

Science

Earth in Space:

Describe a sphere. • Identify scientific evidence with support. • Name the planets in the solar system with support. • Explain how the planets orbit the Sun. • Explain how night and day occur. • Make predictions about night and day in different places on Earth. • Report and present findings from enquiries with support. • Explain that the Moon orbits the Earth not the Sun

History and Science

Scientists and Inventors

Explain whether evidence supports or refutes ideas; • explain how Margaret Hamilton's software inventions changed the way computer programmes were used; • explain Neil deGrasse Tyson's ideas about Pluto; • identify the largest and smallest planets in our solar system;

Smashing Stereotypes in Science

To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.

To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them

To learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

To identify the kind of job that they might like to do when they are older

To identify stereotypes in science and discuss how scientists are a diverse group of people.

PSHE

Being Me In My World

Piece 1: Becoming a class team

Piece 2: Being a school citizen

Piece 3: Rights, responsibilities and democracy

Piece 4: Rewards and consequences

Piece 5: Our learning charter

Piece 6: Owning our learning charter

Values

September - Friendship

October - Perseverance

Earth in Space

English

Quality Text: The Man in the Moon by William Joyce

Fiction unit:

Outcomes/genres: Voyage and Return Story with a theme of hopes and dreams.
Grammar-
Adverbials
Expanded noun phrases

Non-Fiction unit:

Outcomes/genres: Information text about an imaginary Guardian of Childhood
Grammar- Co-ordinating conjunctions, prepositions of place, paragraphs.

Maths Y4

Place Value

Read and write 4-digit numbers including zero as a place holder

Order 4-digit numbers with different thousands

Round 4-digit numbers to the nearest 10, 100 & 1000

Geometry of shapes

Identify and describe an equilateral, right angled, isosceles and scalene triangle

Identify and describe quadrilaterals

Identify a line of symmetry of a pattern and for a diagram of a reflection

Maths Y5

Place Value

Identify and represent 5-digit numbers on a number line

Recognise the value of digits in numbers up to one million

Round any 6-digit number to the nearest 100 000

Decimals

Order numbers with a mixed number of decimal places

Geometry of shapes

Identify cubes & cuboids from nets

Computing

E-safety

Self-image and identity

Privacy and security

Digital Media

Combine and evaluate digital images from a variety of sources taking account of the audience.

Design and create their own multimedia projects showing awareness of appropriate design and layout for their intended audience.

HWP Core Values



Respect

Responsibility

Resilience

RE

Buddhism

In this enquiry, the children talk about the story of the Buddha. They consider the choices he made and the outcomes of his actions and reflect on these from a Buddhist's point of view as well as their own.

PE

Fitness and Yoga

Geography

The Water cycle

Rivers

French

French Portraits—getting adjectives to agree

Art

Story Telling through Drawing

Explore Manga and create a poetry comic strip

Artist study: Shaun Tan

Artist study - Peter Thorpe

Produce a pastel rocket picture in the style of the artist.

Music

Swindon Music Service: Clarinet lessons.

Homework at Haydon Wick Primary School

At Haydon Wick we have four golden threads which are woven through all we do and all the teaching decisions we make.

We are a values-based school and we have 22 core values we focus on but at the heart of our values we have the 3R's – Respect, Resilience and Responsibility.

With these golden threads and core values at the heart of everything we do we have considered our homework and have developed a clear plan of our expectations for the year 2023 – 2024.



Weekly Expectations

Each week we expect the children to:

- Read to an adult at least 3 times a week and record this in the reading record.
- Practise spellings 3x a week (weekly spellings tested on Mondays)
- Play on TTRS – 3 times per week for Year 4s. Year 5s – once a week to maintain knowledge and increase speed of recall if they already know their tables up to 12x12, more often if they don't.

Practising reading, spellings and playing on TTRS will help develop our children in English and Maths and help them to become lifelong learners who have the skills knowledge, and curiosity needed to take full advantage of every opportunity in life. Talking about their reading or having discussions about spellings and their meanings or how they can be used in sentences will help ensure our children's *language* is developed.

Pick and Mix Homework

At Haydon Wick we also set Pick and Mix homework once a term. We aim to send these out before the holidays or in the first week of the new term to ensure sufficient time to complete it. We believe this homework enriches our children allowing them to gain further knowledge of the topics in school. We feel that the pick and mix style homework is *inclusive* as it allows every child to achieve and demonstrate their own potential and gives children *responsibility* in choosing the homework style which suits them best.

We expect ALL children to complete **at least 1 activity** from the pick and mix offer. If they have a different idea, related to our learning, that they wish to pursue then they are more than welcome to do so – we embrace their creativity!

Children are *responsible* for making sure that the work they complete at home is consistent to the work we see from the child in class. We want everyone to try their best and be proud of what they have achieved!

