

# Spring 2 Medium Term Plan – Space! Which planet am I from?

## Spring 2

Themes/Interests  
/  
Lines of Enquiry

PLANTING/ GARDENING/SPRING



EASTER



Ongoing story time texts linking to other areas.

2



Texts

Spring 2 Literacy texts



Fiction – Whatever next! Story pattern – journey and dialogue focus – story language – first, next, then, finally

Non fiction – Space facts text type – information and explaining language

Poetry – 5 little men in a flying saucer, twinkle twinkle, x has a spaceship..., 5 little astronauts

+ Daily songs, nursery rhymes and school/class songs.

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Area of  
learning

Knowledge and Skills (Know how, know that, know the)

Revisit/ongoing throughout the year

Communication  
and Language



**Listening:**

Understand why listening is important.

**Attention:**

Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.

**Respond:**

Keep play going in response to the ideas of others and engage in conversation relevant to play theme.

Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.

**Understanding:**

Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding.

Retell a story with exact repetition. (T4W)

**Speaking:**

Use talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences.

Retell/create own stories for teacher scribing.

Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because'.

Use talk to help work out problems and organise thinking and activities.

Listen to and engage in talk about non-fiction books.

Learn new vocabulary.

Use new vocabulary in different contexts.

Use new vocabulary through the day in discussions and conversations.

Learn new rhymes, poems, and songs.

Listen to and talk about stories to build familiarity and understanding.

Retell a story without prompts.

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### Personal, Social and Emotional Development



SCARF –see separate plan

### Rights and Respect

Looking after my special people.  
Looking after my friends.  
Being helpful at home and caring for our classroom.  
Caring for our world.  
Looking after money (1): recognising, spending, using  
Looking after money (2): saving money and keeping it safe.

RE – SALVATION F3 Why is Easter special to Christians?

What happens at the end of winter and the beginning of spring?

How do 'dead' plants and trees come alive again?

What do Christians believe happened to Jesus?

Why do Christians think this is such an important story?

What do Christians do at Easter?

Why do we have Easter eggs?

#### Express feelings:

Can make choices and communicate what they need.

Can name people in school they can turn to if they help or are worried.

Express and moderate feelings socially and emotionally.

#### Manage behaviour:

Understand why listening is important and attend to other people both familiar and unfamiliar.

#### Self-awareness:

Happy to stand up in assembly or in front of the class and share achievements with others.

#### Independence:

Can get dressed and undressed for nature school/ PE club sessions.

Begin to show persistence when faced with challenges.

#### Collaboration:

Knows it is important to work together to look after our classroom resources and our school grounds.

Can keep play going by co-operating, listening, speaking, and explaining.

Can reflect on the work of others and self-evaluate their own work.

#### Social skills:

Friendship – Listen to the ideas of other children and agree a compromise or solution.

Use language to negotiate, play and organise. Knowing what makes a good friend.

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary.

Continue to develop listening to others, speaking to peers and adults and engaging in discussions in a positive way.

Oral Hygiene.

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### Physical Development



For medium term plan see Get set 4 PE

Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently eg hammer in tap a shape. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use cutlery appropriately.

Development of threading, weaving, and cutting skills.

Hold pencil effectively and comfortably. Holds a pencil effectively to form recognisable letters.

Know how to form clear ascenders and descenders.

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

To jump and land correctly from a height.

### REAL PE FOCUS

Games 1 and Dance 2

Running, balancing, changing direction, striking a ball, throwing, communication, co-operation, taking turns, supporting and encouraging others, honesty and fair play, managing emotions, using tactics, decision making, travelling, copying and performing actions, respect, working independently, confidence, counting, observing and providing feedback, selecting and applying actions.

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

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### Literacy



#### COMPREHENSION

Using Vipers.

Retell stories in the correct sequence, draw on language patterns of stories eg vocabulary and forms of speech.

With prompting, show understanding of many common words and phrases in a story that is read aloud to them.

Suggest how an unfamiliar story read aloud to them might end.

Give a simple opinion on a book they have read, when prompted.

Recognise repetition of words or phrases in a short passage of text.

Play influenced by experience of books.

Innovate a well-known story with support.

Talk about the characters in the books they are reading.

Enjoy joining in with rhyme, songs, and poems.

Daily questioning to develop comprehension skills linked to Vipers.

#### WORD READING

Read some letter groups that each represent one sound and say sounds for them.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few digraphs and exception words.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

#### WRITING

##### Emergent writing:

Build words using letter sounds in writing and write labels and phrases using this knowledge.

##### Composition:

Use talk to organise describe events and experiences. Begin to write a simple sentence with support.

##### Spelling:

Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.

Spell some irregular common (tricky) words e.g., the, to, no, go independently.

##### Handwriting:

Holds a pencil effectively to form recognisable letters.

