

Roe Green Infant & Strathcona School MEDIUM TERM PLANNING 2019-20-RECOVERY



YEAR 1 – Enchanted World

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	19/4/21	26/4/21	4/5/21	10/5/21	17/5/21	24/5/21	8/6/21	14/6/21	21/6/21	28/6/21	5/7/21	12/7/21	19/7/21
	Key Text:	Key Text:	Key Text:	Key Text:	Key Text:	Key Text:	Key Text:	Key Text:	Key Text:	Key Text:	Key Text:	Key Text:	Key Text:
	The Jolly Postman and	The Jolly Postman	The Jolly Postman	The Jolly	The Jolly Postman	The Jolly	Jack and the Baked	Jack and the	Jack and the	Jack and the	Jack and the	Jack and	Jack and
	Other People's Letters	and Other People's	and Other	Postman and	and Other	Postman and	Beanstalk	Baked Beanstalk	Baked	Baked	Baked Beanstalk	the Baked	the Baked
		Letters	People's Letters	Other People's	People's Letters	Other People's							Beanstalk
IER A							100 IA				445		
2 =	THE JOLLY POSTMAN	THE JOLLY POSTMAN	THE JOLLY POSTMAN	THE JOLLY POSTMAN	THE JOLLY POSTMAN	THE JOLLY POSTMAN							
2	or Other People's Letters	or Other Peoples Letters	of Other People's Letters	or Other reopies Letters	or Other People's Letters	or Other People's Letters	Tacy	14 CV	Ta ry	Ta la cu	14 CV	Tany A	
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	JANET & ALLAN AHLBERG	JANET & ALLAN AHLBERG	JANET & ALLAN AHLBERG	JANET & ALLAN AHLBERG	JANET & ALLAN AHLBERG	JANET & ALLAN AHLBERG	REANCTALK &	RFANSTALK	RFANSTALK &	REANSTALK Sea	REANSTALK Sea.	REANCTALK	
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				Letters		Letters			Beanstalk	Beanstalk		Beanstalk	

\neg	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Performing:
	To become familiar with	To sequence the	To sequence the	To write a	To sequence the	To write	To create a shared	To make	To compare a	To create your	To explore the	То	To perform
	the story. Introduce The Jolly	Jolly Postman's journey	story. Shared reading of	character description.	story. Shared reading of	instructions for making a potion.	word bank of the traditional and	comparison between a	scene from the modern	own ending for the traditional	rhyme within Jack and the	compose their own	the story of Jack and
	Postman and discuss the	Use a story map to	the story	Choose a	the story (Hansel	Instructional	modern version of	traditional and a	version to the	Jack and the	Beanstalk and	rhyme for	the
	book. Who is the main	sequence the characters the Jolly	(Goldilocks and the Three Bears).	character to write a	and Gretel). Become familiar	writing using imperative verbs	Jack and the Beanstalk.	modern version of Jack and the	traditional version.	Beanstalk story.	Jack and the Baked Beanstalk.	the traditional	Beanstalk in
	character?	Postman visits in the	Become familiar	description.	with the story map.	and key	Class discussion on	Beanstalk.	Children to use	Shared writing	Shared writing of	giant from	groups(Rou
	What is the role of a postman/woman?	correct order. To write a book	with the story map. Sequencing the		Sequencing the story with	words/star words.	different settings, characters, plots	Look at the first double page and	the word banks,	of the traditional	the traditional rhyme with	Jack and the	nd Robin). Children
	posimian, woman	review.	story with		appropriate	Words.	and illustrations.	make comparisons	references	version of the	alternative	Beanstalk.	will perform
			appropriate captions/sentence		captions/sentence			in terms of character, settina	from the previous	story with an alternative	rhyming words.	Children to apply	in groups each
			s.		.			and illustration	lessons to	ending.		knowledge	scene from
	Skill: To compose a sentence	Skill: To combine words to	Skill:	Skill: To begin to	Skill: To use regular	Skill: Adding the		Shared writing.	compare the scene where			of rhyming words and	Jack and the
	orally before writing it.	make sentences,	To spell words	punctuate	plural noun suffixes	endings -ing, -	Skill:	Skill:	Jack meets the			create their	Beanstalk.