Parents will be invited into school to share and celebrate this homework and have a discussion about what the class have been learning.

We hope you all understand our vision for homework. We look forward to seeing wonderful work from the children this year and sharing this with all our parents.

The Importance of Reading at Home Information for Parents



Reading improves student concentration.



Reading helps students develop language skills.



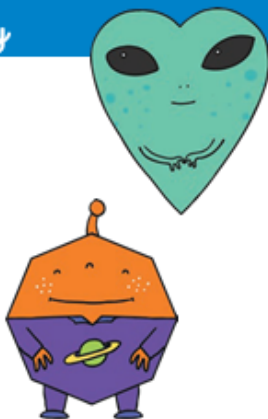
Reading fosters curiosity about the world we live in.



Reading helps students do better in all school subjects.

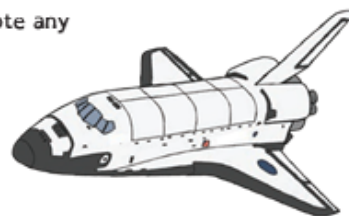
Numeracy

- Draw a space scene using only 2D shapes.
- Create some space-themed word problems.
- Work out the distance of each planet from the sun in miles, kilometres, and metres.



Out and About!

- Build and launch a rocket. What did you do?
- Visit your local library. Find some non-fiction books about space.
- Observe the night sky and note any constellations you see.
- Research constellations.



English

- Write a space adventure themed poem or story.
- Write a poem/story about an alien visiting Earth.
- Write an acrostic poem for a planet.
- Write a newspaper report on the Moon landing.
- Read a novel with a space theme.



Working with Others

- Create a space-themed board or card game, and teach friends or family members how to play.
- Work with a friend or family member to design an alien. Draw and label any unique features.
- Create a mnemonic to help friends or family members remember the order of the planets.
- Make up a space quiz! You need to know the answers!



Pick and Mix Homework Earth & Space

Due: Friday 13th October

If you have your own ideas, please feel free to do that instead.

Art

- Create a painting or drawing of a space scene using your choice of materials.
- Ask your friends and family to help you create a list with as many song titles that have space-themed words in them (i.e. star, rocket, planet, moon).
- Write a spacerap or song.



Science and Technology

- Find out and write down ten amazing facts about space travel.
- Make a rocket with a parachute to aid re-entry.
- Create a space mobile to hang in the classroom.
- Use 2Quiz in Purple Mash to create a quiz about space.



Health and Wellbeing

- Find and make a space-themed recipe.
- What ten things would you take with you on a trip to outer space? Write a list and give a reason for each object.
- Complete a labelled diagram showing the effects that space has on an astronaut's body.
- Astronauts need to be healthy. Create a workout and share.



Social Studies

- Write a fact file on Neil Armstrong or another famous astronaut.
- Create a timeline of space travel and exploration events.
- What countries have put astronauts into space? Mark them on a map.



