

## Key Subjects for the Theme

**In English**, we will be writing to persuade with our letters to NASA. We will also be writing to inform by creating explorer fact files linked to our History learning this term.

**In Maths**, we will be developing our understanding of place value looking at numbers to 100 and learning about 3D shapes.

**In Art**, we will be developing our painting skills. We will study work by the artist Sophie Knight and use this to influence our own piece of collaborative artwork.

**In DT**, we will be learning to make moving axles and wheels for the children to design and make their own moving space buggies.

## In class we are reading:

Super Soccer Boy!

By Judy Brown

Other books by this author:

Petbots: The Pet

Factor, Pirate

Princess Portia,

other books in the

Super Soccer

series.



## Other Subjects:

**Music** Layering sounds for texture

**Science** Seasonal changes - Winter focus

**PE** Sending/Receiving & Gymnastics

**RE** Why does Christmas matter to Christians?

**Computing** Coding - Blue Bots

**PSHE** Don't forget to let the love in!

## PE

Greece - Monday & Tuesday

Finland - Monday & Thursday

South Africa - Wednesday & Thursday

(PE kits should be in school all week as some weeks may need to change due to timetable needs)

Please remember that earrings should be removed for safety during lessons. If they are newly pierced then tape must be provided from home.

## Into the Unknown ...

*Who was the most significant explorer?*

**Year 1/2 Autumn 2 2025**

## At Home

Reading: this should be at least four times a week and be recorded in your child's reading record.

Weekly homework: Maths or English will be set on a Friday on Google Classroom and is to be completed by the following Wednesday.



**Key Words**

In this theme our key driver is History. We will be learning about what it means to be a historian. We will look at 4 different explorers and understand why they are significant people in history and how their explorations have changed our lives today. Children will consider the similarities and differences between these explorers and understand how a chronological timeline works. Children will make their own choices on who they think is the most significant explorer and explain their reasons for their choices.

These words are for the children to know and understand in context. **If** the children can spell them it is a bonus but **not an expectation**.

Historian  
Significant  
Explorer  
Timeline  
Beyond living memory

Within living memory  
Brave  
Courageous  
Dangerous