



**Key knowledge**

During this topic, children will explore a variety of journeys focusing mainly on space travel using the story of Whatever Next by Jill Murphy. They will learn facts about Space using non-fiction texts. They will learn who Neil Armstrong is and why he is such an important historical figure. Alongside this, the children will be learning the traditional story of the Gingerbread man and exploring the journey he made!

- I know how to get to Space.
- I can talk about who Neil Armstrong is.
- I know what to protect myself in different weathers.

**Key vocabulary:**

Non-Fiction – a factual text.

Fiction - a made up story.

Safe/unsafe

Neil Armstrong

Heavier/lighter/full/empty

Number bonds



**Journeys - Space**

**Maths**

The children will be representing and comparing numbers 6-10 in lots of different forms and getting more confident with recognising and writing numerals. They will be linking numerals with amounts up to 10. They will begin to learn that numbers are made up of smaller numbers and will apply this by learning number bonds. They will explore the language of capacity through practical activities - heavier, lighter, full and empty.

Which two numbers will make 5/6/7/8/9/10? How do you know which cup is full/empty?

**Understanding of the World**

As we move from Autumn into Winter, the children will look at the changes in weather and how we can look after birds in Winter. The children will be looking at the clothes that they would need to wear in different weathers and why. Children will use a range of technology in our Space Control Hub, including keyboards, phones and laptops. The children will also learn about Neil Armstrong and his travels in space.

How are Autumn and Winter different? What is the weather like today? What will you wear when you go outside?

**Expressive Arts & Design**

The children will be designing and making bridges to help the Gingerbread Man cross the river. The children will enjoy designing their own gingerbread men. They will also using various modelling materials to make rockets and planets. In our environment, the children will have access to a variety of design and technology, art, music, dance and role play activities for them to express themselves through.

How will you know that your bridge is strong enough? What shapes and colours will you use?

**Prime Areas**

**Communication & Language**

The children will begin to answer how and why questions based on facts about Space that they have learnt. The children's attention spans will be improving through circle times and group work and they will be able to concentrate for longer periods of time. The children will be using the topic of Space to extend their vocabulary, exploring the meaning of new words.

Can you tell me 5 new words about Space?

**Physical Development**

This term PE sessions will be gymnastics. This term, the children will be exploring how their bodies change due to exercise. They will be talking about good health and what this looks like. The children will become more confident when managing their own personal needs, including dressing, for example doing zips and buttons for PE themselves. The children will be practising their catching and throwing skills with large balls in the outside area.

How many times can you catch a ball without dropping it? What does it mean to be healthy?

**Personal, Social and Emotional Development**

This term the children will be learning about how to keep themselves safe. This will include learning about people who can keep us safe, explaining what they should do if they feel unsafe, recognising potential dangers and how to stay safe, inside and outside.

What could you do if you are feeling unsafe?

**Specific Areas**

**Reading**

Children will listen to and join in with stories with repetitive phrases such as: Whatever Next and The Gingerbread Man. The children will be looking at the difference between fiction and non-fiction books. They will be applying their Phase 2 and 3 Phonics to segment and blend simple words and phrases in books.

What word do we make when we blend these sounds together? What is the difference between fiction and non-fiction?

**Writing**

A variety of mark making tools such as pens, pencils, paintbrushes and chalks will be available for the children to practise writing words with. The children will use their Phonic knowledge to write short sentences linked to their learning around the class texts.

What is the first/next/last sound in this word? Where could you look to help you write that word?