INSPIRED BY

Man On The Moon
(A Day In The Life Of Bob)

Simon Bartrum
Published by Candlewick Press

Year 2
Module 3

English - Marie Sivilis
Maths - Liz Hopkins
Planning time again? Don’t worry. 

*We’ve got it covered.*

**Inspirational modules for the new national curriculum**

**Maths and English**

Our passion is about inspiring teachers and engaging learners and that’s why we produced this flexible resource just for you. Faced with a new term and hours of planning, panic no more. Our innovative and comprehensive resource will remove the worry of ‘where do I start?’ by providing a clear structure for your planning.

We have carefully selected and planned from a range of rich texts and images to motivate and inspire both you and your class.

This resource includes:

- Yearly maths and English overviews, of the new curriculum, which highlight the module’s coverage.
- A 6 week medium term plan which clearly structures the objectives and provides a manageable focus for the learning.
- A range of engaging maths and English activities inspired by the selected book.
- Editable word documents of both the Yearly Overviews and the Medium Term Plans are available on request.

We have purposefully left space for you to personalise each module for your own class so all you need to do is adapt and apply it to your learners. We strongly believe knowledge of your children is essential for appropriate pitch and expectation to ensure impact so feel free to integrate additional activities when you use our inspirational resource.

Liz Hopkins and Marie Svilis
Note from the Authors

**Mathematics:**

The maths activities are designed to promote the aims of the national curriculum for mathematics, to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Many of the activities invite further exploration by asking the question “What if..?” and many of the games can be easily adapted to create further challenge. The areas of maths linked to the quality text for this module are not the only possibilities so use your assessment to decide on the emphasis and priorities for your class.

For other maths ideas have a look at [www.kangaroomaths.com](http://www.kangaroomaths.com)

**English:**

The English activities are designed to promote the aims of the national curriculum for English, to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Each module suggests a range of activities linked to comprehension, composition and grammar and punctuation objectives. Many of the activities include additional questions in order to secure or challenge the learner’s deeper understanding and can extend over more than one lesson.

Have a look at [www.tredo.co.uk](http://www.tredo.co.uk) for science units written by Tom Robson to use with these modules.
Fractions
Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half.

Number and Place Value
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
Recognise the place value of each digit in a two-digit number (tens, ones).
Identify, represent and estimate numbers using different representations, including the number line.
Compare and order numbers from 0 up to 100; use <, > and = signs.
Read and write numbers to at least 100 in numerals and in words.
Use place value and number facts to solve problems.

Addition and Subtraction
Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods.
Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
- a two-digit number and ones
- a two-digit number and tens
- two two-digit numbers
- adding three one-digit numbers.
Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Multiplication and Division
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Measurement
Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
Find different combinations of coins that equal the same amounts of money.
Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
Compare and sequence intervals of time.
Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
Know the number of minutes in an hour and the number of hours in a day.

Geometry
Properties of Shapes
Identify and describe the properties of 2-D shapes, including the number of sides and lines of symmetry in a vertical line.
Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
Identify 2-D shapes on the surface of 3-D shapes (for example a circle on a cylinder and a triangle on a pyramid).
Compare and sort common 2-D and 3-D shapes and everyday objects.

Position and Direction
Order and arrange combinations of mathematical objects in patterns and sequences.
Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Statistics
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
Ask and answer questions about totalling and comparing categorical data.
## Medium term Plan

### Year 2 | Module 3
---|---
**Man on the Moon (A Day in the Life of Bob)** by Simon Bartram published by Templar Publishing

### EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of + and - facts)

<table>
<thead>
<tr>
<th>Days</th>
<th>Topic</th>
<th>Objectives; children will be taught to:</th>
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</thead>
<tbody>
<tr>
<td>Count on or back in 2s or 10s</td>
<td>Measurement</td>
<td>Rapid recall of doubles and halves Odd and even numbers Recall additions and subtraction pairs up to 10</td>
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<td>2 and 10 times tables</td>
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<tr>
<td>Order numbers</td>
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<td>Add and subtract multiples of ten</td>
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<td><strong>EVERY DAY:</strong> Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of + and - facts)</td>
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<td>Measurement</td>
<td>Compare and sequence intervals of time. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.</td>
</tr>
<tr>
<td>5</td>
<td>Number and Place Value</td>
<td>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</td>
</tr>
<tr>
<td>6</td>
<td>Addition and Subtraction,</td>
<td>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers</td>
</tr>
</tbody>
</table>
|   | Multiplication and Division | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.  
  
Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot  
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | Rockets  
Rocket Game  
Souvenirs  
Aliens’ Eyes |
|---|---|---|
|   | Statistics | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables  
Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity  
Ask and answer questions about totalling and comparing categorical data. | More Souvenirs  
Rocket Windows |
|   | Geometry | Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.  
Compare and sort common 2-D and 3-D shapes  
Order and arrange combinations of mathematical objects in patterns and sequences | Rocket Shapes  
More Rocket Shapes  
Bob’s Jumper Pattern |
|   | Measurement | Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels.  
Compare and order volume/capacity and record the results using >, < and =. | Picnic Drinks  
Rocket Fuel |
Bob’s Running Late

**Learning:** Tell and write the time.

**You need:** Bob’s Day Sheet.

Bob has a daily schedule that keeps him busy.

**The activity:** Draw hands on the clock to show the times of Bob’s day. In pairs, challenge each other to show the times it would be if Bob was running a quarter of an hour late, or 5 minutes early.

Draw a time sheet for a day in your life.
Create a 3 hour itinerary for the tourists. (Link to English)

How Long?

**Learning:** Compare and sequence intervals of time. Know the number of hours in a day.

Bob has a variety of activities during the day. See Bob’s Activities sheet for some of the things he did one day last week.

**You need:** Bob’s Activities Sheet.

**The activity:** Can you put Bob’s activities in order of how long they take him? What about in order of where they occurred in the day, starting with the earliest? Add some other activities Bob does during the day, how long do you think they take him? Talk about how many hours are in a day. If he sleeps for 8 hours, for how long is he awake? What activities do you do during the day? How long do they take you? Which ones take the longest?

(Link to English)
### Bob’s Day

<table>
<thead>
<tr>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>6 o’clock</td>
<td><img src="image1.png" alt="Clock" /></td>
</tr>
<tr>
<td>8 o’clock</td>
<td><img src="image2.png" alt="Clock" /></td>
</tr>
<tr>
<td>Quarter to 9</td>
<td><img src="image3.png" alt="Clock" /></td>
</tr>
<tr>
<td>Half past 12</td>
<td><img src="image4.png" alt="Clock" /></td>
</tr>
<tr>
<td>Half past 4</td>
<td><img src="image5.png" alt="Clock" /></td>
</tr>
<tr>
<td>5 o’clock</td>
<td><img src="image6.png" alt="Clock" /></td>
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<tr>
<td>Activity</td>
<td>Time</td>
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<td>----------------------------------</td>
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</tr>
<tr>
<td>Breakfast</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Travel to Launchpad</td>
<td>1 hour 15 minutes</td>
</tr>
<tr>
<td>Change into space suit</td>
<td>12 minutes</td>
</tr>
<tr>
<td>Travel to the moon</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Sweep the surface of the moon</td>
<td>1 hour 15 minutes</td>
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<tr>
<td>Lunch</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Entertain the tourists</td>
<td>1 hour 45 minutes</td>
</tr>
<tr>
<td>Sell souvenirs</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Search for aliens and check the moon</td>
<td>25 minutes</td>
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<tr>
<td>Long bath</td>
<td>55 minutes</td>
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<tr>
<td>Make mug of cocoa</td>
<td>4 minutes</td>
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<tr>
<td>Sleep soundly</td>
<td>8 hours</td>
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</table>
Turn Turn

Learning: Write and tell the time. Know the number of minutes in an hour and hours in a day. Use maths vocabulary to describe rotation as quarter, half, and three-quarter turns.

You need:
Clock faces
1-6 dice

Bob keeps an eye on the time during the day to make sure everything runs smoothly.

To play:
Start at an agreed time (e.g., 9 o’clock). Take it in turns to throw the dice to get a number from 1-6. Move the minute hand on your clock through that number of 1/4 turns.