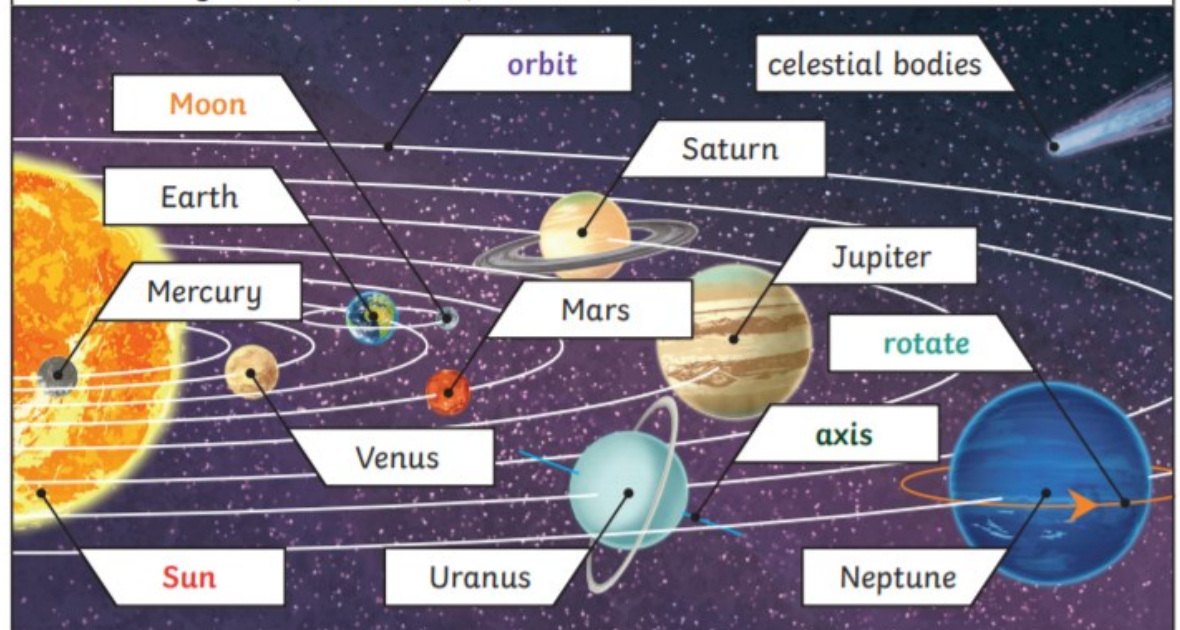
Key Vocabulary

Sun	A huge star that Earth and the other planets in our solar system orbit around.
star	A giant ball of gas held together by its own gravity.
moon	A natural satellite which orbits Earth or other planets .
planet	A large object, round or nearly round, that orbits a star .
sphere	A round 3D shape in the shape of a ball.
spherical bodies	Astronomical objects shapes like spheres .
satellite	Any object or body in space that orbits something else, for example: the Moon is a satellite of Earth.

Key Knowledge

Mercury, Venus, Earth and Mars are rocky **planets**. They are mostly made up of metal and rock. Jupiter, Saturn, Uranus and Neptune are mostly made up of gases (helium and hydrogen) although they do have cores made up of rock and metal.

Our Solar System (not to scale)



Pluto used to be considered a **planet** but was reclassified as a dwarf **planet** in 2006.

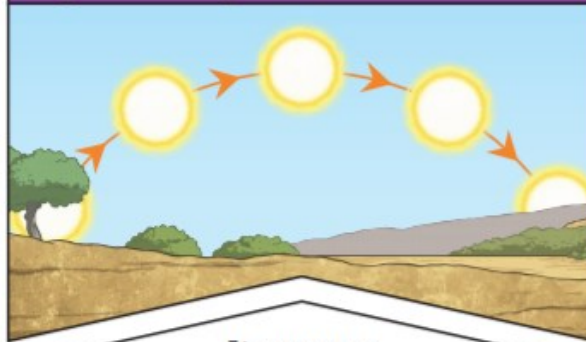


The **Moon** **orbits** Earth in an oval-shaped path while spinning on its **axis**. At various times in a month, the **Moon** appears to be different shapes. This is because as the **Moon** **rotates** round Earth, the **Sun** lights up different parts of it.



Key Vocabulary	
orbit	To move in a regular, repeating curved path around another object.
rotate	To spin. E.g. Earth rotates on its own axis .
axis	An imaginary line that a body rotates around. E.g. Earth's axis (imaginary line) runs from the North Pole to the South Pole.
geocentric model	A belief people used to have that other planets and the Sun orbited around Earth.
heliocentric model	The structure of the Solar System where the planets orbit around the Sun .
astronomer	Someone who studies or is an expert in astronomy (space science).

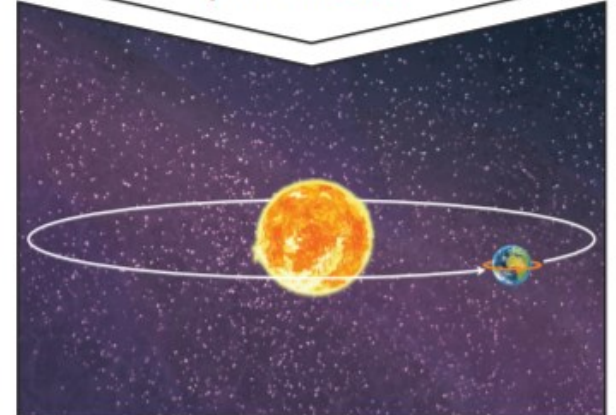
Key Knowledge



It appears to us that the **Sun** moves across the sky during the day but the **Sun** does not move at all. It seems to us that the **Sun** moves because of the movements of Earth.



Earth **rotates** (spins) on its **axis**. It does a full **rotation** once in every 24 hours. At the same time that Earth is **rotating**, it is also **orbiting** (revolving) around the **Sun**. It takes a little more than 365 days to **orbit** the **Sun**. Daytime occurs when the side of Earth is facing towards the **Sun**. Night occurs when the side of Earth is facing away from the **Sun**.



Geocentric model
Years ago people believed that **planets** moved around the Earth.

Nicolaus Copernicus

The work and ideas of many **astronomers** (such as Copernicus and Kepler) combined over many years before the idea of the **heliocentric model** was developed. Galileo's work on gravity allowed **astronomers** to understand how **planets** stayed in **orbit**.

Mission to the Moon

On 20th July 1969, the Apollo II spacecraft reached the moon, carrying the astronauts Neil Armstrong, Buzz Aldrin and Michael Collins. Neil and Buzz became the first people to ever set foot on the Moon.



