



	STANDHILL INFANTS MEDIUM TERM PLAN		YEAR GROUP: 1 & 2			AUTUMN 2024				
	TEXT FOCUS: Autumn 1 Non-Fiction KEY TEXTS: First Moon Landing Bob the Man on the Moon Whatever Next Dr Xargles book of Earthlets The First Hippo on the Moon		THEME: Superheroes KS1 FOCUS: TO INFINITY AND BEYOND!			THE BIG QUESTION: What do you think make a superhero? Maths: White Rose scheme. Place Value Addition Geometry and Shape				
	SUPER STARTER AND WOW MOMENTS: Space centre Christmas Performance, Library Visit, PE Day, Harvest – church, Christingle -church									
	Website Challenges: Autumn 1: Shoe box craft: create a 3D model of space. Autumn 2: Create a spacecraft for you and your superhero to travel to the moon.									
WEEK/SUBJECT	Continuous	ENGLISH	SCIENCE	HISTORY/GEOG	ART/D.T.	COMPUTING Updated Jan 2023	MUSIC	R.E.	PSHE (Y1 SC)	
1	Name writing-writing area (first and second name) Maths area-numicon make a rocket shape (yr1) Make a rocket shape and add the tiles together (yr2)	Transition Activities: My superpowers. What makes a superhero? Assessed write: All about my holidays. Genre: Recount.		A view from space Use google earth to zoom in on where we are. Complete 'where am I?' CARPET SESSION ONLY	To suggest ideas and explain what they are going to do. To talk about their ideas, saying what they like and dislike about them. Superhero Space scratch art whole class project.	Topic: E- Safety Lesson 1: E-Safety Story To understand why the internet isn't always a safe space.	Use their voices expressively and creatively by singing a range of songs, speaking chants and rhymes. (see separate plan)	Discovery RE scheme: To retell the Christian Creation story and to explore how this influences how Christians behave towards nature and		

	DT- scratch art Role Play- training				Superheroes to include space heroes. CONTINUOUS PROVISION			the environment.	
Sticky Knowledge Retrieval grid for classroom routines/ resources				Carpet session – Spider diagram completed in red pen. 'What do we know about the moon landing?' Speech bubbles for what they want to know to be added to topic working walls.					
2 ADAM PEPPER	DT- hands on exploration of materials (yr1) Match labels to materials (Yr2) Writing area- diary mini books- days of the week cards Maths area- Rocket shape matching (twinkl)	First Moon Landing Space hero: Neil Armstrong Genres: Information text Diary entry	Objects and Materials Materials hunt Match labels and materials. Name an object and the materials it is made from. Sort photographs of classroom objects into materials. Extend to objects made from more than 1	To recall some facts about people/events before living memory Know some facts about the life of Neil Armstrong Know some facts about the first moon landing		To understand how to use the internet safely and stay safe online. Lesson 2: My personal information To understand what personal information, I need to keep safe	Use their voices expressively and creatively by singing a range of songs, speaking chants and rhymes. (see separate plan)	Discovery RE scheme: To retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	JIGSAW: To ide some of my ho fears for this ye to recognise w worried and w for help.

			<p>material and how some can be made from a range of materials eg. a collection of spoons.</p> <p><u>Assessment evidence</u></p> <p>Can label a picture or diagram of an object made from different materials.</p>						
Sticky Knowledge			<p>Kim's Game – naming materials</p> <p>Explorify – 'Zoom in zoom out – The Space Inbetween'</p>			Exit Ticket – Tell me a fact about keeping safe online			