If you throw 3, you turn the hands through 1/4, to get to quarter past 9, another 1/4 turn to get to half past 9, then a third 1/4 turn to get to quarter to 10.

Say the time after each 1/4 turn.

Ask questions such as; how many minutes have you moved? How long is it until 11 o’clock? How many minutes until the next time it is half past?

To win:
The winner is the first player to get past 9 o’clock again.

Each dice throw could represent 1/2 hour turns, or 10 minutes turns...
Craters

Learning: Count in 10s from any number forward and backward.

Bob likes to play chase with his friends Billy and Sam when they have the time. All the craters on the moon are numbered. They choose to start in one of the craters then race to jump into the craters that have the numbers that are 10 less each time.

You need: 0-9 dice, Base 10 equipment, 1-100 grid.

The activity: Throw the dice twice to get a tens and units number greater than 50. Count backwards in tens until you say a single digit number.

Try making your number with base 10 equipment, then repeatedly take away 10.

What do you notice?
Why does this happen?
Find your numbers on the 1-100 grid.
With a partner choose a 2 digit number to start on. Write it down. Count back in 10s writing down each number. The first one to write the single number wins! Do this several times.

How many steps of 10 did you take each time?
What do you notice?

Tourists

Learning: Add and subtract numbers using concrete objects, pictorial representations, and mentally.

Bob looks forward to greeting the tourists after lunch. Each of the tourist spaceships carries 10 tourists. They arrive in two main time slots; at half past 1 and 2 o’clock. The last spaceship in each group is not always full.

You need: Place value cards (restricted as appropriate).

The activity: Yesterday at half past 1 there were 5 full spaceships and 7 tourists in the last one, at 2 o’clock there were 3 full spaceships and 8 tourists in the last one.
How many tourists visited the moon yesterday? How can you find the total? Can you use a number line to count in 10s then the rest? Can you combine the 10s, then the 1s, then find the total? What if you find the total of the 1s first?

Using the place value cards, pick a 10s card and a 1s card to make a 2 digit number of tourists that arrived at half past 1. Then pick 2 more cards to make the number that arrived at 2 o’clock. Find the new total. Repeat this several times.

**Different Tourists**

**Learning:** Add and subtract numbers using concrete objects, pictorial representations, and mentally.

Bob looks forward to greeting the tourists after lunch. Each of the tourist spaceships carries 10 tourists. They arrive in two main time slots; at half past 1 and 2 o’clock. The last spaceship in each group is not always full.

**You need:** Place value cards (restricted as appropriate).

**The activity:** Yesterday at half past 1 there were 5 full spaceships and 7 tourists in the last one, at 2 o’clock there were 3 full spaceships and 8 tourists in the last one.

Find the difference between the number of tourists that arrived at half past 1 and 2 o’clock. Can you count on, on the number line? Using the place value cards, pick a 10s card and a 1s card to make a 2 digit number of tourists that arrived at half past 1. Then pick 2 more cards to make the number that arrived at 2 o’clock.

Find the difference between the two new numbers. Repeat this several times.

Discuss when counting up to find the difference between the two numbers is a quick, efficient method. Would counting back to take away be more efficient sometimes?
Spaceships Arrive

**Learning:** Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.

Bob keeps count of the tourists as more full spaceships arrive or leave.

**You need:**
- Place value cards
- 1-100 board
- Counters/drywipe pens

**To play:**
Put the cards face down on the table.
Take it in turns to pick a 10s and 1s place value card to make a 2 digit number.
Add or subtract 10 and cover the answer on the 1-100 board.
Put the cards back face down on the table.

I’ve picked 30 and 7 so that makes 37.
I am going to subtract 10 and cover 27.

**To win:** The winner is the first person to cover 4 numbers horizontally, vertically or diagonally on the 1-100 board.
Hide and Seek

**Learning:** Add three one digit numbers.

The Aliens love playing hide and seek in and out of the craters. The biggest safe craters can just fit a maximum of 9 aliens.

**The activity:** One day the aliens decide to have an extra rule in their hide and seek game. They have to hide in odd numbers! How many aliens might there be in three of the craters? What is the biggest possible total? What other totals of aliens could there be? What totals is it impossible to have in three craters?