Know how to form clear ascenders and descenders.

Handwriting - Continue to revisit/practice letter formation relating to name, phonics phases and other letters which children have been taught to form correctly.

### Phonics

Phase 2/3

Consolidate Phase 2 skills.

Begin Phase 3 skills –

Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.

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### Key texts

Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu

Know the 4 consonant digraphs – sh, th, ch, ng

Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi

Know trigraph igh

Know tricky words, the, to, he, she, we, me, be, was, my

Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.



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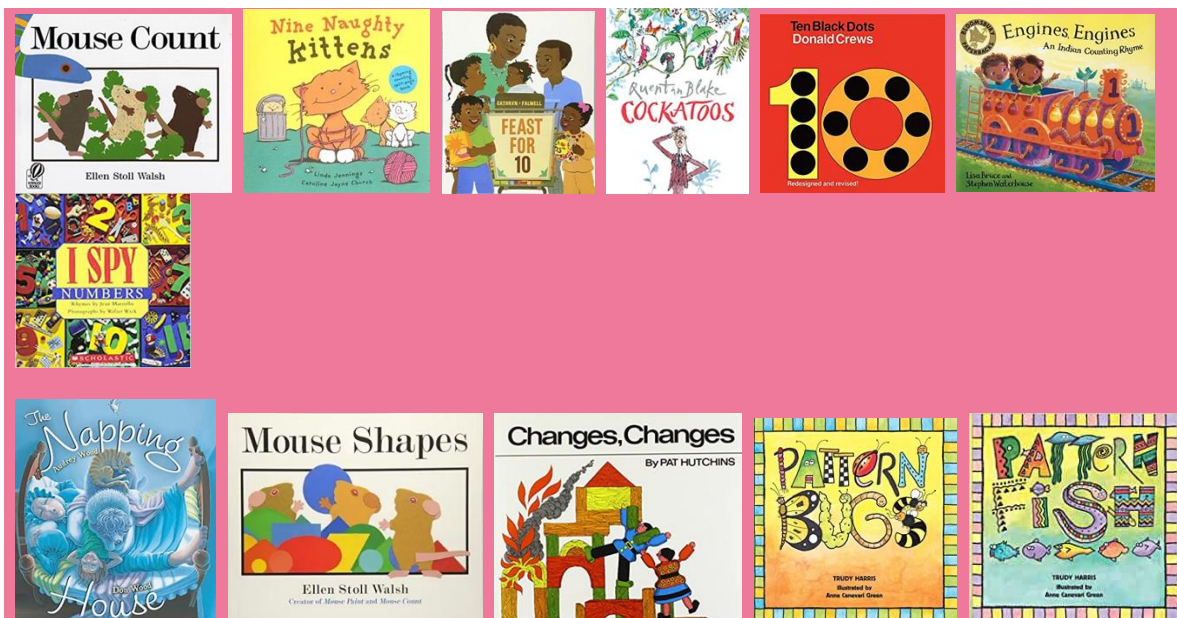
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<p><b>Mathematics</b></p> 	<p>White Rose to include Master the Curriculum</p> 	<p>Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing &amp; ordering</p>
	<p><b>Coverage</b></p> <p>Numbers 7, 8, 9.</p>	<p><b>Guidance (subject knowledge)</b></p> <p>Represent 7,8, 9 in different ways. Count out the required number from a larger group. Arrange into smaller groups to support conceptual subitising and explore their composition.</p> <p>Making pairs.</p> <p>Combining 2 groups.</p> <p>Length and Height.</p> <p>Time.</p>



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Coverage	Guidance (Subject knowledge)
Building 9 and 10.	Represent in different ways. Support conceptual subitising by arranging 9 or 10 items into small groups. Notice a full ten frame.
Comparing numbers to 10.	Make comparisons by lining up items with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Begin by comparing 2 quantities and progress to ordering 3 or more quantities.
Bonds to 10.	Explore using real objects in different contexts. Other manipulatives such as fingers, bead strings and number shapes are useful.
3D shapes.	Build and create using a variety of 3D shapes. Which stack, roll and why. Sort according to what they notice.
Pattern.	Build on AB by introducing ABB, AAB, AABB, AABBB. Important each pattern has at least three full units of repeat. The more units of repeat, the easier to identify and continue. Encourage to say pattern aloud. Create around the edges of shapes as well as in a straight line.



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### Understanding the World



#### Significant historical events, people and places in their own locality

Moon landings – 1969 and more recent space adventures with Tim Peake, Mae Jemison.

#### Past and Present

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### People Culture and Communities

Understand the value of being curious and interested in finding out about people within their own community and in other countries – including people who help us, special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Describe special events. (Easter)

#### The Natural World

I know which animals come from which country / continent.  
Make observations about animals including similarities and differences and matching adults to their young.

