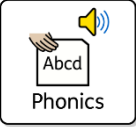

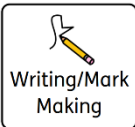
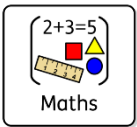










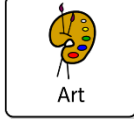
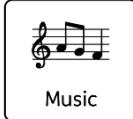
Spring 1 Medium Term Plan

Class: Navy and Royal

Topic: Space

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<p>* We will be following the Little Wandle scheme for phonics sessions and will be focusing on phase 3 graphemes.</p> <p>* <b>Week 1</b> – ae, ee, igh ,oa</p> <p>* <b>Week 2</b> – oo, oo, ar, or</p> <p>* <b>Week 3</b> – ur, ow, oi, ear</p> <p>* <b>Week 4</b> - air, er, words with double letters – dd, mm ,tt ,bb ,rr ,gg ,pp ,ff</p> <p>* <b>Week 5</b> – Longer words</p> <p>* <b>Week 6</b> – Review week</p> <p>* <b>Week 7</b> – Review week</p> <p>New tricky words: Was, you, they, my, by, all, are, sure pure.</p>	<p>* We will be following the Little Wandle scheme for guided reading. In blue pathway we will be using decodable books which are perfectly matched to the Little Wandle programme progression and to children’s secure phonic knowledge.</p> <p>* Children read the same book aloud three times a week Each session in this ‘three read’ model has a clear focus:</p> <ul style="list-style-type: none"> <li>• Read 1: decoding</li> <li>• Read 2: prosody – reading with meaning, stress and intonation</li> <li>• Read 2: comprehension – understanding the text.</li> </ul>	<p>* Each week we will read a key story or poem as a hook for our writing.</p> <p>* Our focus this term will be to write sentences independently.</p> <p>* We will create a story map to help us orally re-tell the story and using role play alongside to secure children’s understanding.</p> <p>* We will be discussing the story and answering what, who, why, where, when and how questioning.</p> <p>*We will be using sentence stems and word banks.</p> <p>*We will be writing sentences that have been dictated to us and will be working on our spelling, letter formation and handwriting.</p>	<p>* We will be using the white rose maths scheme to develop our understanding of place value.</p> <p>* Children will be counting to 20 and identifying 1 more and 1 less than a given number.</p> <p>* We will be using the number line to 20.</p> <p>* We will be ordering numbers, estimating and comparing numbers.</p> <p>* Later in spring 1 we will be focusing on addition and subtraction within 20.</p>	<p>*We will explore the following questions:</p> <p>* 1. What is the solar system? - Define the solar system and what it contains - Exploring what the sun is and find out facts about it - Examine objects in the solar system (stars, planets, asteroids, comets, etc.)</p> <p>* 2. Why do we have day, night and seasons? – Explore how the rotation of the earth around the sun creates night and day - Looking at how the tilt of the earth on its axis creates seasons.</p> <p>* 3. What is the moon and why does it change shape? - Define what the moon is - Explore the phases of the moon throughout the lunar month and why the moon appears to change shape at different times.</p> <p>* 4. What planets are there in the solar system? - Find out the names of the planets in the solar system - Explore facts on the planets (size, distance from the sun, composition, number of moons, etc.)</p> <p>* 5. What are stars and constellations? – Define what a star is and examine their different life stages - Exploring the names and shapes of some of the most famous constellations.</p>	<p>* We will be following the Jigsaw scheme for PSHE lessons and our topic focus for spring 1 is ‘Dreams and Goals’.</p> <p>* <b>Week 1</b> - Staying motivated when doing something challenging.</p> <p>* <b>Week 2</b> - Keep trying even when it is difficult.</p> <p>* <b>Week 3</b> - Work well with a partner or in a group.</p> <p>* <b>Week 4</b> - Have a positive attitude.</p> <p>* <b>Week 5</b> - Help others to achieve their goals.</p> <p>* <b>Week 6</b> - Working hard to achieve our own dreams and goals.</p> <p>* <b>Week 7</b> – Reflection time.</p>



 <p>Food Technology</p>	 <p>Independence</p>	 <p>Physical Development</p>	 <p>PE</p>	 <p>Art</p>	 <p>Music</p>
<p>* We will be following visual instructions (recipe) to make Space rocks (rock cakes) developing our independence. The visual recipe enables us to develop independence by acting as an;</p> <p>* aide memoire for the equipment needed</p> <p>*reducing verbal and physical prompts</p> <p>*an introduction to formal recipes</p> <p>* We will learn basic hygiene rules</p> <p>* We will be able to collect the equipment we need by following a visual/written list</p> <p>* We will be developing our skills in washing up, drying, putting away, mixing, rubbing in, cracking eggs, measuring.</p>	<p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p>	<p>*Children will learn how astronauts exercise on the International Space Station and then take part in a series of exercises to train like an astronaut.</p> <p>* Children will explore agility challenges.</p> <p>* Children will develop their running, jumping and balancing skills.</p> <p>* Children will work as a team like astronauts do and will learn to play some team games. Children will learn how it is not always about winning but taking part and working together.</p> <p>* We will play space themed games such as:</p> <p>*Astronaut dressing up game</p> <p>*Moon rock collecting race</p> <p>*Solar system race</p> <p>*Space Rangers</p> <p>*Guarding the Galaxy</p>	<p>* In art children will explore the topic of space further by using mixed media methods to create space inspired artwork.</p> <p>*Children will explore the work of Vincent Van Gogh's Starry Night and use painting techniques to reproduce their own examples.</p> <p>*Children will create phases of the moon art work using a wax resist method.</p> <p>* Children will use paper mâché method to create a planet from our solar system.</p> <p>*Children will create a space themed window decoration using coloured cellophane.</p> <p>*Children will learn about the lunar rover that was created as part of the Apollo missions. They will then design their own new Moon buggy and construct it using junk modelling materials.</p> <p>*Children will recreate star constellations using printing techniques.</p>	<p>* For music sessions we will be using charanga and following the English model music curriculum scheme.</p> <p>* Children will learn to understand music by; finding and keeping a steady beat, playing or clapping simple rhythmic patterns long or short, and respond to different high and low pitches.</p> <p>* Children will improvise together, keeping a steady beat, clap four beat rhythms, and improvise using 1 – 3 notes.</p> <p>* Children will listen and respond to a piece of music by copying back actions, responding to questioning and listening to facts about the songs.</p> <p>*Song 1 – 'If your happy and you know it' (pop)</p> <p>*Song 2 – 'Sing me a song' (Waltz)</p> <p>*Song 3 – 'Sparkle' (Pop)</p> <p>*Song 4 – 'Rhythm In the way we walk' (Reggae)</p> <p>*Song 5 – 'Big bear funk' (Funk)</p> <p>*Song 6 – 'Baby Elephant' (Lullaby)</p>



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