

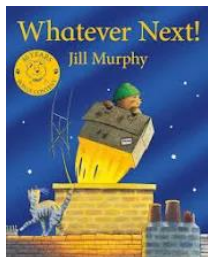


Space

Spring 2

Week	Book	Day	NC Coverage	Knowledge and Skills	Activity Outline
<i>Spring 2</i>					
Spring 1 – Week 1 There's No Place Like Space. All about our solar system – Non-Fiction focus		Day 1	<u>Year 1:</u> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher	<u>Year 1:</u> <b>Knowledge</b> <ul style="list-style-type: none"> <li>Be familiar with key texts including:               <ul style="list-style-type: none"> <li>Stories</li> <li>Fairy stories</li> <li>Traditional tales</li> </ul> </li> <li>To know what a title is</li> <li>To know what an illustration is</li> <li>To know the meaning of words</li> <li>Recognise and know the difference between fiction and non-fiction.</li> <li>Understand different genres of text.</li> <li>Recognise features of poetry.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>To be able to draw on knowledge already known, or background information/vocab given by the teacher to understand books read.</li> </ul>	Show pictures of various space-related objects on the screen objects (e.g., rocket, stars, planets). Children are to take turns to identify and name what they see, encourage engagement and discussion about space; do all children agree with what they think the images are?  Introduce the non-fiction text explaining that these types of texts are different – read sections together and see what information can be gathered.  Begin with a quick video clip showing astronauts in action (duration 2-3 minutes). Ask children to share their initial thoughts on what they saw. This activity will draw their attention to the lesson's theme. Introduce key vocabulary related to astronauts: "astronaut", "space", "rocket", "mission", "gravity". <ul style="list-style-type: none"> <li>Work together to use dictionaries and find definitions – create a whole-class glossary:               <ul style="list-style-type: none"> <li><b>Astronaut:</b> A scientist trained to travel in space.</li> <li><b>Space:</b> The vast area beyond Earth's atmosphere.</li> <li><b>Rocket:</b> A vehicle designed to go into space.</li> <li><b>Mission:</b> A specific task undertaken by astronauts.</li> <li><b>Gravity:</b> The force that pulls objects towards the Earth.</li> </ul> </li> </ul>
		Day 2	checking that the text makes sense to them as they read and correcting inaccurate reading		
		Day 3	discussing the significance of the title and events		
		Day 4			
		Day 5			

Spring 2 – Week 2  
Whatever Next!



Day 1

making inferences on the basis of what is being said and done  
 predicting what might happen on the basis of what has been read so far  
 participate in discussion about what is read to them, taking turns and listening to what others say  
 explain clearly their understanding of what is read to them.

Year 2:

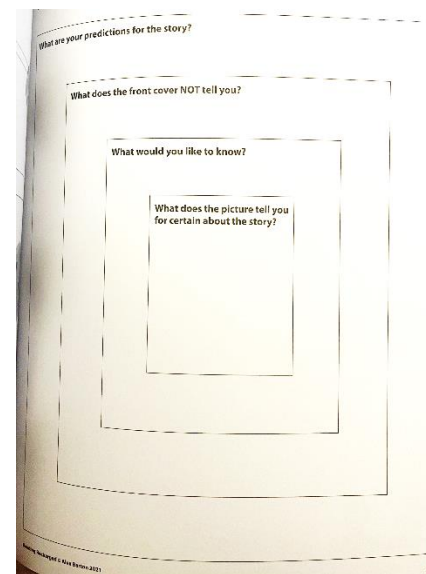
listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  
 discussing the sequence of events in books and how items of information are related

becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  
 being introduced to non-fiction books that are structured in different ways  
 recognising simple recurring literary language in stories and poetry

Day 2

- Check the text makes sense
- Correct inaccurate reading
- Be able to discuss events
- Be able to discuss a title
- Make inferences on what is being said and done.
- Predict what may happen based on what has been read so far.
- Take turns and listen to others
- Participate in discussion about what is read to them
- Ask questions about a text
- Summarise key details in a text
- Be able to sequence a story
- To perform poetry
- To perform role-play to retell a story that has been read
- Compare texts that have been read to texts previously read
- Exploration of characters.
- Link what they have read to own experiences
- Join in with predictable phrases

Show the children the front cover of the book – what do we think the book might be about? Children are to complete the prediction document.



Ask children if they can name a character from another story they know – consider the characters from last half term. Use the Gruffalo as an example.

Display the Gruffalo and Whatever Next!

- Ask: "Who is the main character?"
- Elucidate by prompting: "What did they do in the story?" "How did they feel during their adventure?"
- Compare the two characters. How are they similar? How are they different?