The Solar System

A solar system includes a star and everything that orbits around it. Our solar system includes the Sun (which is actually a star), eight main planets, dwarf planets, moons orbiting the planets, asteroids, comets and small pieces of space debris.

Stonehenge Astronomy

Stonehenge is one of the world's most famous and recognisable monuments. It has been around for 5000 years. Some people believe the stones were a place for healing; others think it was used for religious ceremonies. There is also evidence that it was used as a calendar to track the sunrise and sunset.



Key Vocabulary

geology	The study of what the Earth is made of, including rocks and soils.
physicist	A scientist who specialises in the study of physics, which includes electricity, astronomy, forces, light and sound.

Key Individuals

Margaret Hamilton	Margaret worked for NASA and was responsible for programming the on-board flight software on the Apollo spacecraft computers. She wrote the code that the computer used to navigate from Earth to the Moon and made sure that the computer would land the spacecraft safely on the Moon.
Neil deGrasse Tyson	In 2006, Pluto was reclassified as a dwarf planet and Neil was a big part of making this decision. He works as a planetary scientist (studying planets) and actually thinks we shouldn't use the name 'planets' but instead group them according to their type, such as gas giant, ice giant and terrestrial planet.





Links to the PE National Curriculum

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

- Pupils should be taught to develop flexibility, strength, technique, control and balance.

Top Tips for Teachers

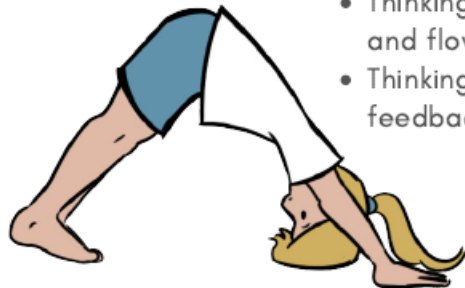
- Repetition helps to reinforce learning. Repeat poses to allow the children to build on their yoga practise.
- Children will find it hard to concentrate for long periods of time. Mix up your teaching and know that children will be able to remain focused for different lengths of time and that that is ok.
- Keep safety in mind and ensure children work at a level they feel comfortable with.
- Use the word "try" so that the children learn to appreciate the process rather than the result.

Key Skills: Physical

- Breathing
- Balance
- Flexibility
- Strength

Key Skills: S.E.T

- Social: Working safely
- Social: Sharing ideas
- Social: Leadership
- Emotional: Calmness
- Emotional: Focus
- Emotional: Confidence
- Thinking: Selecting actions
- Thinking: Creating poses and flows
- Thinking: Providing feedback



Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 4 would use Year 3 and Year 4 vocabulary

Year 3

- Strength
- Flexibility
- Technique
- Perform
- Link
- Try

Year 4

- Stable
- Control
- Mindfulness
- Grounded
- Down Dog
- Relax

Teacher Glossary

Mindfulness: The process of purposely bringing one's attention to experiences occurring in the present moment.

Asana: Refers to physical poses and postures.

Pranayama: Refers to breathing techniques. Prana is our life force, our breath.

Namaste: In yoga this means 'the divine in me acknowledges the divine in you' and is a respectful way to start or end a class.



Links to the PE National Curriculum

- Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key questions...

- Can you notice a difference in how exercise makes you feel physically?
- Can you describe what your body feels like after an event?
- Can you notice a change in your heart rate?
- Are there some activities that make you feel more or less tired?
- What part of your body can you feel working? Do you know what muscles are being used?

Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 4 would use Year 3 and Year 4 vocabulary

Year 3

- Fitness
- Speed
- Strength
- Balance
- Pace
- Control
- Steady

Year 4

- Agility
- Technique
- Stamina
- Coordination
- Muscle
- Progress

Key Skills: Physical

- Strength
- Speed
- Power
- Agility
- Coordination
- Balance
- Stamina

Key Skills: S.E.T

- Social: Supporting others
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Identifying areas of strength and areas for development



Teacher Glossary

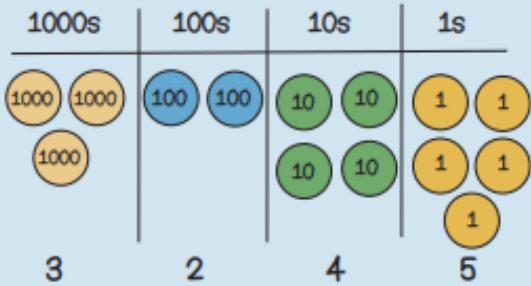
Agility: The ability to change direction quickly and easily.

Balance: The ability to stay upright or stay in control of body movement.

Co-ordination: The ability to move two or more body parts at the same time, under control, smoothly and efficiently.

Stamina: The ability to move for sustained periods of time.

Power: Speed and strength combined.



