

## Year 1/2 Medium Term Plan – Outer Space

<b>Term</b>	Autumn 1	
<b>Key text</b>	Whatever Next/Aliens love underpants	
<b>Key Vocabulary</b>	Past, Chronological order, Space, Planet, Alien, Spaceship, Rocket, Journey.	
<b>Overarching objectives</b>	History – Understanding the importance of significant people and past events they were involved in.	
<b>Curriculum coverage and content</b>		
<b>Key Theme</b>	<b>Subjects covered within theme</b>	<b>Curriculum content covered within theme</b>
Space travel <ul style="list-style-type: none"> <li>• What was the space race?</li> <li>• Who/what went into space.</li> <li>• Timeline</li> <li>• Journey to the moon.</li> <li>• Apollo 11</li> </ul>	History	<ul style="list-style-type: none"> <li>• Place known events and objects in chronological order.</li> <li>• Sequence events and recount changes within living memory.</li> <li>• Use common words and phrases relating to the passing of time.</li> <li>• Show an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> </ul>
Significant people and why they are significant. <ul style="list-style-type: none"> <li>• Neil Armstrong – first man on the moon.</li> <li>• Yuri Gagarin – first man in space.</li> </ul>	History	<ul style="list-style-type: none"> <li>• Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Neil Armstrong and Yuri Gagarin.</li> <li>• Speak about how he/she has found out about the past.</li> </ul>

Space crafts	Art/DT	<p><u>Planning a 3D spacecraft.</u></p> <ul style="list-style-type: none"> <li>• Use artwork to record ideas, observations and experiences.</li> <li>• Create simple designs for a product (Y1) and make it functional (Y2).</li> <li>• Design purposeful, functional, appealing products for himself/herself and other users based on design criteria.</li> </ul> <p><u>Making a 3D spacecraft.</u></p> <ul style="list-style-type: none"> <li>• Try out different activities and make choices about what to do next.</li> <li>• Experiment with different materials and make products.</li> <li>• Make structures by joining simple objects together as well as experimenting with basic tools.</li> <li>• Use different tools and equipment to create and combine safely.</li> <li>• Use pictures and words to describe what he/she wants to do.</li> <li>• Safely measure, mark out, cut and shape materials and components using a range of tools.</li> <li>• Build structures exploring how they can be improved and made stable.</li> <li>• Use wheels and axles (Y1) and levers (Y2) in a product.</li> <li>• Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.</li> </ul> <p><u>Evaluate our 3D spacecraft.</u></p> <ul style="list-style-type: none"> <li>• Evaluate and assess existing products and those that he/she have made using a design criteria.</li> </ul>
	History	<ul style="list-style-type: none"> <li>• Describe where the people and events</li> <li>• studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• Use common words and phrases relating to the passing of time.</li> </ul>
Islam	RE	<ul style="list-style-type: none"> <li>• Ask and respond to questions about what individuals and communities do and why so that pupils can identify what difference belonging to communities might make.</li> <li>• Find out about and respond with ideas to examples of cooperation between people who are different</li> <li>• Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</li> <li>• Main religion – Islam. What is religion?</li> <li>• Rosh Hashana – 28/09 - Judaism</li> </ul>
	Music	<ul style="list-style-type: none"> <li>• Learn and perform chants, rhythms, raps and songs.</li> <li>• Sing a song in two parts.</li> <li>• Listen to, copy and repeat a simple rhythm or melody.</li> <li>• Listen to music with sustained concentration.</li> <li>• Find the pulse whilst listening to music and using movement.</li> </ul>

		<ul style="list-style-type: none"><li>• Understand that pitch describes how high or low sounds are.</li><li>• Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture. (year 2)</li><li>• Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence. (year 2)</li></ul>
Starting a new school year.	PSHE/RSE	<ul style="list-style-type: none"><li>• To understand and work towards our Gaddesby values – aspirations and curiosity.</li><li>• Discuss the importance of thinking positive and being yourself.</li></ul>