

Medium Term Plan – Spring 1 – Year 1

Core Text: *How to catch a star*

Topic: Space

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Type	Narrative	Narrative	Narrative	Instructions	Instructions	Instructions
T4W Stage	Imitation	Innovation	Innovation	Imitate	Innovate	Imitate
Grammar and Punctuation (Active English)	Capital letters Conjunction 'because'	Question marks Nouns	Exclamation marks Verbs	Capital letters Conjunction 'or'	Question marks Nouns	Exclamation marks Verbs
Spelling	66-76 HFW (High frequency words)	66-76 HFW	77-87 HFW	77-87 HFW	88-100 -HFW	88-100 -HFW
Terminology (technical vocabulary)	Narrative Story map Mind map Beginning Middle End Boy Catch star	Story map Mind map Beginning Middle End Boy Catch star	Story map Mind map Beginning Middle End Innovate Boy Catch star	Instructions Time conjunctions Layout heading You will need First Next Then After Finally Comma Imperative verbs	Instructions Time conjunctions Layout heading You will need First Next Then After Finally Comma Imperative verbs	Instructions Time conjunctions Layout heading You will need First Next Then After Finally Comma Imperative verbs
Greater Depth SC	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and'	. I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and' / but	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and' / but	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and' / but	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and' and 'because'	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and' and 'because'

SEND SC	Letter/sound recognition	Letter/sound recognition	Letter/sound recognition	Letter/sound recognition/formation	Letter/sound recognition/formation	Letter/sound recognition/formation
Handwriting	k	u	b	f	e	l/h
Rainbow Grammar (where appropriate)	Predicate/Subject/stop	Predicate/Subject/stop	Predicate/Subject/stop	Predicate/Subject/stop	Predicate/Subject/stop	Predicate/Subject/stop
Maths Teaching and Learning	<p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add and subtract one digit and two digit numbers to 20, including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtractions (-) and equals (=) signs.</p>	<p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.</p>	<p>Recognise and use the language relating to dates, including days of the week, weeks, months and years.</p> <p>Sequence events in chronological order using language such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p>	<p>Compare, describe and solve practical problems for time-quicker, slower, earlier, later- and measure and begin to record time- hours, minutes, seconds.</p>	<p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least.</p> <p>Given a number, identify one more and one less</p> <p>Recognise the place value of each digit in a two-digit number.</p>
Reading learning objectives 1a, 1b, 1c, 1d, 1e, 1g	<p>To know some familiar and less familiar words and phrases in a shared story (1a)</p> <p>To know the events of a shared story (b)</p> <p>To know how to make a plausible prediction about what might happen on the basis of</p>	<p>To know how to discuss word meanings and link meanings to those already known. (1a)</p> <p>To know how to identify and link two significant events in a shared story (1b)</p>	<p>To understand the events of a shared story (1b)</p> <p>To know how to recall familiar stories from a shared story in the correct order (1c)</p> <p>To know how to discuss the</p>	<p>To understand how to identify and link two significant events in a shared story (1b)</p> <p>To know how to retell the key points of a shared story (1c)</p> <p>To know how to make inferences on the basis of what is being said</p>	<p>To understand the events of a shared story (1b)</p> <p>To understand how to draw on previous knowledge or on background information and vocabulary provided by the teacher (1d)</p>	<p>To know the events of a shared story (b)</p> <p>To understand how to discuss the significance of the title and events (1d)</p> <p>To understand how to recall some interesting words/phrases from the book/story, stating</p>

	what has been read so far (1e)	To know how to , recall some interesting words/phrases from the book/story, stating their reason/s why. (1g)	significance of the title and events (1d)	and done by a character (1d)		their reason/s why. (1g)
Cross-curricular Writing Opportunities	<p align="center"> Science: Materials and properties of everyday materials- link to information text History: Neil Armstrong- significant individual- information text Geography: Write simple sentences about similarities and Differences R.E: Design and Technology: make a space buggy -instructions Computing: to understand there are different methods of sending messages. – PSHE/SMSC: N/A </p>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science objectives A1, A2, A3,A4,A5 D1, D2	<p>Working scientifically</p> <p>A.2 To know how to observe closely using simple equipment</p> <p>A.3 To know how to perform simple tests</p> <p>A.5 To know how to use my observations and ideas to suggest answers to questions</p>	<p>Everyday Materials</p> <p>I can distinguish between an object and the material from which it is made. (D1)</p>	<p>Working scientifically</p> <p>A.2 To know how to observe closely using simple equipment</p> <p>A.3 To know how to perform simple tests</p> <p>A.5 To know how to use my observations and ideas to suggest answers to questions</p> <p>Everyday Materials</p> <p>I can identify and name a variety of everyday materials</p>			

			including wood, plastic, glass, metal, water and rock. (D2)			
History objectives C1, C2				C-Organise, Evaluate and Communicate I can obtain ideas about the past from pictures. (C1)	C-Organise, Evaluate and Communicate I can write simple sentences about a period in time or significant individual. (C2)	
Geography objectives)
Religious Education objectives A3, B3, C3						Christianity A3, B3, C3
Art objectives D1				D- Computer art Study of Jackson Pollock. Use his technique to create space image.	D- Computer art I can use ICT to create a picture, which attempts to meet the needs of the audience (e.g poster) (D1)	
Design and Technology objectives B1, B2, B3 C1, C2 D1, D2, D3	D-Evaluate I can look at current products and recognise what they are for, how they work and why (D1) B. Design I can describe how something works (B1) 2. I can make simple plans before making objects (B2)	C – Make I can make a product that moves (pop-up invitation card for nativity) I select from and use a range of materials and components e.g construction material, textiles (C2) I can use my tools safely including cutting tools (C3)	D – Evaluate I can explain what went well with my work and suggest how I would improve it (D2)			

	3. I can generate and develop my ideas by talking and drawing (B3) Design a space buggy					
PSHE objectives	Road Safety	Road Safety	Personal safety	Personal safety	Personal safety	Stranger Danger
Computing objectives D1, D2, D3, D4	D) Multimedia and processing (Digital Content) To become familiar with the keyboard – including – spacebar, backspace, shift, enter (D1)	D) Multimedia and processing (Digital Content) To know how to print and save (D2) To explore line, shape and colour of images and text. (D3) 4. To know how to create an image using a paint package (D4)	D) Multimedia and processing (Digital Content) To know how to print and save (D2) To explore line, shape and colour of images and text. (D3) 4. To know how to create an image using a paint package (D4)	D) Multimedia and processing (Digital Content) To know how to print and save (D2) To explore line, shape and colour of images and text. (D3) 4. To know how to create an image using a paint package (D4)	D) Multimedia and processing (Digital Content) To know how to print and save (D2) To explore line, shape and colour of images and text. (D3) 4. To know how to create an image using a paint package (D4)	D) Multimedia and processing (Digital Content) To know how to print and save (D2) To explore line, shape and colour of images and text. (D3) 4. To know how to create an image using a paint package (D4)
Music objectives A3, A4, A5. Machines Musical Focus: Beat Cross-curricular link: PSHE	To know how to play and maintain a steady beat. (A3)	To understand how to sequence sounds. (A4)	To know how to play at different speeds (tempo). (A5)	To understand how to play a steady beat. (A3)	To know how to control changes in speed (tempo). (A5)	To know how to control changes in speed (tempo). (A5)