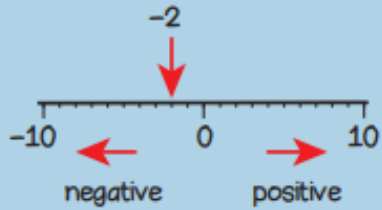
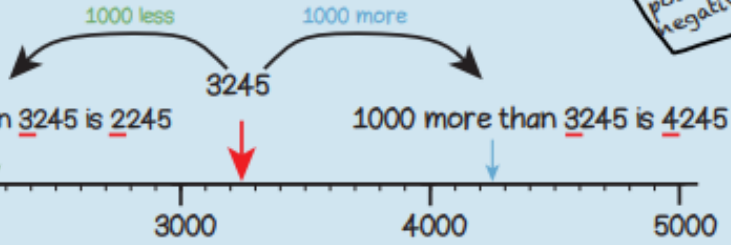
three thousand, two hundred and forty-five
3 thousands, 2 hundreds, 4 tens and 5 ones

In order from smallest to largest

2987, 5894, 6080
4261, 4406, 4540

Stop and look.
What do you notice?

thousands
digit
round
multiple
positive
negative



5 or more - round up
4 or less - round down

Round to the nearest ten
6538 → 6540
6530 6540

Round to the nearest hundred
6538 → 6500
6500 6600

Round to the nearest thousand
6538 → 7000
6000 7000

Year 4 Term 1

Equilateral Triangles
3 equal sides

Isosceles Triangles
2 equal sides

Scalene Triangles
all sides different

trapezium
parallelogram
rhombus
kite
adjacent
equilateral
scalene
isosceles

Quadrilaterals are shapes with 4 straight sides

parallelogram - opposite sides parallel

rectangles - 4 right angles

rhombus - 4 equal sides

squares

Trapezium - exactly one pair of parallel sides

Kites - 2 pairs of equal adjacent sides



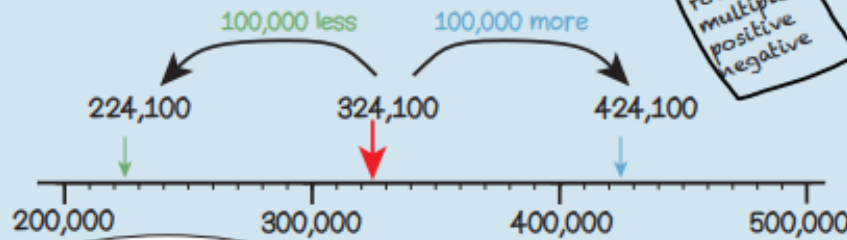
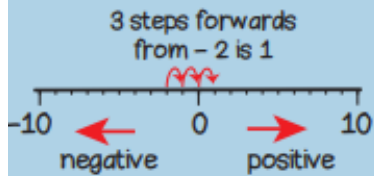
In order from smallest to largest

543,241 564,406 570,540

Stop and look.
What do you notice?

thousands digit round multiple positive negative

six hundred and twenty-three thousand, one hundred and forty-five
6 hundred thousands, 2 ten thousands, 3 thousands, 1 hundred, 4 tens and 5 ones

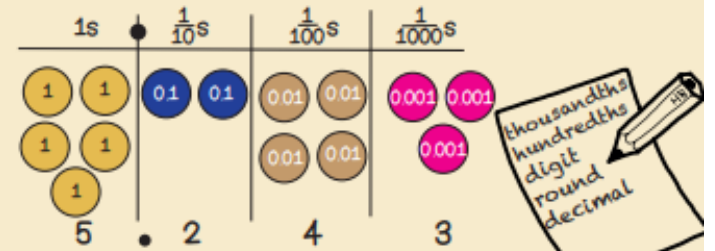


5 or more - round up
4 or less - round down

Round to the nearest ten thousand



Round to the nearest hundred thousand



five point two, four, three
5 ones, 2 tenths, 4 hundredths, 3 thousandths

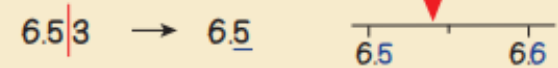
thousandths digit round decimal

Compare decimals

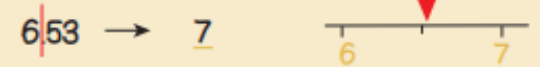
2345 > 2343 2455 > 2343 23 > 2299

5 or more - round up
4 or less - round down

Round to the nearest tenth.