	To combine words to make sentences,	including using conjunctions 'and',	using phonic sounds taught so	sentences using a capital letter	(-s, -es) To use verb suffixes	ed and –er to verbs (hunting,	To read aloud phonically-	To say out loud what they are	old man in the modern		Skill:	own rhyme for the	Skill: To read their
	including using	'but', 'because'	far.	and a full stop,	where root word is	hunted, hunter)	decodable text.	going to write	version.		To read	traditional	writing
	conjunctions 'and', 'but', 'because'	To use a capital letter for names of	To apply simple spelling rules and	question mark or exclamation	unchanged (-ing, - ed, -er)	To combine words to make	To spell most of the words on the year 1	about.		Skill: To	multisyllable words containing	giant.	aloud clearly
	To sequence sentences	people, places, the	guidance from	mark	To begin to	sentences,	list.	To compose a sentence orally		sequence	taught GPCs.		enough to
	to form short narratives To use a capital letter	days of the week, and the personal	Appendix 1 To use regular	To use regular plural noun	punctuate sentences using a	including using conjunctions	To spell words using phonic sounds	before writing it.	Skill: To use the	sentences to form short	To say out loud what they are		be heard by their
	for names of people,	pronoun 'l'	plural noun suffixes	suffixes (-s, -es)	capital letter and	'and', 'but',	taught so far.	To discuss what they have written	spelling rule for	narratives.	going to write	Skill:	peers and
	places, the days of the week, and the personal	To begin to punctuate	(-s, -es)	To use verb suffixes where	a full stop, auestion mark or	'because' Use adverbials of	To say out loud what they are going to	with the teacher or	adding –s or – es as the plural	To discuss what they have	about. To compose a	To read multisyllabl	the teacher.
	pronoun 'l'	sentences using a		root word is	exclamation mark	time such as	write about.	other pupils. To spell words	marker for	written with the	sentence orally	e words	
		capital letter and a full stop, question		unchanged (- ing, -ed, -er)	To use a capital letter for names of	'first', 'next', 'then' 'after',	To compose phrases	using phonic	nouns and the third person	teacher or other pupils.	before writing it. To read	containing taught	
		mark or exclamation		To combine	people, places,	'finally'	orally before writing it.	sounds taught so far.	singular marker	To use the	contractions and	GPCs.	
		mark		words to make sentences,	the days of the week, and the			To spell some	for verbs . To spell some	spelling rule for adding –s or –	understand use of apostrophe.	To say out loud what	
				including using	personal pronoun			words with suffix – ing, –ed, –er and –	words with the	es as the plural	To read aloud	they are	
				conjunctions 'and', 'but',	'l' To combine words			est where no	prefix un– To spell some	marker for nouns and the	phonically- decodable text.	going to write	
				'because'	to make			change is needed in the spelling of	words with	third person	To spell some	about.	
				To re-read what they have	sentences, including using			root words.	suffix –ing, –ed, –er and –est	singular marker for verbs .	words with suffix –ing, –ed, –er	To compose a	
				written to check	conjunctions				where no	To spell some	and –est where	sentence	
				that it makes sense	'and', 'but', 'because'				change is needed in the	words with the prefix un–	no change is needed in the	orally before	
				301130	To use the un-				spelling of root	To spell some	spelling of root	writing it.	
					prefix to change meaning of				words, To apply simple	words with suffix -ing, -ed,	words. To re-read what	To read contraction	
					adjectives and/or				spelling rules	–er and –est	they have	s and	
					adverbs To re-read what				and guidance from Appendix	where no change is	written to check that it makes	understand use of	
					they have written				1.	needed in the	sense.	apostrophe	
					to check that it makes sense				To leave spaces	spelling of root words,		To read	
					To discuss what				between	To apply simple		aloud	
					they have written with the teacher or				words To begin to	spelling rules and guidance		phonically- decodable	
					other pupils.				form lower-	from Appendix		text.	
