



## Hoo St Werburgh - Medium Term Plan Overview

### Turtle Class Term 1 September 2017

#### Moon Zoom!!

	Engage Week 1	Develop Week	Develop Week 3	Develop Week 4	Develop Week 5	Develop Week 6	Express Week 7
Linked Text Love to Read	Character Profiles Beegu by Alexis Deacon	To explore themes and issues	The Story of Neil Armstrong Non-Chronological reports	Toys in Space Mini Grey	Man on the Moon Simon Bartram	Man on the Moon Simon Bartram	
Phonics/Word/Spelling Focus	RWI	RWI	RWI	RWI	RWI	RWI	RWI Assessment
Reading Focus	Read the story together. Get to know the character in the story.	Make basic inference. Look at books and reread the story. Use speech and thought bubbles to suggest what Beegu might think or say.	Handling books Looking at pictures Pointing to words Attempting to say words. Look at, share and talk about a variety of space-themed non-fiction books, images and photographs.	Book talk (Pie Corbett) Moral of the story. What did they think about the book and the way it was illustrated? Did it remind them of anything else they've read? Did anything surprise them?	Read text and pictures; understand how two parallel stories are linked; show understanding of story through diary writing	Read story with the children, noting the time clues.	Assessment
Writing Focus	Sequence sentences to ensure the story makes sense.	Watch animation clips of showing different aliens, inc Beegu. Express views of similarities and differences.	Draw pictures and write down keywords or ideas before writing. Using the information they have gathered, plan a simple, non-	Adding speech to illustrations. Where could the Hootopize come from? What might his planet be like? Generate ideas as a class and model	Children can use planning to create sections in writing; children can retell a story in order,	Children create a timetable of events by ordering pictures of Bob's day, and adding times and matching events, or combining text	Write a story based on story box

		Compose simple sentences that describe Beegu's character using adjectives.	chronological report on an aspect of space that most interests them. Write their non-chronological report about their chosen space subject.	note-taking for your children, as well as collecting good words to describe imaginary worlds.	recognising key events.	and images to sequence.	
Sp & Li Focus	Encourage chn to listen carefully. (good listening) Introduce concept of space. Encourage chn Why? How?	As a class, read and discuss Alexis Deacon's book, 'Beegu'. Predict what might happen at different points as they read.	Meet an astronaut and ask him questions about his space adventures. Find out what it's like to live and work in space, including what zero gravity feels like, what type of food astronauts eat and which parts of space humans have travelled to.	Use of nonsense words.	Listen to and join in with the reading of a short and simple science fiction story.	Freeze frame key parts of the aliens' story to discuss - what is happening? What would the character's say? How are they feeling? Use thinking, feeling saying cards to record interesting ideas. Use hot seating to ask questions of Bob about his time on the moon.	
Mathematics	Estimate and count a number of objects up to 100; locate numbers on 0-100 beaded lines and 1-100 squares; compare pairs of numbers and find a number in between; order three numbers, order 2-digit numbers	Revise number bonds to 6, 7, 8, 9 and 10; know number bonds to 10 and begin to learn related subtraction facts; know multiple of 10 number bonds to 100, learn bonds to 20, rehearse number bonds to 10 and 20 using stories	Double numbers to double 15, use patterns in number bonds, use number bonds to solve more difficult additions, to subtract and to solve additions bridging 10	Sort 2D shapes according to symmetry properties using Venn diagrams, identify right angles and sort shapes using Venn diagrams, recognise squares, rectangles, circles, triangles, ovals and hexagons, investigate which	Begin to mark numbers on a landmarked line, compare and order numbers, using < and > signs, work systematically to find all possible inequalities, find 1 and 10 more or less using the 100-square, find 10 more and 10	Know and use ordinal numbers; understand that 2-digit numbers are made from some 10s and some 1s; Understand place value using 10p and 1p coins; find and record all possible amounts using 10p and 1p coins; find 10p	Assessment

				tessellate, sort shapes and objects using a two-way Carroll diagram	less than any 2-digit number	more and 10 less; Find 10 more and 10 less	
Geography				Use basic geographical vocabulary to name physical and human features of familiar places. Get a rocket's-eye view! Visit the NASA website to see and discuss images of Earth from outer space. Explore the Earth from above on mapping websites, identifying basic geographical features such as a sea, ocean, land, island, forest, city, lake and river. Try to spot similar features on other planets in a selection of aerial photographs, such as Martian river beds and mountains on Venus.			
History			Sequence the story of a significant historical figure. Find out about Yuri Gagarin (the first person to travel into				

