



Garlinge Primary School & Nursery – Year 1 Medium Term Planning Map - Term 5 2024 Space

	WEEK 1 15/4/24 Bank Holiday	WEEK 2 22/4/24	WEEK 3 29/4/24	WEEK 4 6/5/24 Bank Holiday Assessed Writing	WEEK 5 13/5/24	WEEK 6 20/5/24 Arts week. Sports week.
LEAD TEXT/TOPIC	Bob Man on the Moon	Bob Man on the Moon	Bob Man on the Moon	Bob Man on the Moon	Bob Man on the Moon	Bob Man on the Moon
ENGLISH Factual writing about space Naming the planets	To sequence a story.	To use adjectives and connectives to describe planets we could visit.	To be able to recount factual information. Eg Neil Armstrong and Moon Landing	To plan a story about going to the moon and what you did there	To be able to write own story based upon Bob Man on the Moon	To be able orally compose and write simple poems. Space poems
MATHS Refer to Maths Hub weekly Planning	White Rose Maths Multiplication and Division Count in 2s Count in 10s Count in 5s	White Rose Maths Multiplication and Division Recognise equal groups Add equal groups	White Rose Maths Multiplication and Division Make arrays Make doubles	White Rose Maths Multiplication and Division Make equal groups – grouping Make equal groups sharing	White Rose Maths Fractions Recognise half an object or shape Find half an object or shape Recognise half of a quantity	White Rose Maths Multiplication & Fractions Find half of a quantity Recognise a quarter of an object or shape Find a quarter of an object or shape



<p>SCIENCE Materials</p>	<p>Plants</p> <p>What plants do we know and where can we find them?</p> <p>LI: To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>LI: To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Forest School and outside learning: Look for a variety of plants / flowers around the school.</p>	<p>Plants</p> <p>What part of the plant is underground?</p> <p>LI: To know that roots are the part of the plant which is under the ground.</p> <p>Forest School and outside learning: Look for a variety of plants / flowers around the school.</p>	<p>Plants</p> <p>Can we use a flower to name plant?</p> <p>LI: To know how to identify and describe flowers, petals, roots, stem and leaves of flowering plants.</p> <p>Forest School and outside learning: Look for a variety of plants / flowers around the school.</p>	<p>Plants</p> <p>Are all tree trunks the same?</p> <p>LI: Identify and describe the basic structure of trees – trunk, branch, bark, blossom.</p> <p>Forest School and outside learning: Look for a variety of plants / flowers around the school.</p>	<p>Plants</p> <p>What are the leaves like on different trees?</p> <p>LI: To know that deciduous trees lose their leaves in winter. - Know that evergreen trees keep their leaves all year round.</p> <p>Forest School and outside learning: Look for a variety of plants / flowers around the school.</p>	<p>Plants</p> <p>Revisit and Assess</p> <p>LI: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Forest School and outside learning: Look for a variety of plants / flowers around the school. Forest School and outside learning: Look for a variety of plants / flowers around the school.</p>
<p>HISTORY</p>			<p>History of Space travel</p> <p>To know how to use a timeline to place important events.</p>	<p>History of Space travel</p> <p>To explore events, look at pictures and ask questions i.e., “What were people doing?”</p>	<p>History of Space travel</p> <p>To know how to recall some facts about people/events before living memory.</p>	<p>-</p>
<p>GEOGRAPHY</p>	<p>History led term</p>	<p>History led term</p>	<p>History led term</p>	<p>History led term</p>	<p>History led term</p>	<p>History led term</p>
<p>COMPUTING</p>	<p>Digital literacy Explore range of simulations</p> <p>Making an Alien make your own alien (codemonkey.com)</p>	<p>Digital literacy Explore range of simulations</p> <p>2 Paint- make an alien world using the tablets</p>	<p>Digital literacy Explore range of simulations</p> <p>2 Paint- make an alien world using the tablets</p>	<p>Sending Email</p> <p>Purple Mash 2 Mail</p> <p>Pupils explore how they can use email to communicate with real people within their schools, families, and communities</p>	<p>Sending Email</p> <p>Purple Mash 2 Mail</p> <p>Pupils explore how they can use email to communicate with real people within their schools, families, and communities</p>	



<p>RE</p>	<p>Being special: where do we belong? 1.5 What makes some places sacred?</p> <p>Which places are special and why? Why do people pray? If God is everywhere, why go to a place of worship? Should religious buildings be sold to feed the starving?</p>	<p>Being special: where do we belong?</p>	<p>Being special: where do we belong?</p>	<p>Being special: where do we belong?</p>	<p>Being special: where do we belong?</p>	<p>Being special: where do we belong?</p>
<p>PSHCE</p>	<p>Safety and the Changing Body</p> <p>Lesson 1: Adults in School</p> <p>To know how to respond to adults in a safe and familiar context.</p> <p>Lesson 2: Adults outside of School</p> <p>To understand how to respond to adults in a range of situations.</p>	<p>Safety and the Changing Body</p> <p>Lesson 3: Getting Lost</p> <p>To understand what to do if you get lost.</p> <p>Lesson 4: Making an emergency phone call</p> <p>To know what an emergency is and how to make a phone call if needed</p>	<p>Safety and the Changing Body</p> <p>Lesson 5: Appropriate contact</p> <p>To begin to understand the difference between acceptable and unacceptable physical contact</p>	<p>Safety and the Changing Body</p> <p>Lesson 6: Safety with substances</p> <p>To begin to understand what is safe to put into or onto our bodies</p>	<p>Safety and the Changing Body</p> <p>Lesson 7: Safety at home</p> <p>To understand that there are dangers at home and how these can be avoided</p>	<p>Safety and the Changing Body</p> <p>Lesson 8: People who help to keep us safe</p> <p>To understand that there are people in the local community who help to keep us safe</p>

LOTC to be indicated on Planning ECO to be indicated on planning