

Medium Term Plan – Spring 2 – Year 1

Core Text: Look into Space (Non- Fiction)

Topic: Space

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Type	Recount	Recount	Recount	Acrostic Poem	Acrostic Poem	Acrostic Poem
T4W Stage	Imitation	Imitate	Imitate	Imitate	Innovate	Invent
Grammar and Punctuation (Active English)	Capital letters Conjunction 'or'	Full stops Nouns	Exclamation marks Verbs	Question marks Adjectives	Capital letters Conjunction 'so'	Full stops Conjunction 'but'
Spelling	Unit 1	Unit 2 ck	Unit 2 zz	Unit 3 ff	Unit 3 ss	Unit 4 ve
Terminology (technical vocabulary)	Recount First person Past tense Time conjunctions First Next Then After Finally Adjectives 5W's	Recount First person Past tense Time conjunctions First Next Then After Finally Adjectives 5W's	Recount First person Past tense Time conjunctions First Next Then After Finally Adjectives 5W's	Acrostic Poem First letter Capital letter New line adjectives	Acrostic Poem First letter Capital letter New line adjectives	Acrostic Poem First letter Capital letter New line adjectives
Greater Depth SC	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'so, because'	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'so/because'	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction "so/because"	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunctions	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunctions	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunctions
SEND SC	Letter/sound recognition	Letter/sound recognition	Letter/sound recognition	Letter/sound recognition/formation	Letter/sound recognition/formation	Letter/sound recognition/formation
Handwriting	h	r	j	v	y	w

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	Count to forty, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 40 in numerals and words.	Represent and use number bonds and related subtraction facts within 20. Add and subtract one digit and two digit numbers to 20, including zero. Read, write and interpret mathematical statements involving addition (+), subtractions (-) and equals (=) signs.	Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$	Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Measure and begin to record the following: lengths and height; mass/weight; capacity and volume.	Recognise and know the value of different denominations of coins and notes.
Reading learning objectives 1a, 1b, 1c, 1d, 1e, 1g	<p>To know how to discuss word meanings, linking new meanings to those already known (1a)</p> <p>To know the events of a shared story (1b)</p> <p>To know how to make a plausible prediction about what might happen on the basis of what has been read so far (1e)</p>	<p>To know how to discuss the significance of the title and events. (1d)</p> <p>To understand some familiar and less familiar words and phrases in a shared story (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 make inferences on the basis of what is being said and done by a character (1d)</p>	<p>To understand how to identify and link two significant events in 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>make a plausible prediction about what might happen on the</p>	<p>To know the events of a shared story (1b)</p> <p>discussing the significance of the title and events (1d)</p> <p>To know how to recall some interesting words/phrases from the book/story, stating their reason/s why. (1g)</p>	<p>To develop the skill of identifying and linking two significant events in a shared story (1b)</p> <p>To develop the skill of discussing the significance of the title and events (1d)</p>

				basis of what has been read so far (1e)		
Cross-curricular Writing Opportunities	<p>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:</p> <p>Design and Technology: make a space buggy -instructions</p> <p>Computing: to understand there are different methods of sending messages.</p> <p>–</p> <p>PSHE/SMSC: N/A</p>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Science objectives A1, A2, A3,A4,A5 D3, D4	<p><b>Working scientifically</b></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><b>Everyday Materials</b></p> <p>I can describe the simple physical properties of a variety of everyday materials (D3)</p>	<p><b>Working scientifically</b></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><b>Everyday Materials</b></p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties. (D4)</p>		
History objectives						<b>C-Organise, Evaluate and Communicate</b>

C3						I can tell stories about the past (C3)
Geography objectives <b>Geographical skills and fieldwork</b> A3 <b>Locational knowledge</b> C1				<b>A-Geographical skills and fieldwork</b> I can use maps and atlases to identify the United Kingdom and its countries (A3)	<b>C-Locational knowledge</b> I can name the 4 countries of the UK and the town where I live. (C1)	
Religious Education objectives A3, B3, C3				<b>Christianity – Easter</b> A4,	<b>Christianity – Easter</b> B4	<b>Christianity – Easter</b> C4
Art objectives E1, E2, E3 C1	<b><i>E-Responding to art, artists and designers.</i></b> I can describe what I can see and give an opinion about the work of an artist (E1) <b><i>E-Responding to art, artists and designers</i></b> I can ask questions about a piece of art (E2)	<b><i>E-Responding to art, artists and designers</i></b> I can discuss basic facts about famous artists, craftspeople and designers from different cultures. (E3)	<b>C-3D Art</b> I can use paint, collage and sculpture to express my ideas (C1)			
Design and Technology objectives N/A						
PSHE objectives	<b>Acts of kindness</b>	<b>Acts of kindness</b>	<b>Bullying</b>	<b>Bullying Quiz</b>	<b>Gender</b>	<b>Gender</b>

<p>Computing objectives D1, D2, D3, D4</p>	<p><b>D) Multimedia and processing (Digital Content)</b>          . To become familiar with the keyboard – including – spacebar, backspace, shift, enter (D1)</p>	<p><b>D) Multimedia and processing (Digital Content)</b>          . 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)</p>	<p><b>D) Multimedia and processing (Digital Content)</b>          . 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)</p>	<p><b>D) Multimedia and processing (Digital Content)</b>          . 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)</p>	<p><b>D) Multimedia and processing (Digital Content)</b>          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)</p>	<p><b>D) Multimedia and processing (Digital Content)</b>          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)</p>
<p>Music objectives B4, C3, D3, D4. Travel Musical focus: Performance Cross-curricular link: PE</p>	<p>To know how to combine voices, movement and instruments to perform a chant or a song. (D3)</p>	<p>To understand how to keep a steady beat when playing an instrument. (C3)</p>	<p>To know how to perform word rhythms with movement. (D4)</p>	<p>To know how to play and combine simple word rhythms. (D4)</p>	<p>To understand how to respond to music through movement. (B4)</p>	<p>To understand how to respond to music through movement. (B4)</p>