

Year 1&2 Medium Term Plan Autumn 2023

Theme SPACE		NATIONAL CURRICULUM OBJECTIVES	SKILLS PROGRESSION	CURRICULUM OVERVIEW
Maths	The children will be taught in mixed ability groups. Both year groups will be covering the White Rose objectives, which link to the National Curriculum.	Yr 1: Number-place value (within 10) Number-addition and subtraction (within 10) Geometry-shape Number-place value (within 20) Yr2: Number-place value Number-addition and subtraction Measurement-money Number-multiplication and division		We will continue to have whole class investigations solving mathematical problems. The focus for this term will be Place value of numbers, number- addition and subtraction including money and for year 2 multiplication and division
English	Phonics Reading Grammar Poetry Adventure stories	Daily phonics lessons will be taught using the scheme Little Wandle Reading fluency, decoding, prosody and comprehension skills will be taught through group and whole class reading. We will be reading and responding to a variety of fiction texts, non-fiction texts and poetry. Grammar will be integrated within our teaching of writing as well as in discrete lessons. We will continue to focus on improving handwriting and correct letter formation during phonic lessons. We will explore and recite a range of poetry. The children will build up a bank of poems their poetry journals. Through our theme the children will orally compose and write their own poetry linked to the planets in our solar system. The children will receive a voice recording from the fictional character, Bob and a copy of the text 'Man on the Moon-A Day in the Life of Bob'. They will use their knowledge of space to help Bob decide what he will need to		

	<p>Non-Fiction text</p> <p>Character/setting description.</p> <p>Instructional writing</p>	<p>pack in his suitcase for his new job on the Moon! The children will use role-play to act out Bob's journey and explore the settings in the book. They will use their senses to describe what they see, hear, smell and feel during their adventures on the moon and record these when writing postcards to their family on Earth. The children will sequence the story and create a video diary in the first person (as the character of Bob). Finally, they will explore the parallel story that takes place in the text and create an alien timetable. They will then use this to expand upon the story and write their own adventure stories.</p> <p>The children will receive an invitation from outer space to visit a chosen planet. The children will blast off into space through role-play and become astronauts and scientists. They will explore objects and solve clues to find out facts about all eight planets, in order to decide which planet they would like to visit. When researching space, the children will learn about the structure of non-fiction books and use them to find answers to their questions. They will write up their findings and publish their work in a class book</p> <p>The text 'Toys in Space' is a meta-fictional tale that draws young children's attention to the playful side of storytelling and feeds their imagination with the question: where do all the lost toys go? Through this text they will use their imaginations to describe imaginary worlds and write their own stories. We will create story telling areas where they children can read their stories to an audience of toys!</p> <p>After making their own rockets the children will write instructions 'How to make a rocket'</p>		
Geography	Weather	Identify seasonal and daily weather	Communicate geographically This concept involves understanding geographical	Through a series of lively activities, such as creating and filming their own weather

		<p>patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use simple compass directions.</p> <p>Use aerial photographs.</p> <p>Use fieldwork and observational skills.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p>	<p>representations, vocabulary and techniques.</p> <p>Investigate Patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <p>Investigate places This concept involves understanding the geographical location of places and their physical and human features</p>	<p>forecasts or making their own weather station, children will build knowledge of seasonal and daily weather patterns in the UK. Begin to understand the hot and cold areas of the world as well as developing locational knowledge and early geographical skills. They will learn how to present data and make their own weather forecast to present to the class. We will play shadow tag and create bar charts to record shadow length over time. We will set up a weather station make windsocks to measure wind, thermometers to measure temperature and use rain gauges to observe rainfall.</p>
Science	Everyday materials	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Gather and record data to help in answering questions Describe the simple physical properties of a variety of everyday materials. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identify and compare the suitability of a variety of everyday materials, including wood, metal, 	<p>The children will explore, name discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft, stretch/stiff. Rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. We will explore and experiment with a wide range of materials including brick, paper, fabrics, elastic and foil. Pupils will work scientifically by performing a simple test to</p>

		<p>on the basis of their simple physical properties</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. <p>Work Scientifically</p> <p>Ask simple questions.</p> <ul style="list-style-type: none"> • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. 	<p>plastic, glass, brick/rock, and paper/cardboard for particular uses.</p>	<p>explore the question- What is the best material to repair Bob the astronaut's glove?</p>
History	Space	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p>	<p>Build an overview of world history</p> <p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Understand chronology</p> <p>To understand chronology and add significant events to the class timeline.</p>	<p>The children will investigate the moon landings, answering key questions along the way.</p> <ul style="list-style-type: none"> • Has man ever been to the moon and how can we know for sure? • Why did the astronauts risk their lives to go to the Moon?

		<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Place events in order on a time line.</p> <p>Investigate and interpret the past</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. 	<ul style="list-style-type: none"> • How were the astronauts able to get there and back safely? • What did they do when they got to the Moon and how do we know? • Does everyone agree that we should continue to send people to the moon? • How should we commemorate this great achievement. <p>Significant events will be recorded on the class timeline with discussions about what else was occurring at this time, as well as relating this to their own family timelines.</p> <p>When studying Vincent Van Gogh in art lessons we will also learn about his life and how things have changed since Van Gogh's time.</p>
<p>Art</p>	<p>Starry Night</p>	<p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and</p>	<p>Take inspiration from the greats</p> <p>Describe the work of notable artists</p> <p>Use some of the ideas of artists studied to create pieces</p> <p>Drawing</p> <p>Draw lines of different sizes and thickness.</p>	<p>We will find out about the life of Vincent Van Gogh. We will understand some of the events in Van Gogh's life and what inspired him. By doing so we will understand some of the sources by which we gain historical knowledge. We will explore a range of his paintings and study his painting 'The Starry Night.' Through discussion we will express feelings about his</p>