			space) or Neil Armstrong and Buzz Aldrin (the first men to land on the Moon). Learn about astronauts, finding out about the job they do and what it's like to work in space.				
Science - Properties of everyday materials.	Describe properties of a material using everyday language or simple science vocabulary (e.g. hard/soft or bendy/not bendy). Explore samples collected from the crash site. Describe what they look like, how they feel and other scientific properties. Record the properties of each sample by writing down simple adjectives (such as hard, sticky, slimy, magnetic or cold) on large sheets of paper or sticky notes.	Name a range of everyday materials including wood, plastic, metal, rock and glass. Make a 'Welcome to Earth' box for the alien visitor to help them understand our planet. Select samples and objects made from everyday materials. Write a label for each item to identify it, explain its simple properties and show what it can be used for.	Group and sort materials according to their simple physical properties. Invent new planets and name them after everyday materials such as Planet Wood, Planet Plastic and Planet Glass. Use hula hoops as the planets, labelling them with their planetary names. Sort a wide selection of everyday objects onto the planets based on the material from which they are made. Create more planet names based on the properties of different materials (for example, Planet Smooth, Planet Bendy and Planet Waterproof).	Use everyday language and begin to use simple scientific words to ask or answer a scientific question. Make air-propelled rockets and launch them into 'outer space'. Decide which sheet material (tissue paper, newspaper, printing paper, card, acetate sheet or foil) to use for the rockets.	Follow instructions to complete a simple test individually or in a group. Investigate whether the size of balloon affects how far a balloon-powered rocket travels along a string. Slide a straw onto a length of string before tying it tightly across the classroom, school hall or playground. Look at balloons of different shapes and sizes and predict which one will travel furthest along the string when the air inside is allowed to escape.	Follow instructions to complete a simple test individually or in a group. Make mini exploding rockets using small film canisters. Add a small quantity of vinegar and bicarbonate of soda or water and effervescent salts to the pots before quickly putting the lids back on. Place, lid side down, on a 'launch pad', stand well back and watch what happens!	

			Sort the objects according to the new planet names.				
Art & Design	Make Beegu out of yellow plasticine and create a home out of a shoebox.	Make a 3 eyed mask.	Create a class model of the solar system.	Look at the patterns on the Hootopize's body. Create your own patterns.	Create Moon Sand pictures and add figures.	Make a collective moon landscape.	Create a space story box
Design & Tech	Draw a simple picture of an intended design with basic labelling. Design and make a model alien spaceship, gathering inspiration from books and stories they have read as well as their own imagination. Model their spacecraft using a variety of junk materials and construction kits, taking digital pictures of work in progress. Use their models in a class role play area, retelling alien stories with appropriate vocabulary and freeze-framing exciting moments from their favourite tales.			Describe how an existing product works (e.g. 'the toy moves when I turn the handle'). Explore and evaluate a variety of space-related toys including rockets, space buggies, figures and costumes. Investigate what each toy can do.	Use wheels, axles, levers and sliders. Look at and play with a range of moving vehicles, observing and talking about how they move using appropriate vocabulary. Sketch their favourite vehicle, labelling its different parts. Make a simple moon buggy vehicle with corrugated cardboard or plastic, pushing axles through the voids and attaching wheels.		
Computing	Complete simple tasks on a computer by following instructions. Use drawing software to create amazing aliens! Draw simple	Give simple instructions to everyday devices to make things happen.			Complete simple tasks on a computer by following instructions. Make a photo story of the		

	forms or use the shape tool before adding colours, patterns and interesting features. Discuss their alien's special features and save the pictures in their own labelled digital folder using a suitable file name.	Create an alien terrain in the outdoors and direct an 'alien' floor robot round it. Program simple instructions into their alien robot and test their instructions for accuracy. Direct the floor robot around the route using appropriate vocabulary and avoiding obstacles such as 'moon rocks'.			project. Add text, narrative, sounds and music to the slides, telling the viewer what is happening in the pictures.		
RE	<p>WHAT SIGNS AND SYMBOLS DO WE SEE IN EVERYDAY LIFE AND WHAT DO THEY MEAN?</p> <p>Intro RE unit. What are signs? What are symbols? Discuss why signs/symbols are used.</p>	Remind the pupils of the symbols of the six principal faiths using artefacts or poster cards (Cross - Christianity; Aum - Hinduism; Wheel - Buddhism; Star and Crescent - Islam; Magen David - Judaism; Khanda - Sikhism).	Look for and discuss the various signs and symbols. Explore symbolic behaviour e.g. bowing before the altar, making the sign of the cross (genuflection) and marking a baby's forehead with water in the shape of the cross at baptism.	Invite class to remove their shoes before sitting in a circle on the floor. Talk about the symbolism of Muslims removing their shoes before worship. How do you feel about this? Why do you think I asked you to take your shoes off? Display the six main faith symbols on the IWB. Challenge children to identify the symbol for the Muslim faith of	Design and make observational drawings of some Muslim artefacts, for example, Qur'an stand, prayer mat, prayer hat, beads, shoe stands, with labels describing what they are and when/how they are used in worship.	Children to draw a picture of their special object and write about the reason why it is special, describing the special memory it contains. Need to think about when they got it, what it reminds them of, what it looks like and why it is their special object.	

				Islam - crescent and star.			
Music	Mrs Burnage Music Therapy	Begin to represent sounds with drawings. Create 'space sounds', experimenting with their own voices, various instruments.	Mrs Burnage Music Therapy	Mrs Burnage Music Therapy	Make sounds in different ways, including hitting, blowing and shaking. Join in with a variety of space rhymes.	Mrs Burnage Music Therapy	
PE	Mr Wrobel Swimming	Mr Wrobel Swimming	Mr Wrobel Swimming	Mr Wrobel Swimming	Mr Wrobel Swimming	Mr Wrobel Swimming	Mr Wrobel Swimming
PSHE	Your Fantastic, Elastic Brain Growth mindset activities	Chn will develop an awareness of the brain's primary functions.	Chn will identify areas of personal strength.	What can I do if I feel frustrated by my mistakes and want to give up?			
Trips/outdoor learning/visitors	Forest School Visit from Science group re. space	Forest School	Forest School	Forest School	Forest School		Forest School
Parental Link	Home Learning Jigsaw Reading Spelling (for some children)						