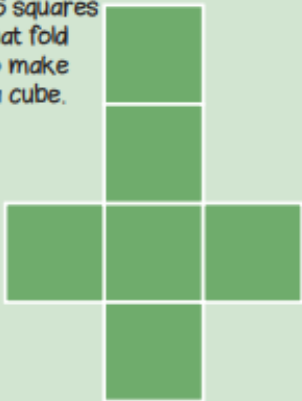


Round to the nearest whole number

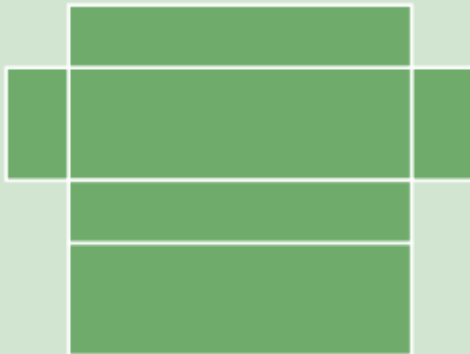


Year 5 Term 1

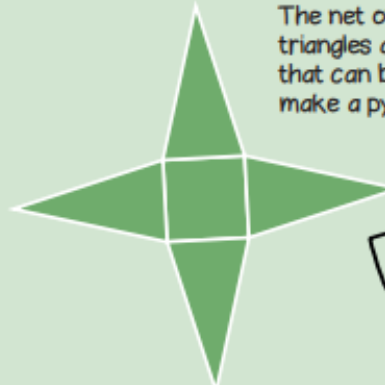
The net of a cube has 6 squares that fold to make a cube.



The net of a cuboid has 6 rectangles that fold to make a cuboid.

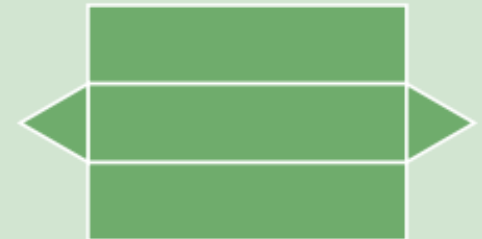


The net of a pyramid has triangles and a polygon that can be folded to make a pyramid.



pyramid net polygon

The net of a prism has rectangles and two identical polygons that can be folded to make a prism.









Discovery RE Knowledge Organiser

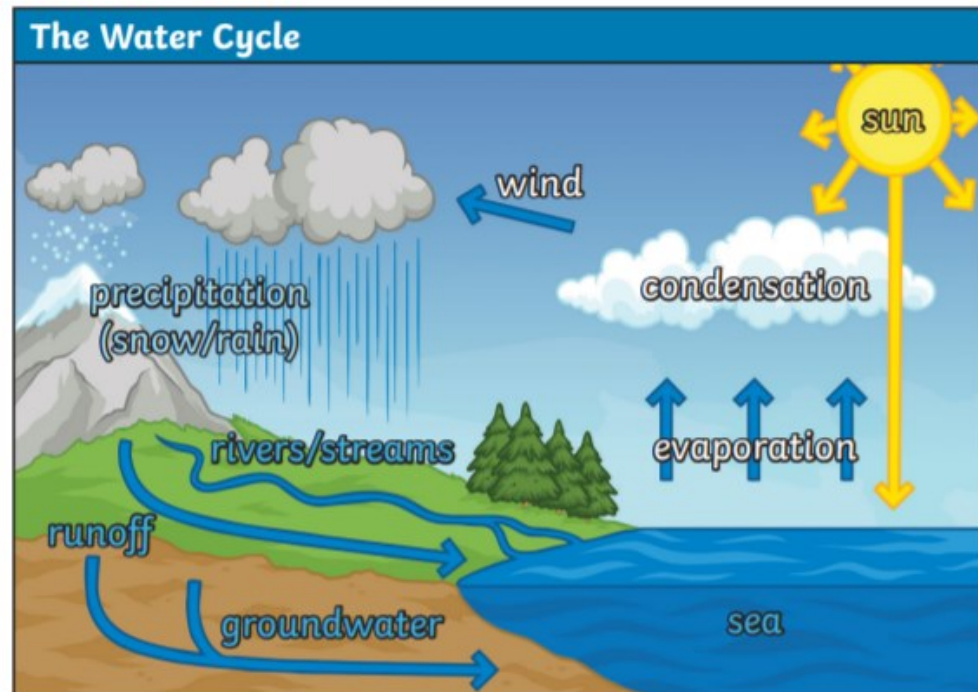
This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry.
The summaries must not be taken as the beliefs of ALL members of the particular religion.

