

English

Text/ s; variety of non-fiction space texts, Whatever Next? The Way Back Home
DEAL; journey to space, Neil Armstrong what can we find out? Child in role; the bear, making a rocket, journey to space, magic microphone, character descriptions
 Play Area, space rocket, signs, child in role, non fiction texts and fact cards

Whole Class Reading; listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read, being encouraged to link what they read or hear read to their own experiences, predicting what might happen on the basis of what has been read so far, participate in discussion about what is read to them, taking turns and listening to what others say, explain clearly their understanding of what is read to them.

Group Teaching of Reading; see Term 1.1

Writing to Inform; Instruction

Writing to Entertain; Poetry

Text: Whatever Next? The Way Back Home
 Own version of story, The Way Back Home; instructions on how to get back from the moon, space fact writing, Neil Armstrong research and fact writing, space poetry, class and own poems



Maths

Multiplication and Division

Solve 1 step problems

Arrays

Place Value, Partitioning

2 digit numbers into

T and O

Measurement

Weight

Reasoning and problem solving

Banks Lane Infant & Nursery School

Collaboration, Effort, Excellence, Respect



Year 1 Summer Term 2: Space/The world and beyond

Where do we belong?

Music

Singing - Start to sing, learn about singing and vocal health.

Begin to learn about working in a group/band/ensemble.

Perform/Share - Begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.

Playing - Start to play a classroom instrument in a group/band/ensemble.

Improvisation - Begin to explore and create your own responses, melodies and rhythms.

Composition - Begin to create your own responses, melodies and rhythms and record them in some way.

Listen & Appraise - Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.

Games - Begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.

Improvisation - Begin to explore and create your own responses, melodies and rhythms.

Composition - Begin to create your own responses, melodies and rhythms and record them in some way

Science

Spring to summer

Use school environment and, if possible, use the Class Tree planted in Reception (observing over time)

Day length (observing over time)

Earth light experiment



Computing

Stop motion animation – children use this programme to make a lego character move through space/a planet.

How to keep safe on the internet – Digiduck E safety online.

Understanding that info online may not be true. Not sharing information with strangers. Telling adults when uncomfortable.

PSHE

What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities.

RE

1.5 What makes some places sacred?

Believing: Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. (A3)

Expressing: Talk about ways in which stories, objects, symbols and actions used in churches, mosques and / or synagogues show what people believe. (B2) Ask good questions during discussions about what happens in a church, synagogue or mosque. (B1) Show that they have begun to be aware that some people regularly worship God in different ways and in different places. (B3)

History

Name the 3 astronauts on the Apollo mission.

Describe the moon landing.

Talk about the work of Neil Armstrong leading up to the Moon Landing achievement and of Tim Peake

Geography

Use Google Earth/ maps/globes to identify the UK

Use Google Earth to explore images of the Earth from space.
 Ask & answer questions.

PE

To steer and send a ball safely in different directions using a bat.

To skip with a rope.

Changes the rules of a game to make it better or more challenging.

Understand the importance of “rules” when playing with a bat.

To play running games and use apparatus safely.

To use and develop their sending, receiving and travelling with skills in games with a partner.

Change the rules of the game to make it more challenging.

Observe and describe another child’s activity.

DT

Preparing Fruit and Vegetables

To design, make and evaluate a soup, for [user] for/to [purpose] using food we have grown.

IEA: examine range of vegetables – handle, smell and taste. Focus on likes / dislikes and why (texture, taste etc.)

FPT: food hygiene, using simple utensils for food processing e.g. using a knife and chopping board.

Art

Sculpture Project - Artist/Designer Focus – Henry Moore

Generating Ideas: Experiment with tin foil – sculpting and creating recognisable shapes/objects.

Making: Sculpt a tin foil astronaut figure. Create shadow pictures using figure and charcoal.

Evaluating: Discuss and respond to the work of illustrator Henry Moore. Evaluate own/others work.

Knowledge & Understanding: Identify key features of Henry Moore’s style.

Explain why foil is a good/bad material to sculpt with, naming it’s qualities.

