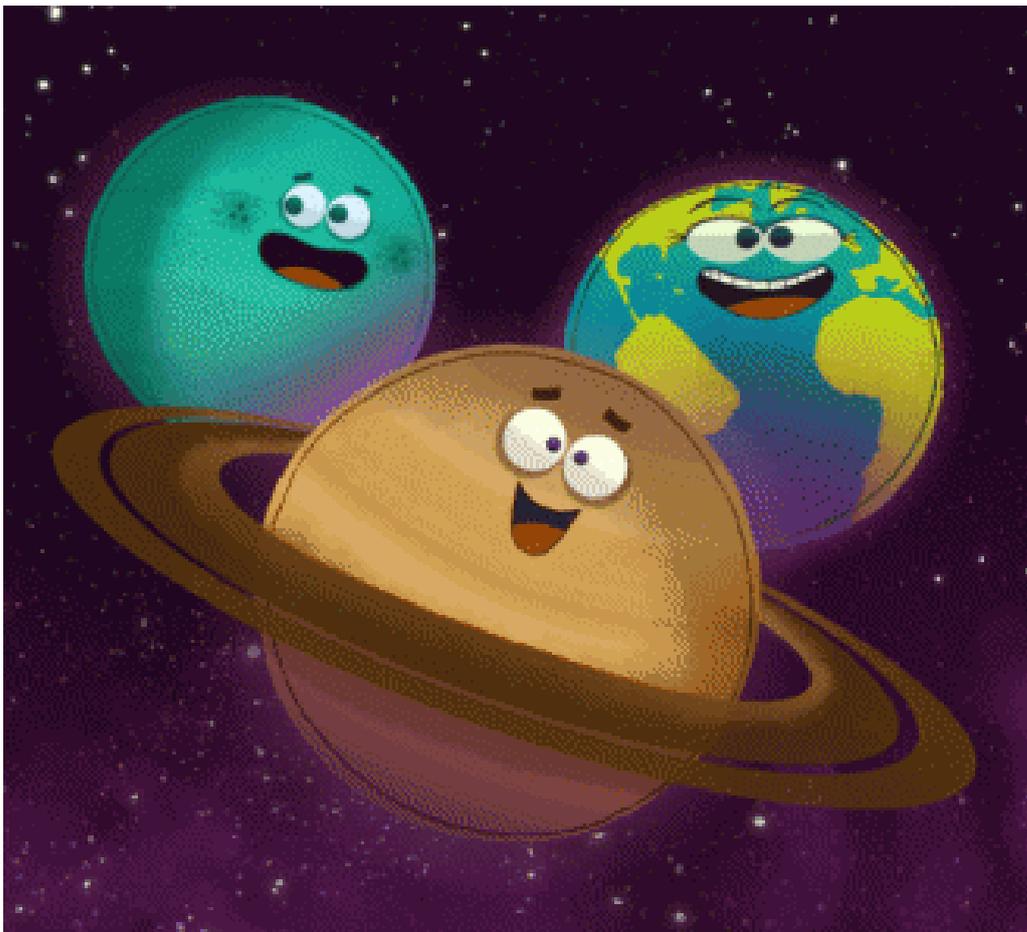




# Journeys to Space and Beyond

A look at life beyond the school gates. This will include talking about places the children may have visited and how they are different to where they live. We will also be learning about space.



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## Overview of theme:

This unit has an emphasis initially on understanding the world. We will be taking on the role of travellers, learning about the world, the many places you can visit on holiday and the languages you can learn. We will be focusing on the places around the world that may hold meaning for the children and will be drawing on their experiences and families. We will also look at travelling into space. The topic has an emphasis on personal, social and emotional development too, exploring families and transition as the children get ready to move to year one. It then focuses on developing the children's understanding of how the world is different, many lives around the world are different and how our own lives compare. It will also focus on teaching the children about the different ways of travelling around the world, exploring modes of transport that may be unfamiliar to them.

Both the local environment and school site will provide a rich and varied stimulus to explore using familiar stories to engage children's learning and develop their knowledge of the world around them.

