**Medium Term Planning- Year 1/ 2**

**Cycle B Spring 1**

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| **Curriculum****Area** | **Learning Objectives** | **Learning Opportunities** |
| **Reading** | Reading fact filesReading non-fiction textsStories involving fantasy Space poems | * Reading and retrieving information about Neil Armstrong/ Space from fact files and non-fiction texts.
* Guided Reading books
* Reading Independent reading books
* Texts during lesson time and across the curriculum
* Reading comprehension tasks during Guided Reading and English lessons.
* Reading to adults at least once a week.
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| **Writing** | PoetryInformation textsStories in familiar settings  | * Instructions- how to fly a rocket
* The Man on the Moon text
* Comprehension questions
* Write rules- commands for visitors
* Write a story with different character working on the moon
* Space poems
* Using a dictionary
* Apostrophe for possession and speech marks
* Postcards from Bob
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| **Maths** | **White Rose Maths**Year 1Year 2 Multiplication and division Fractions | * CLIC sessions to consolidate learning and to improve mental recall of facts and times tables.
* CLIC and timestables tests
* Developing reasoning and problem-solving skills.
* Use of practical resources to scaffold learning.
* Range of strategies to solve problems.
* Active maths
* Forest school
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| **Computing**  | **Digital literacy and ICT***use technology purposefully to create, organise, store, manipulate and retrieve digital content* | * Researching information independently link to topic- space
* Filtering results for specific images and content.
* Using key words for refined results ‘Facts for kids’ ‘will bring back more appropriate content.
* Coping and pasting text
* Screen grab images.
* School 360 and Seesaw logins
* E-safety
* Space picture
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| **Geography** | **Geographical skills and fieldwork**Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  | * Aerial photographs from out of space
* To identify the sea, land, cold/ hot areas, forest, continents, countries
* Look at photos of planets
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| **Science** | **Year 1- Everyday materials**-Distinguish between an object and the material from which it is made.-Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.-Describe the simple physical properties of a variety of everyday materials.- Compare and group together a variety of everyday materials on the basis of their simple physical properties. **Year 2- Uses of everyday materials**- Identify and compare the suitability of a variety of every day materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  | * Make mini exploding rockets
* Material hunt around school and forest.
* Sort materials according to a range of criteria
* Venn diagrams
* Test and design outfit for astronaut
* Test which materials can change shape
* Making dough
* Burying of materials in forest- how do they change over time? Do they decompose? Relate to recycling, plastic…..
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| **History** | **Neil Armstrong**Learn about the lives of significant individuals who have contributed to national and international achievements.Compare aspects of life in different periods. | * Significance
* Time line
* Fact file- Neil Armstrong
* The moon landing- newspaper report
* How things are different in Space- food, cleaning teeth, washing
* Tim Peak- video
* Day in the life of an Astronaut- diary
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| **Music** | **I wana play in a band- Year 2 Spring 1*** Perform, listen to and evaluate music across a range of historical periods, genres, styles and traditions.
* Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
* Listen with concentration and understanding to a range of high-quality live and recorded music.
* Experiment with, create, select and combine sounds using the inter-related dimensions of music.
 | * Learn to sing and perform ‘I wana play in a band’
* Listen to classic rock songs and discuss how it makes them feel and how they know it is rock.
* Perform song as part of ensemble using appropriate instruments to enhance the performance.
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| **Art and DT** | **Art** -To use a range of materials creatively to design and make products.-To learn about the work of a range of artists. -To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. **DT*** Design purposeful, functional, appealing products for themselves and others based on design criteria.
* Generate, develop. Model and communicate their ideas through talking, drawing templates, mock-ups and, where appropriate, information and communication technology.
* Select from and use a range of tools and equipment
* Select from and use a wide range of materials and components
* Evaluate their ideas and products against design criteria.
* Build structures, exploring how they can be made stronger, stiffer and more stable.
* Explore and use mechanisms (foe example, levers, sliders, wheels and axles), in their products.
 | * Planet marbling
* Abstract artist focus- Peter Thorpe
* How a picture makes them feel
* Design and make own moon buggy with wheels and axles.
* Design and make own alien- play dough
* Make class solar system
* Make rockets in forest
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| **PE** | SwimmingFootball?  |  |
| **RE** | **Islam*** I can explain where Islam was founded and who founded the Muslim faith.
* I can explain the key beliefs held my Muslims.
* I can explain the key features in a Muslim’s place of worship.
* I can name and explain the key Muslim festivals.
* I can explain what the holy Muslim book is and how it is used.
* I can recognise the main symbol associated with Islam.
 | * Visit/ visitors?
* Design a new symbol for Islam
* Label key parts of a Mosque
* Use Storybook app on Ipads to create pamphlet to explain and describe a key Islam festival.
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| **PSHE** |  **Dreams and Goals*** I can choose a realistic goal and think about how to achieve it.
* I can persevere even when I find tasks difficult.
* I can identify who it is easy for me to work with and who it is more difficult for me to work with.
* I can work cooperatively in a group to create an end product.
* I can explain some of the ways I worked cooperatively in my group to create the end product.
* I know how to share success with other people.
 | * New year’s resolutions
* Dream tree
* Rules for talk.
* Learning to Learn song
* Circle games, problem solving games- working together to reach goal
* Weekly PSHE celebration certificates
* Treasure chest of success? What does success look like? Feel like?
* Goal ribbons
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