What if they hid in even numbers? How do the numbers change?

Hide and Seek Game

**Learning:** Add three one digit numbers.

The Aliens love playing hide and seek in and out of the craters. The biggest safe craters can just fit a maximum of 9 aliens.

**You need:**
- 0 – 9 dice
- Hide and seek board
- Counters

**To play:**
Take it in turns to throw the dice three times and add the numbers to find a total. Cover the total somewhere on the board. Try looking for pairs that make 10, or doubles.

**To win:**
The winner is the first player to cover four numbers in a line, horizontally, vertically or diagonally.
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Aliens’ Eyes

**Learning:** Solve problems involving multiplication and division.

The aliens keep a close eye on Bob, although he is not aware of them. Some of them have two huge eyes, some of them have three.

**The activity:** If 24 eyes are peeping out of a crater how many aliens might there be?

How can you get started?
What if there were just aliens with 2 eyes?
What if you start with 1 alien with 3 eyes? What do you notice?
How can you keep track of your work?
What if there were a different number of eyes?
**Comprehension**
- Finding out about Bob form his room
- Research Neil Armstrong
- Watch Moon Landing
- Read space poems – repetitive phrases
- Rocket/Spaceship design books
- Discuss meaning of new/technical words

**Reading**
The Man on The Moon (a day in the life of Bob)
By Simon Bartram

**Grammar and Punctuation**
- Bob’s – using apostrophe
- ‘ing’ words/ -er, -est words
- Exclamation marks + commas to list lunchbox contents

**Writing**
- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters.

**Spelling**
- Spell by: segmenting words into phonemes and representing these by graphemes, spelling many correctly
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- * learning to spell common exception words
- learning the possessive apostrophe (singular) e.g. The girl’s books.
- learning to spell more words with contracted forms
- distinguishing between homophones and near- homophones
- Add suffixes to spell longer words, e.g. –ment, –ness and –full

**Handwriting**
- Bob’s – using apostrophe
- ‘ing’ words/ -er, -est words
- Exclamation marks + commas to list lunchbox contents

**Composition**
- Descriptions of Bob’s room, the moon
- Space Travel passes and Security Passes
- Fact File about Neil Armstrong
- Write space poems
- Design a Spaceship/Safety Commands/Role-play the Countdown
- Rocket adverts
- Alien Descriptions
- Bob’s day/Postcards/Comics

**Year 2 Module 3**
Pupils should be taught to:
- Develop positive attitudes towards and stamina for writing:
  - Writing narratives about personal experiences and those of others (real and fictional)
  - Writing about real events, poetry, for different purposes
- Consider what they are going to write before beginning by:
  - Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocab
- Encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
  - Evaluating their writing with the teacher and other pupils
- Re-reading to check that their writing makes sense to them as they read and correcting inaccurate reading
- Proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
- Read aloud what they have written with appropriate intonation to make the meaning clear.

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- Bob’s day/Postcards/Comics

**Writing**
- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters.

**Comprehension**
- Finding out about Bob form his room
- Research Neil Armstrong
- Watch Moon Landing
- Read space poems – repetitive phrases
- Rocket/Spaceship design books
- Discuss meaning of new/technical words

**Reading**
The Man on The Moon (a day in the life of Bob)
By Simon Bartram

**Grammar and Punctuation**
- Bob’s – using apostrophe
- ‘ing’ words/ -er, -est words
- Exclamation marks + commas to list lunchbox contents

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**Spelling**
- Spell by: segmenting words into phonemes and representing these by graphemes, spelling many correctly
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- * learning to spell common exception words
- learning the possessive apostrophe (singular) e.g. The girl’s books.
- learning to spell more words with contracted forms
- distinguishing between homophones and near- homophones
- Add suffixes to spell longer words, e.g. –ment, –ness and –full