3	<p>Science moved to outdoor learning.</p> <p>DT- paint area</p> <p>Maths area- date ordering from moon landing and days of the week.</p>	<p>First Moon Landing Assessed write genre: Assessed write moved to following week</p> <p>Recount/ Newspaper article</p>	<p>Out and About</p> <p>Explore the school environment. How many different objects can you find made from the different materials? Eg. Metal – gate / fence / door handle / friendship stop sign etc</p> <p><u>Assessment evidence</u></p> <p>Can gather and record observations.</p>	<p>To put events in order of when they happened</p> <p>Order pictures of key events from the first moon landing on given timeline/format to support assessed writing</p>	<p>To know about the work of a range of artists. To explain what went well with their own work. Artist study: Peter Thorpe</p>	<p>Lesson 3: Safe image searching</p> <p>To safely search for images online.</p>	<p>Use their voices expressively and creatively by singing a range of songs, speaking chants and rhymes. (see separate plan)</p>	<p>Discovery RE scheme: To retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p>	<p>JIGSAW: To understand the rights and responsibilities of a member of our community and school and how to help ourselves and others feel like they belong.</p>
Sticky Knowledge				Sequencing mix up game for moon landing					
4	<p>Science materials classifying stick/ draw the materials into groups. Eg strong, shiny, bendy,</p> <p>DT- construction area- making rockets</p>	<p>The First Hippo on the Moon</p> <p>Genre: Narrative Descriptive writing</p> <p>Change to: First Moon Landing Assessed write</p>	<p>Properties</p> <p>Look and touch different materials and describe the properties of everyday materials. (Using senses)</p>		<p>To explore different textures. Begin to select tools and materials; use vocabulary to name them.</p>	<p>To understand and create rules to follow in order to be safe. To keep information private.</p> <p>Lesson 4:</p>	<p>Use their voices expressively and creatively by singing a range of songs, speaking chants and rhymes.</p>	<p>Discovery RE scheme: To retell the Christian Creation story and to explore how this influences how Christians behave</p>	<p>JIGSAW: To list other people and contribute my ideas about rules and consequences to help make my community safe and fair place.</p>

	Maths- writing numbers 0-20 (yr 1) in words (yr2)		<u>Assessment evidence</u> Can describe some properties of different materials.			Keeping Zibb Safe Online Quiz To apply my online safety knowledge to help others make good choices online.	(see separate plan)	towards nature and the environment.	
Sticky Knowledge			Explorify – ‘Odd one out – Fit for Purpose?’						
5	DT- explore different textures- wax crayon rubbing (indoor/outdoor) Writing area- shopping list for what to take to the moon Role play- to include teddy bears, wellies, colander etc Maths area- compare bears Yr 1- 1:1 correspondence number cards and bears. Yr2 – bear pairs- count in twos.	The First Hippo on the Moon Genre: Narrative Change to Whatever Next!	Seasons: Autumn Observe and describe the weather in autumn. Collect and record data about the weather in autumn. Autumn walk - identify signs of autumn. <u>Assessment evidence</u> Knows signs of autumn and typical autumn weather.	Know about the lives of significant individuals from the past Women in space- Valentina Tereshkova (first woman in space 1963)/Helen Sharman (first British astronaut, 1991)	To explore different textures. Begin to select tools and materials; use vocabulary to name them.			Discovery RE scheme: To retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	JIGSAW: To list other people a contribute my ideas about revolution and consequences help make my safe and fair plan
Sticky Knowledge			Odd one out/Kim’s Game.		Matching game – key vocab to texture sample				

			Seasonal Change Explorify – ‘Autumn Leaves’ Time lapse video – ‘Seasons’		(texture boards in Science cupboard)				
6	DT- collage bear texture Writing- properties write properties to describe the pictures. Maths- compare bears – grouping How can you group the bears.	Whatever Next!	Properties Introduce vocabulary - hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through opaque, transparent and translucent, reflective, non-reflective, flexible, rigid Provide a range of different materials and	Know about the lives of significant individuals Tim Peake (British astronaut to ISS, 2015)	To explore different textures. To explain why specific textiles were chosen. Continued – Whatever Next art.		Use their voices expressively and creatively by singing a range of songs, speaking chants and rhymes. (see separate plan)	Discovery RE scheme: To retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	JIGSAW: To understand how following the Learning Chart can help me and others to learn. (Work cooperatively)

