Medium Term Planning Overview **Year 1 Summer 2**

LC. how have historical explorers changed our lives today?

	Quality text/hook	English (Capital letter, finger spaces, full stop focus)	Reading	Maths	CP
1	TFW 1 – **The story of Bob, the man on the moon** **Narrative – Wanted poster describing the alien.** **Design own alien and describe.**	***Days 1 and 2*** – • Imitation, reading days • Daily map reading, spellings • Hook for text introduced • Focus text introduced via email/letter etc. • Text to be investigated and key elements focused on i.e. suffixes, cew, inference etc. • Story map introduced (5 minutes) Children to add simple actions • Oral retelling • Map sent home with children ***Days 3 – 5*** • Daily map reading and spellings • Acting out the story • Get to know characters – hot seating, interviewing • Grammar activities and sentence building • Reading story map each day	Applying phonics Hear and recognise all 40+ phonemes. Match 40+ graphemes to their phonemes. Identify all 40+graphemes in my reading. Know that words can have omitted letters and that apostrophes represent the omitted letters. Find contractions. Read words with contractions. Read compound words. Reading for pleasure Say whether I agree or disagree with others ideas. Say why I agree or disagree. Recognise repeated language. Recognise repeated language in a poem. Know some poems and rhymes by heart. Fluency Discuss the meaning of unfamiliar words. Know that stories can have similar patterns of events. Make links to stories. Make links with characters in other stories. Answer retrieval questions Use information from the story to support my opinion. Answer inference questions.	Geometry: Position and Direction Coding: Scratch app. See computing plan (4 lessons)	Role play – space exploration zone/moon landing
2	TFW 2 – **The Story of Bob**	***Days 6 – 10*** • Daily map reading and spellings • Investigate key elements needed to write text • present key language needed for writing • Complete short burst of writing, short paragraph chn may use in their writing • Box it up planner – allow chn to change story Oral retell with own maps I may attempt to use other conjunctions To use the conjunction 'and' I use capital letters for the names of people. I form capital letters I make sure that word choices are relevant and I use a word bank to support it. I begin to use adjectives. To use the suffix s/es		Number: Place Value	

		Introduce exclamation marks			
3	TFW 3 – **The Story of Bob** **Children to write a wanted poster.**	***Days 11 – 13*** • Chn to write a section of their text each day • Chn can write as whole class **independently** • Editing time at start of each lesson ***Days 14 and 15*** • Chn to write up to 5 sentences focusing on handwriting • Children perform. Share/video their text			
4	Non Fiction – Neil Armstrong's Life	Non-fiction TFW days 1 – 5 • Introduce focus text and present with hook. • Read through text and introduce map to children, oral retelling and chn to add actions. Map sent home with children			
5	Non Fiction-Neil Armstrong's Life	**Factual writing (report)** Non-fiction TFW days 6 – 10 • Chn to create a section of their fact book each day • Chn can work as a whole class but independently • Chn write up to 5 sentences focussing on handwriting		Measurement: Money and Time	
6	Non Fiction: Neil Armstrong's life	TFW Days 11 – 15 • Speaking and listening • Working on grammar linked to model text. • Innovate new fact page. • Children share their fact books via presentation			
7	Reflection Week				

	LC Question	**Science WS 1,2,5,6**	**Computing**	**History – How have explorers changed our lives today?**	**Geog.**	**RE**	**PE**	**PSHE**	**Art**	**DT**	**Music**

1	**Who was Neil Armstrong?**	**Rain Gauge Experiment** Observing closely using simple equipment – weather and seasons. To make rain gauge to measure rainfall and compare over term	**Programming B** **Comparing tools** Scratch	**Who was Neil Armstrong?** Look at the life of Neil Armstrong. Create a timeline.		**<u>What does it mean to be in a faith community?</u>** To give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean.	**Summer 2 – <u>Dance</u>** including. acquiring and developing skills, evaluating and improving and health and fitness. Sports Coach (see long term planning)	**<u>Careers, financial capability and economic wellbeing. My money</u>.** Learn about where money comes from and making choices when spending money.	**Sophie Knight- Space Art** Look at four pieces of Art and have an opinion about these, Choose a favourite piece.		**<u>Kapow-4 Under the Sea</u>** **Lesson 1 -** Musical symbols **Lesson 2 -** Exploring dynamics **Lesson 3 –** Rhythm **Lesson 4** –Using pitch **Lesson 5** - Under the sea performance
2	**What do we know now that we didn't know before?**	**Rain Gauge Experiment** To check results of rain investigation and record findings. **Science/Art** Draw Summer Tree	**Programming B** **Joining blocks** Scratch	**Why is the Apollo-11 mission an important event in our History?** Look at video footage of the moon landing.					**Sophie Knight - Viewfinder** Children to choose their favourite piece of space art and zoom in with viewfinder. Children can choose which media and techniques they would like to use,		
3	**Who was the first man on the moon?**	**Rain Gauge Experiment** To check findings and record results.	**Programming B** **Make a change** **Scratch**	**Neil Armstrong – Fact File** Children will record new found Knowledge of Neil Armstrong and record their findings.		To identify two ways people show they belong to each other when they get married.		Learn about saving money and how to keep it safe.	**Sophie Knight – to create their own space art** To use art skills and techniques to create their own piece of space art. To evaluate their piece of Art.		

4	**What did Christopher Columbus discover?**	**Rain Gauge Experiment** To check findings and record results.	**Programming B** **Adding Sprites** **Scratch**	**How has Christopher Columbus– shaped our world today?**						**To make a rocket** To use the design process.	
5	**What skills and attributes would I need to be an explorer?**	**How do satellites help us in our daily lives?**	**Programming B** **Project design** **Scratch**	How do we know what explorers now what explorer discovered?	Creating a simple map	To respond to examples of co-operation between different people.		Learn about the different jobs people do.		design a rocket To make a mood board.	
6	**How has Neil Armstrong's life shaped our lives today?**			**How were the lives and achievements of Neil Armstrong and Christopher Columbus similar/different ?** Research using iPad.						To choose appropriate materials and relevant skills to make a rocket, To evaluate their product.	
7	**Reflection Week – Seasonal Change - Summer**										

Year 1 Subject Coverage Timetable Summer 2

LC Question – How have historical explorers changed our lives today?

Primary Subject Focus - History Secondary Subject Focus - Art, Music and Science

	am 1	am 2	pm 1	pm 2
Monday			**History**	
Tuesday			**PSHE/RE**	**PE**
Wednesday			**Music/Art**	
Thursday			**DT**	**PE**

Friday			**Science**