



Miss Johnson - Donaldson Class Medium Term Plan Autumn 2
Space



	Week 1 –	Week 2 –	Week 3 –	Week 4	Week 5 –	Week 6 –	Week 7
ENGLISH	Whatever next – Captions and labels	Whatever next- Captions and labels	Aliens – Sentences *Discover spaceship crash site*	Aliens- Wanted posters	Stickman – Sentences	Stickman – Sentences	Letters to Santa – Present lists
MATHS	2D Shape	2D Shape	Halving/Sharing	Halving/Sharing	Comparing objects Addition (year 1)	Comparing objects Addition (year 1)	Money
COMMUNICATION AND LANGUAGE	And or because (philosophy) ILO: To use the word and to explain their thinking. -Think about what my answer is -Tell someone the answer using the word and	And or because (philosophy) ILO: To use the words because to explain their thinking. -Think about what my answer is -Tell someone the answer using the word because	Developing ideas through role play ILO: To act out our ideas with others. -Think about what it would be like to travel through space -Share your idea with someone -Act out your idea with someone	Developing ideas through role play ILO: To act out our ideas with others. -Think about what it would be like to travel in a rocket -Share your idea with someone -Act out your idea with someone	Listening to ideas of others. ILO: To be a good listener - Look at the person who is talking - Listen to the words they use -Repeat what you have heard	Sharing what we know ILO: To share what we know with others. -Look at our talk partner -Listen to what they are saying -wait for our turn to talk -explain our ideas clearly.	Sharing our thoughts and ideas ILO: To share what we are looking forward to. - -Look at our talk partner -Listen to what they are saying

							<p>-wait for our turn to talk</p> <p>-explain our ideas clearly.</p>
History Toys	<p>ILO: To talk about what is special to them.</p> <p>What is your favourite toy? Tell a partner?about your toy. When do you play with it? How often do you play with it? How does it work? How much does it cost?</p>	<p>ILO: Begin to identify and recount some details from the past</p> <p>What do you think you parents/grandparents played with?</p>	<p>ILO: To understand that toys have changed across time.</p> <p>To explore toys that were played with in the past and present. To describe differences between toys then and now.</p>	<p>ILO: To compare objects.</p> <p>Sort old and new toys.</p>	<p>ILO: To compare objects.</p> <p>Compare the same toy to what it would have been 100 years ago.</p>	<p>ILO: To predict</p> <p>Predict what toys in the future will look like.</p>	
COMPUTING	<p>What technology do you have at home?</p> <p>ILO: To talk about the technology my family use at home.</p> <ul style="list-style-type: none"> - Talk about what technology is - Tell your learning partner a piece of technology in your home - Tell your learning partner what the piece 	<p>What technology do you have at school?</p> <p>ILO: To talk about the technology we use at school.</p> <ul style="list-style-type: none"> - Talk about the different pieces of technology you can see in your classroom. - Tell your learning partner a piece of technology you can see - Tell your learning partner 	<p>What technology have you seen in your local area?</p> <p>ILO: To talk about the technology I have seen in my local area.</p> <ul style="list-style-type: none"> - Talk about the different pieces of technology you might find when you go out. - Tell your learning partner a piece of technology you might see 	<p>Children to use iPADS to take images of themselves and objects.</p> <p>ILO: To use a camera.</p> <ul style="list-style-type: none"> -Point camera at object/scenery -Press button to take picture 	<p>Children to use a programme using the ipads.</p> <p>ILO : To use a program.</p> <ul style="list-style-type: none"> - Look where you want it to go - Move the mouse to where you want to click - Click the left button, hold and drag 	<p>Children to use a programme using the ipads.</p> <p>ILO : To use a program.</p> <ul style="list-style-type: none"> - Look where you want it to go - Move the mouse to where you want to click - Click the left button, hold and drag 	