									case letters in the correct	I. To leave		To spell some	
									direction,	spaces		words with	
									starting and finishing in the	between words		suffix –ing, – ed, –er and	
									right place	To begin to		-est where	
									To form capital letters	form lower- case letters in		no change is needed	
									To re-read	the correct		in the	
									what they have written to	direction, starting and		spelling of root words.	
									check that it	finishing in the		To re-read	
									makes sense. To join words	right place To form capital		what they have	
									and join	letters		written to	
									clauses using "and".	To re-read what they		check that it makes	
										have written to		sense.	
										check that it makes sense.		To leave spaces	
										To join words		between	
										and join		words	

									clauses using "and".		To begin to form lower-case letters in the correct direction, starting and finishing in the right place To form capital letters.	
Comprehension: Nelson Comprehension Pupil Book 1 Unit 6: Cinderella Skill: Read multisyllable words containing taught GPCs Read contractions and understand use of apostrophe Read aloud phonically- decodable text	Comprehension homework based on Jolly Postman	Comprehension: Nelson Comprehension Pupil Book 1 Unit 8: The Tiger Who Came to Tea. Skill: Read multisyllable words containing taught GPCs •read contractions and understand use of apostrophe •read aloud phonically- decodable text	Comprehension homework based on Goldilocks and The Three Bears	Comprehension: Nelson Comprehension Pupil Book 1 Unit 6: Prince Cinders. Skill: Read multisyllable words containing taught GPCs To read contractions and understand use of apostrophe To read aloud phonically- decodable text	Comprehension homework based on Hansel and Gretel	Comprehension: Head Start Comprehension I Spy Pg 34 & 35 Skill:To use letter names to distinguish between alternative spellings of the same sound To read common suffixes (-s, -es, -ing, - ed, etc.) To read multisyllable words containing taught GPCs To read contractions and understand use of apostrophe To read aloud phonically- decodable text	Comprehension: Head Start Comprehension The Giant's Lunch Pg 43 & 44 Skill:To use letter names to distinguish between alternative spellings of the same sound To read common suffixes (-s, -es, -ing, -ed, etc.) To read multisyllable words containing taught GPCs To read contractions and understand use of apostrophe To read aloud phonically- decodable text	Comprehensio n: Head Start Comprehensio n A Jumble of Stories Pg 45 & 46 Skill: To use letter names to distinguish between alternative spellings of the same sound To read common suffixes (-s, -es, -ing, -ed, etc.) To read multisyllable words containing taught GPCs To read contractions and understand use of apostrophe To read aloud phonically- decodable text	Comprehensio n: Head Start Comprehensio n The Witch's picnic Pg 47 & 48 Skill: To use letter names to distinguish between alternative spellings of the same sound To read common suffixes (-s, -es, -ing, -ed, etc.) To read multisyllable words containing taught GPCs To read contractions and understand use of apostrophe To read aloud phonically-decodable text	Comprehension: Head Start Comprehension How to Make a Pirate Smile? Pg 50 & 51 Skill: To use letter names to distinguish between alternative spellings of the same sound To read common suffixes (-s, -es, - ing, -ed, etc.) To read multisyllable words containing taught GPCs To read contractions and understand use of apostrophe To read aloud phonically- decodable text	Comprehe nsion: Assessment s Skill:	Comprehnsion: Assessme s Skill:
SPaG: Nelson Grammar Pupil Book 1B Unit 12 Verbs (Tenses)	SPaG: Nelson Grammar Pupil Book 1B Unit 11 Proper nouns	SPaG: Nelson Grammar Pupil Book 1B Unit 13 Opposites	SPaG: Nelson Grammar Pupil Book 1B Unit 9 Plurals(es)	SPaG: Nelson Grammar Pupil Book 1B Unit 10 Conjunctions	SPaG: Adverbials of Time	SPaG: To Use adjectives to describe a character from Jack and the Beanstalk.	SPaG: To focus on speech marks linked to the story Jack and the Beanstalk.	SPaG: Adverbs – suffix ly	SPaG: Compound words – for e.g. beanstalk	SPaG: Exploring rhyming words in traditional rhymes.	SPaG: Assessment s	SPaG: Assessme s
Handwriting: Nelson Handwriting Developing Skills (Red) Unit Check up 1 Practising patterns	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 19 Practising the break letters	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 20 Practising the Capital letters	Handwriting: Nelson Handwriting Developing Skills (Red) Unit Check up 1 Practising patterns	Handwriting: To apply joined-up handwriting to copy a letter from the text.		Handwriting: To apply thein joined up handwriting to copy small paragraphs/poems.	Handwriting: To apply thein joined up handwriting to copy small paragraphs/poem s.	Handwriting: To apply thein joined up handwriting to copy small paragraphs/po ems.	Handwriting: To apply thein joined up handwriting to copy small paragraphs/po ems.	Handwriting: To apply thein joined up handwriting to copy small paragraphs/poe ms.	Handwritin g: To apply thein joined up handwritin g to copy small paragraphs /poems.	Handwri g: To app thein join up handwrit to copy small paragra /poems.