		<p>Day 3</p>	<p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p><u>Year 2:</u></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Become increasingly familiar with key texts including:</li> <li>• Stories</li> <li>• Fairy stories</li> <li>• Traditional tales</li> <li>• Know what a title is</li> <li>• Know what an illustration is</li> <li>• Know the meaning of words</li> <li>• Understand literary language</li> <li>• Build a repertoire of poems by heart</li> <li>• Identify non-fiction texts</li> <li>• Understand the way in which non-fiction texts are structured</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Express views on different texts read.</li> <li>• Discuss sequence of events in a book</li> <li>• Identify and discuss favourite words and phrases</li> <li>• To be able to draw on knowledge already known or background information/vocab given by the teacher to understand books read.</li> <li>• Be able to discuss events</li> </ul>	<p>Introduce key vocabulary; such as "rocket," "moon," "bear," and "space."</p> <ul style="list-style-type: none"> <li>• Rocket: A vehicle that travels through space.</li> <li>• Moon: The round object we can see in the night sky.</li> <li>• Bear: A large animal that can be friendly or fierce.</li> <li>• Space: The area beyond Earth where the stars and planets are.</li> </ul> <p>Explore how to infer the meanings of words using context. For example: "The bear climbed into the rocket. The rocket shot into the sky!" - Discuss how the action gives clues about what a rocket might be.</p> <p>Provide a worksheet with pictures or sentences from the story with blanks for the vocabulary words. Children are to work in teams to fill in the blanks and discuss their answers with the rest of the class.</p>	
<p>Day 4</p>	<p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Reflection on their thoughts about the story and sharing with the class. Complete the following sentences:</p> <table border="1" data-bbox="1541 699 1921 817"> <tr> <td>I liked... because...</td> </tr> <tr> <td>I disliked... because...</td> </tr> <tr> <td>I would/would not recommend...</td> </tr> </table>	I liked... because...		I disliked... because...	I would/would not recommend...
I liked... because...						
I disliked... because...						
I would/would not recommend...						
<p>Day 5</p>	<p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Reading Comprehension Lesson:</p> <p>Children are to answer questions based on the following, using either written or multiple-choice answers:</p> <ul style="list-style-type: none"> <li>• Retrieval</li> <li>• Vocabulary</li> <li>• Inference</li> <li>• Predict</li> <li>• Explain</li> <li>• Summarise</li> </ul>				

Spring 2 – Week 3  
The Way Back Home



Day 1

Day 2

Day 3

Day 4

- Be able to discuss a title
- Make inferences on what is being said and done.
- Predict what may happen based on what has been read so far.
- Participate in discussion about what is read to them
- Ask questions about a text
- Summarise key details in a text
- Be able to sequence a story
- To perform poetry with increasing confidence
- To perform role-play to retell a story that has been read
- Compare texts that have been read to texts previously read
- Exploration of characters through information gathered from the text that has been read.

Discuss the characters within the story, what are their traits and motivations – use retrieval from the text to find evidence that backs up their ideas.


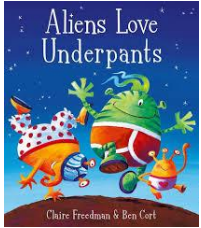

Character Name:	Traits:	Motivations:


Using pictures, sequence the events of the story – children are to stick the pictures in the correct order to correctly retell the story.



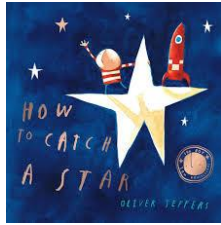
Children are to answer questions based on the following, using either written or multiple-choice answers:

- Retrieval
- Vocabulary
- Inference
- Predict
- Explain
- Summarise

		Day 5			<p>Look closely at the different illustrations in the book, focus on different scenes – what can we see? Using the illustrations, children are to create artwork inspired by the illustrations in the book:</p> 
<p>Spring 2 – Week 4 Aliens Love Underpants</p>		Day 1			<p>Display the page in the book which has the illustrations of a variety of underpants. What pants are your favourite? Children are to design their own underpants! Children are to consider why the aliens would want to steal their pair of underpants, what makes these underpants special/what could they use them for?</p> 
		Day 2			<p>Introduce a story map of Aliens love underpants. Together, as a class, create a story map together – drawing on the events from the story ensuring that the events are in order.</p>