Religion /Worldview: Buddhism		Enquiry Question: Is it possible for everyone to be happy?		Age: 8/9	Year Group: 4 Autumn 1
In this enquiry, the children talk about the story of the Buddha. They consider the choices he made and the outcomes of his actions and reflect on these from a Buddhist's point of view as well as their own.					
Core Knowledge (see also background information documents)		Link to other aspects of belief		Personal connection / resonance	
<p>The Story of the Buddha follows a rich but unfulfilled Prince through a journey of self-discovery leading to teachings that explain the meaning of life and our part in the world.</p> <p>Key Stories and teachings include</p> <p>The Story of the Buddha (provided) leading to his teachings which include</p> <ul style="list-style-type: none"> • The Three marks of existence/ universal truths • The Four Noble Truths • The Noble Eightfold Path • The Five Precepts 		<ul style="list-style-type: none"> • Pilgrimage to Lumbini (birthplace) and Bodhi Gaya (place of enlightenment) • Buddhist temple visit • The importance of Meditation – use of Mandalas 		<ul style="list-style-type: none"> • What does the story of the Buddha tell me? • Why wasn't the rich prince happy? • What sort of things can't be bought? • Who is precious to you? • What do you think is the meaning of life? 	
Key Terms and definitions		History/Context		Impact on believer/daily life	
<p>Siddhattha Gautama: A Prince who would become known as the Buddha</p> <p>Buddha: an enlightened one</p> <p>Enlightenment: understanding the true nature of existence</p>		<p>Siddhattha Gautama was a prince who would inherit a kingdom and become a ruler.</p> <p>He lived in India (now part of Nepal). India was a Hindu country.</p> <p>Siddhattha's struggles with the meaning of life are still relevant today. His teachings spelt out how <u>each individual</u> could minimise suffering.</p>		<ul style="list-style-type: none"> • Understanding the key teachings of the Buddha help Buddhists approach life via the middle way. • Attachment to things leads to suffering so Buddhists try not to be materialistic. • Buddhist teachings focus on living the right way, harming no living thing and being mindful of others and circumstances around you 	
Home learning ideas/questions:					
How can we take steps to be happier? What is the purpose of our lives? How could being rich cause problems?					






Key Vocabulary	
dam	A barrier that blocks off flowing water.
fertiliser	A substance that helps make plants grow.
particles	Everything is made up of matter. Particles are tiny bits of matter.
pesticides	A substance used to destroy pests such as small animals, insects and weeds.
pollution	Anything that is introduced into a habitat which has a harmful effect on plants and animals living there.
reservoir	A man made lake that is used to store water.
water vapour	Water that is in the form of a gas.





Changing State			
Evaporation	Condensation	Melting	Freezing
<p>Evaporation occurs when a liquid changes into a gas or water vapour.</p> 	<p>Condensation is when a gas cools and changes to a liquid.</p> 	<p>This is when a solid is heated and changes to a liquid.</p> 	<p>Freezing is the process of a liquid cooling and changing to a solid.</p> 


Clouds form when warm, moist air is cooled. When it is cooled, it condenses into tiny water droplets which appear as clouds.



Heat from the sun evaporates water, which rises, condenses in the cool air and then falls back down to earth.

Treating Water				
				
Water is stored in reservoirs to allow solids to settle at the bottom.	Chemicals are added to help remove small particles .	Water passes through gravel and carbon to filter out tiny particles .	Chlorine is added to kill off bacteria.	Water is clean and safe to drink.

Flooding			
Fluvial	Pluvial	Coastal	Plumbing
			
Lots of rainfall causing rivers to burst their banks.	Heavy rainfall cannot drain away quickly enough.	High tides and storms.	Broken pipes in buildings.
Flooding can be prevented in some areas by building dams and flood barriers. However, blocking a river at one location can cause flooding further up or downstream.			

Pollution
<ul style="list-style-type: none"> Chemicals – can poison animals. Litter – can be ingested by animals or trap them. Fertilisers – can cause a lack of oxygen and kill animals.

Reducing Pollution
<ul style="list-style-type: none"> Be careful what you throw down the sink or toilet. Don't throw litter into lakes, rivers or oceans. Use environmentally-friendly household cleaning products. Have more plants in the garden to stop contaminated water running into the water supply. Don't over use fertilisers or pesticides.
Marine Protection and Conservation Areas
<ul style="list-style-type: none"> Just under 25% of the UK coastal waters are protected. Over 6,500 species of plants and animals are found here.

Y4 PSHE Jigsaw Knowledge Organiser Being me in my world

Puzzle Outcomes

- I know my attitudes and actions make a difference to the class team and can contribute to a learning charter.
- I know how good it feels to be included in a group and understand how it feels to be excluded.
- I try to make people feel welcome and valued.
- I understand who is in my school community, the roles they play and how I fit in.
- I can take on a role in a group and contribute to the overall outcome and understand how groups come together to make decisions.
- I understand how democracy works through the school council/ in this school and how having a voice benefits the school community.
- I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
- I understand how rewards and consequences motivate people's behaviour.

Weekly Celebrations

Week 1- Help others to feel welcome.

Week 2 - Try to make our school community a better place.

Week 3 - Think about everyone's right to learn.

Week 4 - Care about other people's feelings.

Week 5 - Work well with others.

Week 6 - Choose to follow the Learning Charter.

Being me in my world at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School we can explain how our choices can have an impact on people in the community and globally.



