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

**Cycle B Spring 1**

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| **Curriculum**  **Area** | **Learning Objectives** | **Learning Opportunities** |
| **Reading** | Reading fact files  Reading non-fiction texts  Stories 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. |
| **Writing** | Poetry  Information texts  Stories 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 |
| **Maths** | **White Rose Maths**  Year 1  Year 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 |
| **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 |
| **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 |
| **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….. |
| **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 |
| **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. |
| **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 |
| **PE** | Swimming  Football? |  |
| **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. |
| **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 |