	<p>Planets</p>	<p>disciplines, and making links to their own work.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Colour (own work) neatly following the lines.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Sculpture</p> <p>Include lines and texture</p> <p>Use clay</p> <p>Use techniques such as moulding and rolling</p> <p>Observational drawing</p> <p>Create an observational drawing of an autumn scene</p> <p>Talks about and use colours, lines and shapes</p> <p>Compare own work to that of John Everett Millais</p>	<p>paintings. Finally, we will create our own starry night pictures using oil pastels and paint.</p> <p>The children will use papier mache to create sculptures of the 8 planets in the solar system and manipulate clay to make moon rocks.</p> <p>When learning about weather and seasons in geography we will create observational drawings using different techniques and compare these to the painting 'Autumn Leaves' by John Everett Millais.</p>
<p>Music</p>	<p>Charanga Unit 1 – Hey You Old School Hip Hop Rhythm in The Way We Walk and The Banana Rap Reggae</p> <p>Christmas songs (performance)</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of</p>	<p>Perform</p> <p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p>	<p>We will use Charanga to discover how pulse, rhythm and pitch work together. I Unit 2 we will explore Pulse, rhythm and pitch, rapping, dancing and singing.</p>

		high-quality live and recorded music	<p>Imitate changes in pitch.</p> <p>Compose</p> <p>Create a sequence of long and short sounds.</p> <p>Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p> <p>Transcribe</p> <p>Use symbols to represent a composition and use them to help with a performance</p> <p>Describe music</p> <p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>	
DT	Space sliders Explore and use mechanisms [for	Design design purposeful, functional, appealing products for	Materials Cut materials safely using tools provided.	The children will explore slider and lever mechanisms which will enable them to create their own

	<p>example, levers, sliders, wheels and axles],</p> <p>Pop-Up Cards</p>	<p>themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Measure and mark out to the nearest centimetre.</p> <p>Demonstrate a range of folding, cutting and shaping techniques</p> <p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>Develop and build a product involving sliders and levers. To understand the potential use of these techniques in everyday items.</p> <p>Design, make, evaluate and improve</p> <p>Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses.</p> <p>Take inspiration from design throughout history</p> <p>Explore objects and designs to identify likes and dislikes of the designs.</p> <p>Suggest improvements to existing designs.</p> <p>Explore how products have been created.</p>	<p>sliders and levers. They will create their own space slider.</p> <p>Before creating their own pop-up card, - children will review examples of pop-up cards and look at the designs and make choices to take forward to their own designs.</p> <p>The children will draw their design of their pop-up card, labelling the design.</p> <p>Then they will develop their own prototype. They will evaluate their prototype, making suggestions of improvements.</p> <p>The children will develop their own version of a pop-up card demonstrating the techniques learned.</p>
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Computing	<p>Information Technology Around Us</p> <p>Grouping Data</p>	<p>- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>- Recognise common uses of information technology beyond school</p> <p>- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>-Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>-Use technology safely and respectfully</p>	<p>This unit progresses learners' understanding of technology and how they interact with it. They will develop this understanding to become familiar with the term information technology and will be able to identify common features of IT. This unit also builds on the learners' understanding of using technology safely and responsibly</p> <p>This unit will introduce learners to the concept of labelling and grouping objects based on their properties. Learners will develop their understanding that objects can be given labels, which is fundamental to their future learning concerning databases and spreadsheets. In addition, learners will begin to improve their ability to use dragging and dropping skills on a device. Following this unit, in year 2, learners will present data graphically in pictograms.</p>	<p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Introduces pupils to data and information. They will begin by using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data</p>
RE	This term we will be following the Cornerstones- A	Study the main stories of Christianity.	Describe some of the teachings of a religion.	This term we will be learning about the Christian festival 'Harvest'. We will also explore

	<p>Love to Celebrate Christianity Project-Harvest.</p>	<p>Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.</p> <p>Study other religions of interest to pupils.</p>	<p>Describe some of the main festivals or celebrations of a religion.</p> <p>Recognise, name and describe some religious artefacts, places and practices.</p> <p>Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>Identify how they must make their own choices in life.</p> <p>Explain how actions affect others.</p>	<p>the many other faiths and cultures that celebrate Harvest around the world. We will use Godly Play to act out the story 'The Marvellous Picnic' from The Lion Storyteller Bible. When identifying our favourite foods, we will find out where our food comes from. Through the text 'Lila and the Secret of Rain' we will explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities.</p>
<p>PSHE</p>	<p>Aut 1 Relationships Friendship; feeling lonely; managing arguments</p> <p>PoS refs: R6, R7, R8, R9, R25</p> <p>Aut 2</p> <p>Relationships Behaviour; bullying; words and actions; respect for others</p> <p>PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p>		<p>What makes a good friend?</p> <p>What is bullying?</p>	<p>Using information and resources from the PSHE Association we will learn about what makes a good friend and we will find out:</p> <ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy. <p>When learning about bullying we will find out: how words and</p>

				<p>actions can affect how people feel</p> <ul style="list-style-type: none"> • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.
PE	Develop practical skills in order to participate, compete and lead a healthy lifestyle		<p>Use the terms 'opponent' and 'team-mate'.</p> <ul style="list-style-type: none"> • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<p>Autumn 1 Net and wall games</p> <p>Autumn 2 Invasion games and yoga</p>
Visits/ Visitors	After Dark Night! Information to follow.			