By studying this area, the children have the opportunity to explore non-fiction texts with the development of knowledge about space and the different countries and key vocabulary associated with this topic. For example, non-fiction, transport, travel, aeroplane, rocket, satellite, stars and planets. The use of technology will further support this, allowing the children to find more information through videos and various websites and games. The children will learn to programme a 'Beebot' (simple robot) to explore a space by giving it simple instructions.

- Children's learning:**
- To use real life experiences as a starting point for the topic.
  - To develop an understanding of the different countries around the world and their names.
  - To develop an understanding of how people live around the world, the clothes they wear, food they eat and language they speak.
  - To learn about the how to stay safe when travelling on holiday.
  - To learn about different modes of transport.
  - To understand that we live on a planet in space called Earth.
  - To learn some of the characteristics of the planets in space.
  - To think about what life would be like in space.

**Core texts:** Man on the Moon, Beegu, The World Came to My Place Today, On the Moon and a range of simple non-fiction books on planets and space.

**Key vocabulary:** Holiday, passport, the world, aeroplane, train, sea, ocean, language, food, culture, transport, rocket, space, planets, stars, moon.

**Planned visits, and workshops:** Kew Gardens visit.  
Orleans gallery visit.

**Information for parents:** You may want to take your child to a travel agents to choose a travel brochure to bring in to share. If your child has been on holiday and has a ticket from a journey or photographs of the holiday please bring them in to be shared. If you speak another language and would like to come in and share this with the children please speak to a member of staff.

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	The Science Museum would be a wonderful place to visit when looking at space.
<b>Homework linked to theme</b>	Daily reading, 'Tricky Robots' and 'High Frequency Elephants', exploring BusyThings, trip to the library to find books about the world and space, take a trip on a bus/boat/train
<b>References, resources and weblinks:</b>	Espresso, Busy things, CBeebies app (Playtime). <a href="http://www.sciencemuseum.org.uk/">http://www.sciencemuseum.org.uk/</a> <a href="https://www.youtube.com/watch?v=ZHAqT4hXnMw">https://www.youtube.com/watch?v=ZHAqT4hXnMw</a> – Story Bots – space songs

### Cross-curriculum links and focuses:

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<b>Personal, social and emotional development</b>	<p>Take account of one another's ideas about how to organise their activity.</p> <p>Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>Adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>Adjust their behaviour to different situations, and take changes of routine in their stride.</p>
<b>Physical development</b>	<p>Show good control and co-ordination in large and small movements.</p> <p>Handle equipment and tools effectively, including pencils for writing.</p> <p>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<b>Communication and language</b>	<p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p>
<b>Literacy</b>	<p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p> <p>Demonstrate understanding when talking with others about what they have read.</p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some irregular common words.</p> <p>Write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>
<b>Mathematics</b>	<p>Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p> <p>Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Solve problems, including doubling, halving and sharing.</p> <p>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Recognise, create and describe patterns.</p>

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	Explore characteristics of everyday objects and shapes and use mathematical language to describe them.
<b>Knowledge of the world</b>	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Know that other children don't always enjoy the same things, and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Make observations of animals and plants and explain why some things occur, and talk about changes.</p>
<b>Expressive arts</b>	<p>Sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
<b>Computing</b>	<p>Recognise that a range of technology is used in places such as homes and schools.</p> <p>Select and use technology for particular purposes.</p>

**Sequence and structure to curriculum theme** (Throughout the phases we will be observing our class caterpillars as they transition to butterflies).

<b>Phase 1:</b> Entry point, big idea; overview	An introduction to the topic through the use of maps, globes, atlases and sharing our experiences. We will discuss what the children already know about going on holiday and what places they may have visited. We will be writing about and drawing pictures of our holidays.
<b>Phase 2:</b> Research, and recording	We will move on to looking in more detail at different places around the world that mean something to the class – either collectively or as an individual. We will learn some of the language, look at typical modes of transport for the place and possible cuisine and dress.
<b>Phase 3:</b> Research, and recording	We will begin looking at travelling beyond our planet. What would it be like to travel into space? What would we take? What might we see? How would life in space be different to life on earth?
<b>Phase 4:</b> Recording	We will learn about the various planets in our solar system and their characteristics. We will look at information books and watch space videos.
<b>Phase 5:</b> exit point	We will think about our journeys and how we will transition to year one. We will visit our new classrooms and meet our new teachers. Our butterflies will be released to start their journeys.

