



Medium Term Plan: Moon Zoom

Term: Spring 1

Intended Outcome of Topic Moon Zoom- A fact file on the 1969 Space Race and Apollo 11, including significant figures e.g. Neil Armstrong, Katherine Coleman Goble Johnson, Valentia Tereshkova	SMSC Links - respond with a sense of awe and wonder to the beauty, intricacy, grandeur and mystery of the natural world - respond with a sense of awe and wonder at scientific discoveries - see that by working [co-operatively] on complex mathematical tasks, the result is often better than any of them could achieve separately - solve mathematical problems in collaboration with others
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Subject	Week beginning 05.01.26	Week beginning 12.01.26	Week beginning 19.01.26	Week beginning 26.01.26	Week beginning 02.2.26	Week beginning 09.02.26
English	Genre: fiction Text: 'Man on the Moon (a day in the life of Bob)' by Simon Bartram Phase of writing: Writing a letter	Genre: fiction Text: 'Man on the Moon (a day in the life of Bob)' by Simon Bartram Phase of writing: narrative writing	Genre: fiction Text: Wallace and Gromit: A grand day out Phase of writing: recount	Genre: fiction Text: Wallace and Gromit: A grand day out Phase of writing: recount	Genre- fiction Text: Wallace and Gromit: A grand day out Phase of writing: Record events in detail	Genre: non-fiction Text: Space poems Phase of writing: Patterned poems
Phonics	Recap 'oo' and 'yoo' sounds from aut 2 ue, ew, u, u_e	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	/l/ le al apple metal /s/ c ice /v/ ve give	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	/oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa
Maths	Time -Months of the year -Sequencing events -Minutes and seconds -o'clock -Half past	Time -o'clock and half past -o'clock and half past -Time problems -Position	Exploring calculation -Deriving facts -doubles and near doubles Make ten -the = symbol -choosing strategies	Numbers to 50 -sequencing numbers -grouping and counting in tens -tens and ones -place value -place value	Numbers to 50 -comparing and ordering -comparing and ordering -counting in 2s and 5s -number patterns	
Science	How many seasons are there and what are they called?	What changes happen during the season of autumn?	What changes happen during the season of winter?	What changes happen during the season of spring?	What changes happen during the season of summer?	How can we investigate and measure rainfall?
Computing						
Geography						
History	We are learning to ask questions about a historical event? - I can ask and answer relevant basic	We are learning how humans reach the moon? - I can place known events and objects in chronological order	We are learning who were the important people in the Space Race? - I can describe events beyond living memory	We are learning What the key events of the Space Race are and why are they important?	What are the key events of the Space Race and why are they important? - I can place known events and objects in chronological order	Extended write- fact file on the space race placing chronological events in order.

	questions about the past - I can use common words and phrases relating to the passing of time	- I can sequence events and recount changes within living memory - Describe events beyond living memory - I can talk, draw or write about aspects of the past	that are significant nationally or globally - I can use common words and phrase relating to the passing of time	- I can place known events and objects in chronological order - I can use common words and phrases relating to the passing of time - I understand the key features of events	- I can use common words and phrases relating to the passing of time - I understand the key features of events	
Art & Design Print making	Hand, feet and flowers: Printing with our bodies	Taking rubbings and making compositions. Thinking like and explorer to make collections of textures.	Printing with found objects in plasticine. Thinking like and explorer to make collections of textures.	Relief printing with foam: additive and incised printing.	Observational drawing in sketch books to create a print.	Creating a print from my own sketch.
Design Technology						
Religious Education	How did the universe come to be? Introduce the Big Question and discuss the word Universe – what does it mean?	How did the universe come to be? Explore one of the Hindu stories of creation (eg, Vishnu and the Lotus Flower)	How did the universe come to be? Explore the Christian accounts of creation in Genesis 1-2	How did the universe come to be? Consider our own environment; how can we look after it?	How did the universe come to be? Ask the children to write, draw or role play their own creation story.	
Indoor PE	Tag rugby To hold and move with a rugby ball.	Tag rugby To throw a rugby ball.	Tag rugby To catch a rugby ball.	Tag rugby To run with the ball.	Tag rugby To play tag games.	Tag rugby To simple games following the rules.
CPSHE	I can set my own goals I can tell you about the things I do well	I can set a goal and work out how to achieve it I can tell you how I learn best	I can celebrate achievements with my partner	I can tackle a new challenge and understand this might stretch my learning I can identify how I feel when I am faced with a new challenge	I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them	I know how I feel when I see obstacles and how I feel when I overcome them
Music	Move in time with a steady beat/ pulse Copy back simple long and short rhythms Copy back simple high low patterns	Move and dance with our bodies Describe our thoughts and feelings in response to music Talk about instruments we can hear	Identify fast and slow tempo Identify loud and quiet sounds Compare music to other music we have heard Understand different styles of music	Sing as part of a group Rehearse a song and add actions to the song	Perform a song from memory Follow a leader/conductor Begin to use the voice expressively.	Perform a song from memory Follow a leader/conductor Perform for an audience