**Communication:** Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

**Observation:** Explore the natural world around them by taking part in weekly forest school inspired 'Messy Play' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

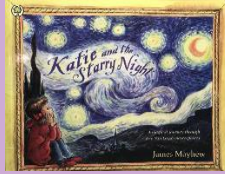
Explore compare/contrast our environment with Australia, polar regions and Africa. Explore, compare, contrast, observe, draw and discuss animals native to Australia, polar regions and Africa.

- Knowing where different animals come from.
- Explore, compare, contrast and discuss life, living and schools in UK and Africa. Name features around the UK (farm, beach, mountains, woodland, cliff, Jurassic coast etc).

Oral Hygiene – continued follow up from Dental Nurse visit..

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### Expressive Arts and Design



Van Gogh Starry Night: I can produce a piece of artwork using an artist's style as a stimulus  
I can talk about a famous artist.

Develop storylines in their pretend play and make props and costumes for different role play scenarios.  
Return to and build on their previous learning, refining ideas and developing their ability to represent them.

I can explore how colour can be changed.

Make different textures; make patterns using different colours.

I can recognise, create and describe pattern: tiger skin.

Drama conventions through literacy.

Develop techniques for joining materials, such as how to use adhesive tape and different sorts of glue.

Move in time to music.

Charanga scheme for music.

Learn to sing nursery rhymes and action songs:

Old Macdonald.

The Wheels on The Bus.

Incy Wincy Spider.

The Hokey Cokey.

Baa, Baa Black Sheep.

Row, Row, Row Your Boat.

### Ongoing

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.

## Unit F3: Why is Easter special for Christians?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Suggested questions you could explore:	Learning outcomes:	Suggested content:
	Plan learning experiences that enable children to ...	Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate. <i>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</i>
<p>What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come alive again?</p> <p>What do Christians believe happened to Jesus? Why do Christians think this is such an important story?</p> <p>What do Christians do at Easter?</p> <p>Why do we have Easter eggs?</p>	<ul style="list-style-type: none"> <li>Recognise and retell stories connected with celebration of Easter</li> <li>Say why Easter is a special time for Christians</li> <li>Talk about ideas of new life in nature</li> <li>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</li> <li>Talk about some ways Christians remember these stories at Easter.</li> </ul> <p>Colour key:</p> <p>Making sense Understanding impact Making connections</p>	<p>A way into this unit could be to bring some crocus or daffodil bulbs and tree buds into the classroom early in the term and keep an eye on how they grow over the weeks.</p> <ul style="list-style-type: none"> <li>Recall any stories children have heard about Jesus in collective worship/assembly or in RE lessons.</li> <li>Unpack a bag containing items related to Palm Sunday (e.g. Bible or storybook of Palm Sunday, donkey mask, white cloth or robe, cut-out palm leaves, flags, ribbons, percussion, the word 'Hosanna'). Ask children what they think they are for.</li> <li>Tell the story of Palm Sunday. You could act it out, laying palm leaf cut-outs on the floor, etc., helping children to remember the story. Point out that people thought Jesus was going to come as a king and rescue them from the Romans – they wanted to be saved. Show some pictures of Palm Sunday celebrations (search 'Palm Sunday church'), and find out about how Christians celebrate it today.</li> <li>Look at a palm cross – compare with the palm leaves from Palm Sunday. Compare with cross on hot cross buns. Talk about how the cross reminds Christians that the Bible says Jesus died on a cross, and then was buried in a cave tomb. Use a Story Bible or video clip (e.g. Channel 4's animated Bible stories) to tell the story. Use images and story cubes to get children to remember what happens in the story. (Note that with young children it is better not to focus too much on the death of Jesus, but to move on to Christian belief in resurrection.)</li> <li>Create an Easter garden in the classroom (there are plenty of examples online) asking children what needs to be included – don't forget the cross. Help children to learn that most Christians believe Jesus did not stay dead, but came to life again. That's why Easter is a happy festival for Christians. It is also why eggs are linked to Easter – symbols of new life. Connect with the idea of new life by looking at the buds and bulbs growing in your classroom and outside. Why not do an Easter egg hunt and get children to tell each other why eggs are part of Easter celebrations?</li> <li>Take photos of children's faces showing how Jesus' followers might feel at different stages of the story, and get them to put the faces alongside a timeline of photos from Palm Sunday to Easter Sunday. Watch the CBeebies 'Let's Celebrate Easter' clips and make a collage cross.</li> <li>Talk to someone who celebrates Easter to find out what parts of the celebration are most special to them.</li> </ul>

These outcomes and activities are abridged from *Understanding Christianity (Unit F3: Why do Christians put a cross in an Easter garden?)*, published by RE Today © 2016. Used by permission.

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