		Day 3			<p>Discuss as a class, the themes within the story – humour and creativity. Using the text, record simple phrases/ideas that show these two different themes:</p> <table border="1" data-bbox="1332 220 1715 339"> <thead> <tr> <th data-bbox="1332 220 1487 260">Theme:</th> <th data-bbox="1487 220 1715 260">Evidence:</th> </tr> </thead> <tbody> <tr> <td data-bbox="1332 260 1487 300">Humour</td> <td data-bbox="1487 260 1715 300"></td> </tr> <tr> <td data-bbox="1332 300 1487 339">Creativity</td> <td data-bbox="1487 300 1715 339"></td> </tr> </tbody> </table>	Theme:	Evidence:	Humour		Creativity	
Theme:	Evidence:										
Humour											
Creativity											
		Day 4			<p>Discuss and mind map, as small groups, alternative endings to the story. Encourage creativity and imagination. What would happen instead? What impact would this have on the overall story?</p> 						
		Day 5			<p>Reading Comprehension Lesson</p> <p>Children are to answer questions based on the following, using either written or multiple choice answers:</p> <ul style="list-style-type: none"> <li>● Retrieval</li> <li>● Vocabulary</li> <li>● Inference</li> <li>● Predict</li> <li>● Explain</li> <li>● Summarise</li> </ul>						

Spring 2 – Week 5  
How to Catch a Star



Day 1

Day 2

Day 3

Day 4

Show the children the front cover of the book – what do we think the book might be about? Children are to complete the prediction document:

What are your predictions for the story?

What does the front cover NOT tell you?

What would you like to know?

What does the picture tell you for certain about the story?

Give the children access to dictionaries and explain that they are going to become dictionary detectives. Give the children a list of words which are within the text and explore how we can use a dictionary to find the answers. Record the dictionary definition of the words that have been given in a glossary document.

Start with a group discussion on ways that we could catch a star. What ideas can the children develop on their own? Create a page on how to catch and star – creating a class book of ideas.

### How to Catch a Star

You will need...

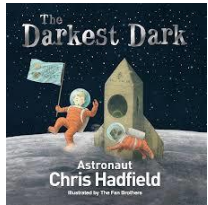
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Spring 2 – Week 6  
The Darkest Dark



Day 3

Day 2

Day 1

Day 5

Reading Comprehension Lesson

Children are to answer questions based on the following, using either written or multiple choice answers:

- Retrieval
- Vocabulary
- Inference
- Predict
- Explain
- Summarise

After exploring the text in detail explain that there was once a race to the moon and today, we are going to be taking part in our own race – a retrieval race. Hide retrieval questions around a large space e.g. the hall. Children are to find the questions and record the answers on their own retrieval document.

Retrieval Race

Find the retrieval questions and write the answer in the corresponding number box! Good luck!

1	2
3	4
5	6
7	8
9	10



Day 4

Day 5



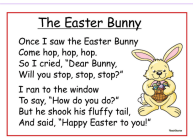
Discuss how in the story it was based on being an astronaut. Explain that when we 'grow up' we can all have our own dream on what we want to be. Children are to create their own poster on what they dream to be one day.

Reading Comprehension Lesson

Children are to answer questions based on the following, using either written or multiple choice answers:

- Retrieval
- Vocabulary
- Inference
- Predict
- Explain
- Summarise

Spring 2 – Week 7  
Easter Poetry



Day 1

Day 2

Day 3

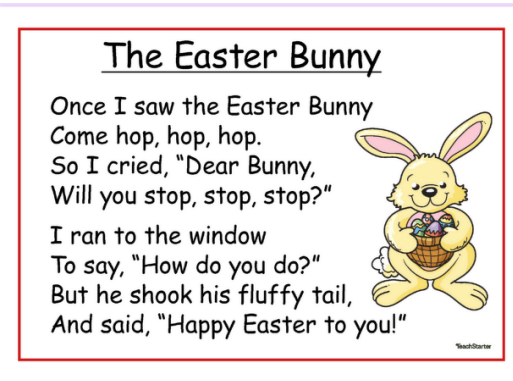
Day 4

Day 5

Reading Comprehension Lesson - POETRY

Children are to answer questions based on the following, using either written or multiple choice answers:

- Retrieval
- Vocabulary
- Inference
- Predict
- Explain
- Summarise



Children are to take part in group reading of the Easter poem with choral speaking

Following the group reading session, children are to practice again performing the poem. This time, children are to act out and add actions and role play to their performance to create performance poetry.

Children are to create their own simple four-line easter poem. They are to reflect upon the skills that they have developed and observed within other pieces of poetry over the week. Children are to perform their poems to their peers either in pairs, small groups or whole class.

**Practice Read Sessions**

Children are to take part in Little Wandle Practice Read sessions 3x weekly using closely matched phonetically decodable books.

Session 1 – Decoding

Session 2 – Prosody

Session 3 - Comprehension

Year 1:

Year 1:

Year 1:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

#### Year 2:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

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- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.
- re-read these books to build up their fluency and confidence in word reading.

#### Year 2:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- re-read these books to build up their fluency and confidence in word reading.

<ul style="list-style-type: none"><li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>• re-read these books to build up their fluency and confidence in word reading.</li></ul>	<ul style="list-style-type: none"><li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>• re-read these books to build up their fluency and confidence in word reading.</li><li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li></ul>	
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