pilchard-Brown was in charge of the map. He told everyone to turn right at the snowman.’ – *Poles Apart***

**Locational knowledge:** we will use the journeys taken in the books we read to learn the 7 continents and 5 oceans of the world. We will also learn about the 4 countries and capital cities of the UK.

**Geographical skills and fieldwork:** we will look at views of the world from space and use these maps to recognise human and physical features including the North and South poles, oceans and landmasses. We will use a map to show the route of the characters in Poles Apart give directions using a compass.

**PE**

**‘The boy jumped down to earth to get the things they would need’ – *The Way Back Home***

We will continue building confidence with the basic movements of running, jumping, throwing and catching. We will be working specifically on jumping and playing team games that help to develop this.

**Music**

**‘She could hear a great noise in the distance. Up ahead, the horizon was dark with penguins as they gathered in their thousands.’ – *Solo***

We will be learning about rhythm and beat in our music lessons as well as improvising a travelling song using voices and instruments. We will also we listening to a selection of recorded music linked to our topic and starting to understand the elements that make up the music.

**Art**

**‘The next day Immi fished a red flower. Then an orange starfish…a green leaf…a purple feather…and soon her igloo was the brightest in the land.’ – *Immi***

We will be reading several of Oliver Jeffers’s books as part of our work this term and alongside this will look at his work as an illustrator. We will create our own characters using own line drawings like his and then use watercolours to create a backdrop for them to tell their story on. We will also be working on different ways of creating images of the sky using patterns, textures and colour.

**RE**

**‘ And Immi’s world seemed a brighter more colourful place’ – Immi**

In RE we will continue to look at Christianity with a focus on Jesus as a storyteller. Then, as we move closer to Easter, we are going to look at different Easter customs.