

Year 1 - Summer 1 Medium term plan -Where in the universe would you like to travel?

Continuous provision challenges Whole class

Week	1 15/4	2 22/4 St Georges day 23rd Review SEND registers	3 29/4 Review SEND plans	4 6/5 Sun safety week SEND target setting 9/5-class 4 assembly	5 13/5 14/5- class 5 assembly 17/5-class 6 assembly	6 20/5 End of Yr assessments
Wow	Alien visitors, cctv video– find some alien passports			Time capsule – find some original newspaper reports of the first lunar landing – circle time discussion	Space showcase to parents!	
Maths (see Power Maths long term plan for objectives)	Weight and capacity	Multiplication and division		fractions	Position and direction	
English (see topic PPT for objectives)	Modelled reading of Alien School story up to the page with the canteen. Using adjectives think of food starting with same first letter-alliteration. Write your own alien menu. Add speech bubbles for the characters	St Georges Day Modelled reading of the end of the story. Create whole class text map innovating the story and model write how to use it. Create their own text map using their own ideas and using a new alien character	Design a book cover, looking at the features of a book cover. Create a story book using the innovated text map.	Shared reading – Message from the Moon- poems.	Shared reading- Message from the Moon part 2.	Watch lunar landing video clip – Create class word bank of space words Look at lunar landing newspaper articles. Explore basic features of a newspaper. Create own simple newspaper article.
Spelling focus (AFL)	Adding '-ed'	Adding '-s and -es'	Adding '-er and -est'	Adding '-ing and er'	Revisit all spellings as needed	

Little Wandle	y play a-e shake ea each e he	ie pie i-e time o go o-e home	ue blue rescue ew chew new u-e rude cute aw claw	ea head ir bird ou cloud oy toy	i tiger a paper ow snow u unicorn	ph phone wh wheel ie shield g giant	
Handwriting Not joining	O, Q, S	X, V, W	Y, Z	Targeted revision of lower case letters			
Time for us/ Health and Relationships	<p>→ I know that everyone is different. Exploring some of the 9 Protective Characteristics – age, disability, sex, race ‘Cultural days, celebrate diversity’ – Cross curricular</p> <p>Weekly: R Time session Strength card focus for the week.</p>		<p>→ I know what good manners are. Link to British Values and how this links to our behaviour values R-Time - Good manners addressed through weekly R-Time sessions and embedded every day.</p> <p>See Science for sun safety links.</p>		<p>→ I know how to respect others and belongings. Make links to Behaviour values What is respect?</p>		
Science	<p>Weekly: Explorify Reachout Reporter</p>		<p>→ I know why we have to drink water. Sun safety - (link to RHE) Sun Safety – children will know the 6 s’s – slip, slop, slap, slide, sip, shade and understand what UV levels are and why they are harmful..</p>		<p>→ I can ask simple questions and recognise that they can be answered in different ways. → I can observe and describe weather associated with the seasons and how day length varies. → I can carry out simple experiments → Know about animals and humans (revisit) Exploring the change of Season - What changes have happened now Summer is coming? Explore weather diaries, investigation station Rocket launch experiment Letter from Nogal to the class about the strange creatures he has seen- children to match descriptions to the pictures.</p>		
	Explorify	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6
	Zoom in Zoom out	The great red spot	Far, far away	Looking at you	Dark marks	Weight a minute!	Dry scales

	Odd one out/ What can you hear	Celestial objects	Space objects	Home for baby birds	In the shade	Prepare for launch	It's a shady business
	Who is / Whats going on	To the Moon and beyond		Who is... Maggie Aderin-Pocock?	In the light		
Computing	<p>→ I can create and debug simple programs. Use j2e software to give instructions on a programme.</p> <p>→ I can use logical reasoning to predict the behaviour of simple programs. Children will explore the BeeBot and give instructions to a partner verbally.</p>			<p>→ I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use sketch a song to make alien music</p> <p>→ Art link -use j2e to draw</p>			
Art	<p>Line- Use a variety of line. Wavy, straight, sharp, thick, thin, broken, smudged. Follow tutorials by Rob Biddulph (illustrator) using a variety of line. Show investigation of line in sketch book. Draw with Rob alien video</p>	<p>Drawing Develop mark- making using a range of media and tools: pencil, chalk, pastel, charcoal, pens. Use J2E app to draw. Select a background, add shapes and pictures, draw freely and add animations.</p>	<p>Explore and create installation art. Create an alien planet installation in the classroom. Look at different paper cutting and joining techniques, and large structures.</p>	<p>Create different values of colour: Mix different shades (adding black) -Mix different tints (adding white) Record colour experiments to make shades and tints. Record investigations in sketchbooks</p>	<p>Shape Draw joining lines to make a shape.</p> <p>→ Draw regular and irregular shapes.</p> <p>→ Use language around geometric, symmetrical, tessellate.</p> <p>-Use shape to create abstract art like Beatriz Milhazes https://whitecube.com/artists/artist/beatriz_milhazes. Use shapes from flowers circles, semi circles, ovals and add pattern</p>	<p>Explore showcase of Art- review the skills children have used. How can it be improved? What skills can children use in their own work? What particular artistic skill do you think is effective and why?</p>	