**Handwriting**
- Bob’s – using apostrophe
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**Composition**
- Descriptions of Bob’s room, the moon
- Space Travel passes and Security Passes
- Fact File about Neil Armstrong
- Write space poems
- Design a Spaceship/Safety Commands/Role-play the Countdown
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<table>
<thead>
<tr>
<th>Wk</th>
<th>Objective</th>
<th>Objective</th>
<th>Objective</th>
<th>Teacher ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Making inferences on the basis of what is being said and done</td>
<td>Writing about real events for different purposes + Writing narratives about personal experiences and those of others (real and fictional)</td>
<td>Apostrophes for the possessive (singular)</td>
<td>Bob’s Jumper</td>
</tr>
<tr>
<td></td>
<td>Expressing views about non-fiction at a level beyond that at which they can read independently</td>
<td>Expanded noun phrases to describe and specify</td>
<td>Neil Armstrong</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Recognising simple recurring literary language in stories and poetry</td>
<td>Planning or saying out loud what they are going to write about</td>
<td>Learning how to use question marks correctly</td>
<td>Bob's Rocket</td>
</tr>
<tr>
<td></td>
<td>Being introduced to non-fiction books that are structured in different ways</td>
<td>Sentences with different forms: - commands</td>
<td>Dressing for Work</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Being introduced to non-fiction books (news adverts) that are structured in different ways</td>
<td>Evaluating their writing with the teacher and other pupils</td>
<td>Re-reading to check that their writing makes sense - verbs in the continuous form (progressive form)</td>
<td>Bob's Newspaper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proof-reading to check for errors in spelling, grammar and punctuation</td>
<td>Suffixes –er, -est</td>
<td>Bob's Jobs</td>
</tr>
<tr>
<td>4</td>
<td>Being introduced to non-fiction books (news adverts) that are structured in different ways</td>
<td>Encapsulating what they want to say, sentence by sentence</td>
<td>Learning how to use commas for lists</td>
<td>Aliens</td>
</tr>
<tr>
<td></td>
<td>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</td>
<td>Writing narratives about personal experiences and those of others (real and fictional)</td>
<td>Bob's Lunchbox</td>
<td>Alien Writing</td>
</tr>
<tr>
<td>5</td>
<td>Understand books they listen to by answering and asking questions</td>
<td>Writing for different purposes</td>
<td>Learning how to use an exclamation mark</td>
<td>Moon Visit Shock</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I Don't Believe in Pesky Aliens</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Moon Postcards</td>
</tr>
</tbody>
</table>
| 6 | Retelling a wider range of stories  
Recognising simple recurring literary language in stories | Writing for different purposes  
Evaluating their writing with the teacher and other pupils | Expanded noun phrases to describe and specify | Moon and City Views  
Bob’s Comic |

This is an abridged version of Year 2 Module 3 inspired by Bob Man on the Moon – for a free copy of the complete module go to http://www.buzzardpublishing.com
Bob’s Jumper

**Learning:** Apostrophe to mark singular possession. Using expanded noun phrases to describe.

**The activity:** What do we know about Bob? Is he really the Man on the Moon? Let’s look at Bob. Bob is wearing a very brightly patterned jumper and tie. How many different patterns can you spot?

Model orally and in writing: ‘I can see red crosses on Bob’s jumper.’

Compare with: ‘On Bob’s jumper I can see red crosses.’

What do they notice? What is the same and what is different?

Write a description of Bob’s jumper and tie.

Design a new jumper for Bob. (Link with maths)

Bob’s Home

**Learning:** Making inferences on the basis of what is being said. Using expanded noun phrases to describe.

**The activity:** What do we know about Bob? Is he really the Man on the Moon? Let’s look at Bob. Let’s look for clues about him in his home. What can you see that might tell us he really might be the Man on the Moon?

What can you see in the garden? What about his cushion? List the clues. Use the clues to create sentences.

Model orally and in writing:

*I think Bob might be the Man on the Moon because on the wall I can see…*

*In the garden I can see… next to the … above the…*

Write a description of Bob’s living room.
**Bob: Man on The Moon**

**Learning:** Recognise simple recurring literary language in poetry.

**The activity:** Bob is an astronaut and we can see him on the moon. I wonder how he feels.

Would you want to be an astronaut?

What type of person do you need to be?

What does this poem tell us about astronauts?

Astronaut

Brave astronaut

Brave astronaut floating

Brave astronaut floating carefully

Brave astronaut floating carefully on the moon

Astronaut

Explore the pattern. One word is added in each new line.