			<p>children match appropriate property.</p> <p><u>Assessment evidence</u></p> <p>Can describe properties of a variety of everyday materials by testing different objects.</p>						
Sticky Knowledge			<p>Explorify – 'Zoom in zoom out – Fuzzy Friend'</p>						
7	<p>Small world- make finger puppets</p> <p>Writing area- jigsaw follow up, rule writing. Diwali cards.</p> <p>DT- Rangoli and chalk- outdoor provision.</p>	<p>Whatever Next! Innovate</p> <p>Assessed write genre: Innovated narrative</p>	<p>Sorting</p> <p>Recall key vocabulary. Reverse last weeks activity so that the children have properties. They then discuss which materials would go in each group as a class. Individually sort objects on the basis of their simple</p>	Mae Jemison		<p>To identify computers in everyday life.</p>	<p>Use their voices expressively and creatively by singing a range of songs, speaking chants and rhymes. (see separate plan)</p>	<p>To understand what Diwali is, who celebrates it and why. (Diwali 24th Oct)</p>	<p>JIGSAW: To rec the choices I m understand the consequences.</p> <p>World Mental Day 10/10/22</p>

			physical properties.						
	HALF TERM								
1		Planets – facts. Genre: Explanation text/ Non-fiction text	Identifying Uses Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Eg. Why are windows made from glass? <u>Assessment evidence</u> Can explain using the key properties why a material is suitable or not suitable for a purpose.	To know where I live and my address Write address on an envelope (keep for letters related to Beegu). May need to be moved because of shorter week	To replicate patterns/textures in a 3D form. Planets pictures.	Topic: Digital Literacy: Using a Computer Lesson 1: Recognising technology. To identify computers in everyday lives	Use their voices expressively and creatively by singing a range of songs – Christmas performance (see separate plan)	Discovery RE scheme: To reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	JIGSAW: To understand the world sometimes people have different assumptions about boys and girls (stereotypes) and to understand ways in which boys and girls are similar and different. To be good about this.
Sticky Knowledge				Explorify 'Odd one out –					

				'Celestial Objects'					
2		<p style="text-align: center;">Assessment Week</p> <p style="text-align: center;">Planet activities alongside assessments</p>							JIGSAW: To understand sometimes people's assumptions about boys and girls (ster and understand ways in which girls are different accept that th
3	Children in need	Beegu Genre: Letter writing	Science-planetarium Wonderdome		1.Design process: To choose tools and materials and explain why I have chosen them.	Lesson 2: Using a device: iPads To safely use a device, logging on/off	Use their voices expressively and creatively by singing a range of songs– Christmas performance (see separate plan)	Discovery RE scheme: To reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	JIGSAW: To understand that bullying is sometimes about difference and able to tell you someone who feels and to be kind to those children.
4		Beegu (Begin Christmas performance. Genre: Play scripts)	Investigation linked to Seasonal Change Perform simple tests to find out which material would be suitable to make _____ Test different materials. Use their	To understand some similarities and differences between the United Kingdom, and a contrasting non-European country What is Christmas like in other places around the world?	2.To make simple joins (clay), carve, shape and form from direct observation. Make a clay alien linked to Beegu. To evaluate their products as they are development,	To understand how to log on/off and use different devices. Lesson 3: Using a device: Laptops To safely use a device,	Use their voices expressively and creatively by singing a range of songs– Christmas performance (see separate plan)	Discovery RE scheme: To reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	JIGSAW: To listen to other people and contribute my ideas about revolution and consequences

			observations and ideas to suggest answers to questions.	Australia/China. Explain to the aliens (if we're doing the alien play, what xmas is like if they visit China/Australia)	identifying strengths and possible changes they might make. 3.To explain what went well with my work	logging on/off			
5		Beegu Letter writing	Christmas performance practise	To know how I get from one place to another. Walk to the post box to post letters to home address	Christmas performance practise	Perform to an audience.	Discovery RE scheme: To reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	JIGSAW: To know ways to make new friends and how to be a friend and a friend.	
6		Beegu- Assessed write	Christmas performance practise			Perform to an audience.	Discovery RE scheme: To reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	JIGSAW: To say ways I am different from my friends and understand the differences make special and uni	
7		Poems	Seasonal Weather (Winter) Know how trees and the		To experiment by arranging, folding, repeating. Christmas card.	To use a computer safely. To use a computer to			

			<p>clothes that we wear change from autumn to winter.</p> <p>Observe and record the weather, temperature, rainfall and wind direction.</p> <p><u>Assessment evidence</u></p> <p>Can observe, collect and record data about the weather in winter.</p>			<p>find and store information.</p> <p>Lesson 4: Using a device</p> <p>To safely use a device, using age-appropriate software.</p>			
Sticky Knowledge			<p>Explorify – ‘Zoom in and zoom out - White and Spiky’</p>						