	<p>of technology is used for.</p> <ul style="list-style-type: none"> - Tell your learning partner how it works. <p><u>Key vocab:</u> technology, electric, buttons, off, on, ipad, phone, tv, light, microwave, tablet etc</p>	<p>what the piece of technology is used for.</p> <ul style="list-style-type: none"> - Tell your learning partner how it works. <p><u>Key vocab:</u> technology, electric, buttons, off, on, computer, whiteboard, visualiser, printer</p>	<ul style="list-style-type: none"> - Tell your learning partner what the piece of technology is used for. - Tell your learning partner how it works <p><u>Key vocab:</u> technology, electric, buttons, off, on, traffic light, car, till, street lamp</p>				
<p>UTW Link to Communication and Language</p>	<p>Why we celebrate firework night</p> <p>ILO: To understand the meaning behind fireworks night.</p> <ul style="list-style-type: none"> -children are able to explain what celebrations take place on fireworks night -children are able to talk about why we celebrate fireworks night. 	<p>Why we celebrate Remembrance day.</p> <p>ILO: To understand the meaning behind Remembrance day.</p> <ul style="list-style-type: none"> -children are able to say what happens on Remembrance Day. -Children are able to talk about why we celebrate Remembrance day and what we remember. 	<p>Space – Moon planets</p> <p>ILO: To understand what you might see in space.</p> <ul style="list-style-type: none"> -Tell someone something you know about space. -Name some of the planets. -Tell someone something about the moon and stars. 	<p>Talk about night and day</p> <p>ILO: To understand what day time means.</p> <ul style="list-style-type: none"> -Talk about things that happen during the day and things that don't. -Talk about the weather and changes during the day. 	<p>Talk about night and day</p> <p>ILO: To understand what night time means.</p> <ul style="list-style-type: none"> -Talk about things that happen during the night and things that don't. -Talk about the weather and changes during the night. 	<p>Talk about winter – weather. What do they wear</p> <p>ILO: To understand what happens during winter.</p> <ul style="list-style-type: none"> -Talk about changes during winter. -Talk about what we need to wear in winter. 	<p>Celebration – Christmas</p> <p>ILO: To talk about how people celebrate Christmas.</p> <ul style="list-style-type: none"> -Talk about how you celebrate Christmas -Look at how people in other countries celebrate Christmas.

	<p>Key vocabulary-</p> <p>Fireworks, Guy Fawkes, Safety, noises</p> <p>What do fireworks look like? Why do we have firework night?</p>	<p>Shadow puppets</p> <p>-Where they come from</p> <p>Key vocabulary – war, soldiers, poppies, remembrance day</p> <p>Why do we wear poppies? Why do we celebrate remembrance day? What do we do on remembrance day?</p>	<p>Key vocabulary – Planets, Moon, Sun, Jupiter, Venus, Saturn, Mars, Mercury, Earth, Neptune</p> <p>What planets do you know? What do they look like?</p>	<p>Key vocabulary – Day, Night, Light, Dark, Sun rise, Sunset</p> <p>What do you do in the day? What do you do in the dark?</p>	<p>-Say what is different between night and day.</p> <p>Key vocabulary – Day, Night, Light, Dark, Sun rise, Sunset</p> <p>What do you do in the day? What do you do in the dark?</p>	<p>-Talk about activities and celebrations that take place during winter.</p> <p>-children can compare winter to another season.</p> <p>Key Vocabulary –</p> <p>Snow, white, cold, freezing, ice, weather,</p> <p>What does it look like at winter? What happens to the weather? What do you like about winter?</p>	<p>-Say what is the same about how we celebrate Christmas.</p> <p>-Say what is different about how we celebrate Christmas.</p>
P.E. - Multi Skills	Multi Skills - Sports Coach	Multi Skills - Sports Coach	Multi Skills - Sports Coach	Multi Skills - Sports Coach	Multi Skills - Sports Coach	Multi Skills - Sports Coach	Multi Skills - Sports Coach
Fine motor skills	Squiggle/finger gym/dough disco	Squiggle/finger gym/dough disco	Squiggle/finger gym/dough disco	Squiggle/finger gym/dough disco	Squiggle/finger gym/dough disco	Squiggle/finger gym/dough disco	
MUSIC / ART - Singing and performing	<p>Introduce instruments</p> <p>(Music)</p>	<p>Play instruments</p> <p>(Music)</p>	<p>Listen to mars</p> <p>(Music)</p>	<p>Play instruments alongside mars</p> <p>(Music)</p>	<p>Carols (Music)</p> <p>ILO: learn a new song</p>	<p>Carols (Music)</p> <p>ILO: learn a new song</p>	