Create similar poems about the alien, stars, rocket or the moon.
Dressing for Work

**Learning:** Making inferences.
Writing sentences with different forms – commands.

**The activity:** Bob must change into a special Moon suit each day. The Moon suit protects him when he is working on the moon.

How do you think each part of the Moon suit protects him?

<table>
<thead>
<tr>
<th>Part of Moonsuit</th>
<th>What it does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helmet</td>
<td></td>
</tr>
<tr>
<td>Boots</td>
<td></td>
</tr>
<tr>
<td>Gloves</td>
<td></td>
</tr>
<tr>
<td><em>Etc.</em></td>
<td></td>
</tr>
</tbody>
</table>

Bob has written himself a list of three important things he must do to protect himself when he puts on his Moon suit. He has put the list up in his locker.

What might be on the list?

- Zip up suit.
- Secure helmet.
- Tighten belt.

When Bob is ready to launch he must contact the Space Station Command tower. They give him last minute orders to make sure that Bob has checked everything.

If Bob has completed every task he replies CHECK.

What orders might they give? Check Fuel.

Role-play the countdown.

- Model orally and in writing the countdown.
Bob’s Newspaper

**Learning:** Evaluating their own writing with others.

**The activity:** Bob always reads his newspaper on his way to work. Today, as he travels to the Moon, he is looking for a new rocket as his current rocket is too old and is likely to fail its MOST (Ministry of Space Travel) test.

Bob looks at the Spaceships for Sale page. He is looking for the best spaceship money can buy and for the best advert!

Will he buy your space ship?

Look at a range of adverts.

Model writing an advertisement for a Spaceship include special features.

Model the use of a question to entice the buyer.

<table>
<thead>
<tr>
<th>Spaceship Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spaceships for Sale – New and Old</td>
</tr>
</tbody>
</table>

**Do you want to fly to the Moon and back?**

Then the **Intergalactic Explorer Mark 2** is the Spaceship for you!

In pairs, talk about their own rocket/spaceship designs.

Can they ‘sell’ their spaceship to their partner?

What feature does their partner like best?

Write your own adverts.

Which one will Bob like best?
Bob’s Lunchbox

**Learning:** Commas to separate items in a list. Non-fiction writing structured in different ways.

**The activity:** Bob has lunch with his astronaut friends. Although Bob usually has the same in his lunch box everyday his friends always have something different.

They can choose from a menu:

<table>
<thead>
<tr>
<th>Sandwiches</th>
<th>Fruit</th>
<th>Cakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheese and tomato</td>
<td>apple</td>
<td>muffin</td>
</tr>
<tr>
<td>egg and ham</td>
<td>orange</td>
<td>scone</td>
</tr>
<tr>
<td>jam</td>
<td>banana</td>
<td>iced bun</td>
</tr>
<tr>
<td>chicken and bacon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>peanut butter</td>
<td>Drinks</td>
<td>£3 for</td>
</tr>
<tr>
<td>marmite</td>
<td>water</td>
<td>1 sandwich</td>
</tr>
<tr>
<td></td>
<td>orange</td>
<td>1 drink</td>
</tr>
<tr>
<td></td>
<td>coffee</td>
<td>1 fruit and</td>
</tr>
<tr>
<td></td>
<td>tea</td>
<td>1 cake</td>
</tr>
</tbody>
</table>

On Day 1 their lunchbox contained a cheese and tomato sandwich, a banana, an iced bun and a bottle of water.

What might they have had on the other days?

You could adapt this to lead into an ‘all possibilities’ activity for maths.
Moon Visit Shock

**Learning:** Using an exclamation mark.

**The activity:** All of the visitors listen to Bob’s talk about life on the moon. They listen really carefully and take photos to remind them of their time on the moon. One man puts his hand up to ask a question.

What question do the children think he is asking?

Another man checks his watch.

What might he be thinking?

Behind Bob, in the background, some of the children spot the aliens entering Bob’s Rocket.

What might the children shout out?

Role-play the responses.

Model orally and then in writing using an exclamation mark.

Model a change in volume and use of different intonation when saying the sentence.

The four children all called out different things.

What did each child say?

Look out! There’s an alien behind you.