Our Values of the term:

Friendship & Perseverance



Key Vocabulary

Included	Contained as part of a whole being considered.
Excluded	Deny (someone) access to a place, group, or privilege.
Valued	Considered to be important or beneficial; cherished.
Team	Come together as a team to achieve a common goal.
Charter	A collaboration of standards in which the student and teacher abides while in a classroom.
Community	A group of people living or working together in the same area.
Children's Rights	Children's rights are human rights specifically adapted to the child because they <u>take into account</u> their fragility, specificities and age-appropriate needs.
Democracy	People voice their opinions by voting on important issues and/or by voting a leader/ representative.



les yeux

eyes



les cheveux

hair



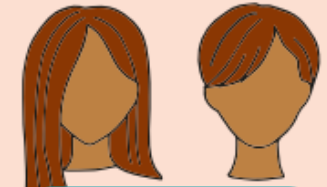
les cheveux
châtains

brown hair



les cheveux
blonds

blonde hair



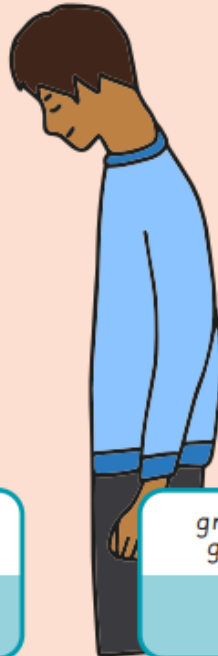
les cheveux
roux

ginger/red
hair



petit (m) /
petite (f)

small



grand (m) /
grande (f)

big/tall



fort (m) /
forte (f)

strong



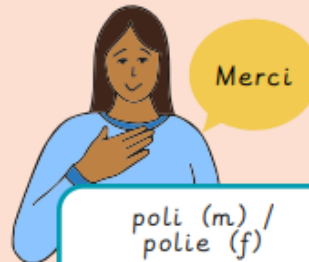
sportif (m) /
sportive (f)

sporty



travailleur (m) /
travailleuse (f)

hard-working



poli (m) /
polie (f)

polite



heureux (m) /
heureuse (f)

happy



sérieux (m) /
sérieuse (f)

serious

French Year 4: Portraits

Sentence structure and phrases



In French, the word for 'hair' - cheveux - is plural

il a/elle a = he has/she has + noun + adjective

il a les cheveux châtain.

He has brown hair

il a les yeux bleus

He has blue eyes



Il s'appelle Henri et il a les yeux bleus et les cheveux châtain.

He is called Henry and he has blue eyes and brown hair.

Other phrases

il s'appelle

he is called

elle s'appelle

she is called

Adjectives must agree with the gender of the noun that they are describing. This is usually achieved by:

No change for masculine nouns

il est poli

He is polite

Adding an e for feminine nouns

elle est polie

She is polite

However some may have different endings:

il est sérieux

he is serious

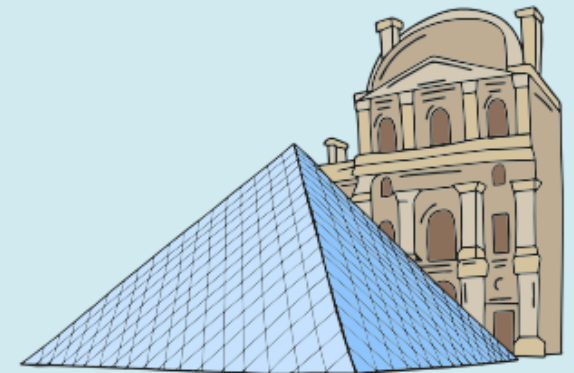
elle est sérieuse

she is serious

The Louvre Museum is in Paris and used to be a royal palace.

It is the largest art museum in the world, and is home to the famous portrait, Mona Lisa.

The entrance to the Louvre is a large glass and metal pyramid.



SHAUN TAN

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Shaun Tan grew up in Perth and works as an artist, writer and film-maker in Melbourne. He is best known for illustrated books that deal with social and historical subjects through dream-like imagery, widely translated throughout the world and enjoyed by readers of all ages. Shaun is the recipient of an Academy Award for the short animated film *The Lost Thing*, the prestigious Astrid Lindgren Memorial Award in Sweden and the Kate Greenaway Medal in the UK.

Peter Thorpe

9th November
1957- Present Day



Who Is Peter Thorpe?

Thorpe is an American artist, illustrator and writer who is well known for his beautiful book cover designs and his striking paintings of rockets and outer space.

Early Life

Peter Joseph Thorpe was born in 1957 in Oregon. When he was a teenager, he went to a boarding school in Florida, studying there until he graduated in 1976. Thorpe always enjoyed drawing and was creating illustrations for New Orleans Magazine by the time he was 18. When attending Oxford University as part of an exchange program, he met Pauline Baynes - a famous illustrator for books such as the Chronicles of Narnia by C.S. Lewis. She encouraged Thorpe to follow his love of art and become an illustrator.