	<p>ILO: To know what sounds instruments make.</p> <ul style="list-style-type: none"> -Pick an instrument -Say the name -listen to the instrument -Talk about how the instrument sounds <p>*Firework picture*</p> <p>To choose materials to create different textures/effects.</p> <ul style="list-style-type: none"> -Think about what you want to make -Choose the materials you like -Talk about what you have made <p>Key vocabulary – Instruments, loud, quiet, quick, slow, rhythm, pitch, tempo, dynamic</p>	<p>ILO: To explore the sounds of different instruments</p> <ul style="list-style-type: none"> -Choose an instrument -Play the instrument in different ways -Talk about how the instrument sounds <p>Key vocabulary – Instruments, loud, quiet, quick, slow, rhythm, pitch, tempo, dynamic</p> <p>What does it sound like? Do you like/dislike? Is it quick? Is it slow?</p>	<p>ILO: Describe how music makes us feel.</p> <ul style="list-style-type: none"> -Listen to a piece of music - Think about the music - Tell your partner how it makes you feel. <p>Key vocabulary – Instruments, loud, quiet, quick, slow, rhythm, pitch, tempo, dynamic</p> <p>What does it sound like? How does it make you feel? Do you like/dislike? Is it quick? Is it slow?</p>	<p>ILO: To keep a rhythm</p> <ul style="list-style-type: none"> -Listen to a piece of music - Move you instrument in time to it - check it sounds right <p>Key vocabulary – Instruments, loud, quiet, quick, slow, rhythm, pitch, tempo, dynamic</p> <p>What does it sound like? How does it make you feel? Do you like/dislike? Is it quick? Is it slow?</p>	<p>Listen to each line of the song</p> <p>Repeat the words</p> <p>Sing them to the melody/tune.</p>	<p>Listen to each line of the song</p> <p>Repeat the words</p> <p>Sing them to the melody/tune.</p> <p>*Christmas cards/christmas decorations*</p> <p>Construct with a purpose in mind</p> <ul style="list-style-type: none"> -look at the different resources and ideas. -make a plan (talk about it and draw it) -talk about your design and what you have made. 	
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	What does it sound like? Do you like/dislike? Is it quick? Is it slow?						
DESIGN AND TECHNOLOGY Puppets /	To investigate puppets. ILO: Find information SC: Say what you know. Use different resources to find information.	Children to discuss what puppet they would like to make and what resources they will use ILO: Choose resources for a purpose - look at the different resources - think about how you could use them -make a plan	Children make a plan for their puppet. ILO: To make a plan - Think about what puppet they would like to make - Draw it	Children make puppets. LO: Choose resources to make a puppet SC: - Look at the plan. - Select the resources you need - Attach the pieces to create your model	Children evaluate puppets with their talking partner. LO: To evaluate a product SC: think about what you created. Say what you liked Say what you would change or improve		
PSHE / RHE Valuing difference	Im special, you're special	Same and different	Same and different families	Same and different homes	Kind and caring (1)	Kind and caring (2)	
R.E. Celebrating birth - Jesus' birth (RE DAY)	Communicate: What is our experience of birthday celebrations	Apply: How do birthday celebrations make us feel?	Enquire: What is a birthday celebration for?	Contextualise: How do Christians celebrate Jesus's Birthday? Evaluate: Is celebrating Jesus birthday important to Christians?			