<p>D&T</p>	<p>I can work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment</p> <p>I can state what products they are designing and making</p> <p>Continuous provision – use a range of materials to design and make models linked to aliens and space, London Landmarks – see weekly choice board activities. Children to be given a purpose for designing and making their product.</p> <p>Project- I know how to prepare food: fruit and vegetables (see project on a page for full plan)</p> <p>Food: Fruit and vegetables project - creating a fruit kebab (product) for our alien friends (user) to teach them to eat healthy using colourful food (purpose).</p>				
	<p>Sort and compare fruit and vegetable pictures. Questions.</p> <p>Recall science growing. Chop a tomato and plant to grow- seeds of a fruit.</p>	<p>Exploring/examining real fruits and matching to adjectives. Draw in sketch books. Tally chart friends favourite fruits. Practise cutting/squeezing using playdough fruits. Recall eat well plate</p>	<p>Explore grating- what would you grate- practise using carrots/ apples.</p> <p>Food preparation rules. Why we wash fruit and veg?</p>	<p>Design the kebab using information we have learnt. How will they present it? Design. Create the kebab. Taste.</p>	<p>Evaluate the product using pictures. Draw and label new or improved design.</p>
<p>Geography</p>	<p>Recall where we live</p>	<p>St George's day links with UK- flags, story, celebrations.</p>	<p>Learn about the London landmarks to celebration King Charles' Coronation anniversary-link to story writing in English</p>		
<p>History</p>			<p>Recall facts about the life of King Charles'.</p>	<p>To be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Children will learn about the First Lunar Landings-Apollo 11 (1969) Children will find out about Buzz Aldrin, Neil Armstrong and Michael Collins.</p>	

<p>RE</p>	<p>→ Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>→ Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.</p> <p>→ Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</p> <p>Revisit Judaism - beliefs.</p> <p>Learn about the festival of Passover and why it is important to Jews.</p> <p>Week 2 - explore BBC and CBeebies resources to find out about <u>EID</u> and how it is celebrated.</p>			
<p>Construction/small world (see objectives in DT)</p>	<p>Use construction kits to create alien characters and an alien world.</p>	<p>Use construction kits to design and make a London landmarks.</p>	<p>Use construction kits to create space rocket models.</p>	
<p>Real Maths shop</p>	<p>Alien school canteen – menu and prices</p>		<p>Space centre shop- prices on toys, information books, tickets to enter.</p>	
<p>Music</p>	<p>→ I can listen with concentration and understanding to a range of high-quality recorded music.</p> <p>Listen to Mars from ‘The Planets’ by Holst</p> <p>Classical Music for Early Years / KS1 - Ten Pieces - BBC Teach</p> <p>Click the above link to download KS 1 six week plan.</p> <p>→ I can create, select and combine sounds using the inter-</p>	<p>Revisit the National Anthem- lyrics, play with a variety of instruments.</p>	<p>→ I can listen with concentration and understanding to a range of high-quality recorded music. Listen to Mars from ‘The Planets’ by Holst</p> <p>Classical Music for Early Years / KS1 - Ten Pieces - BBC Teach</p> <p>Click the above link to download KS 1 six week plan.</p> <p>→ I can create, select and combine sounds using the inter-related dimensions of pulse/beat, rhythm and pitch.</p> <p>Create sound effects to the story using various tuned and untuned instruments. Use the sketch a song app.</p>	

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<p>PE</p>	<p>→ I can help praise and encourage other in their learning.</p> <p>→ I can work sensibly with others, taking turns and sharing.</p> <p>→ I can play with others and take turns and share with help</p> <p>REAL PE – Unit 2- Social</p> <p>FUNS target- Dynamic balance to agility. Jumping and landing.</p>		