	Class Phonics:	Class Phonics:	Class Phonics:	Class Phonics:	Class Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:
	Phase 5 Unit 19 on active learn primary Phoneme /or/ written as 'aw' Phoneme /or/ written as 'au' Phoneme /or/ written as 'al' Phonics will be streamed as part of Recovery Curriculum	Phase 5 Unit 20 on active learn primary Phoneme /ur/written as 'ir' Phoneme /ur/written as 'er' Phoneme /ur/written as 'ear'	Phase 5 Unit 21 on active learn primary Phoneme /ow/ written as 'ou' Phoneme /oi/ written as 'oy' Unit 22 Phoneme /ear/ written as 'ere' Phoneme /ear/ written as 'eer'	Phase 5 Unit 22 on active learn primary Phoneme /air/ written as 'are' Phoneme /air/ written as 'ear'	Phase 5 Unit 23 on active learn primary Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Phoneme /c/ written as 'ck' Phoneme /c/ written as 'ck' Phoneme /c/ written as 'ch'	Phase 5 Unit 24 on active learn primary Phoneme /s/ written as 'c(e)', 'c(l)', 'c(y)' Phoneme /s/s written as 'sc' and 'st(l)' Phoneme /s/ and /z/ written as 'se'	Phase 5 Unit 25 on active learn primary Phoneme /j/ written as 'g(e)', 'g(I)', 'g(Y)'. Phoneme /j/ written as 'dge'	Phase 5 Unit 26 on active learn primary Phoneme /I/ written as 'le' Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr'	Phase 5 Unit 27 on active learn primary Phoneme /ch/ written as 'tch' Phoneme /sh/ alternatives Phoneme /e/ written as 'ea' Phoneme /w/ /o/ written as 'wa' Phoneme /u/ written as 'o'	Phase 5 Unit 28 on active learn primary Suffix ending '- ing' Suffix ending '- ed' Suffix ending split digraph silent 'e', '-ing', '-ed'	Phase 5 Unit 29 on active learn primary Suffix ending '-s' Suffix ending '-es' after 'ss', 'x' Suffix ending 'es' after 'ch', 'sh' 'tch'	Phase 5 Unit 30 on active learn primary Prefix 're-' Prefix 'un-' Prefix.root.s
						Library: To compare different version of the available traditional tales and make comparisons of the differnces and similarities to the original version. Skill: To be able to read words containing each of the 40+ phonemes taught. Read multisyllable words containing taught GPCs To be able to read contractions and understand use of apostrophe To be able to read aloud phonically- decodable text	Library: To compare different version of the available traditional tales and make comparisons of the differnces and similarities to the original version. Skill:To be able to read words containing each of the 40+ phonemes taught. Read multisyllable words containing taught GPCs To be able to read contractions and understand use of apostrophe To be able to read aloud phonically-decodable text	Library: To compare different version of the available traditional tales and make comparisons of the differnces and similarities to the original version. Skill:To be able to read words containing each of the 40+ phonemes taught. Read multisyllable words containing taught GPCs To be able to read contractions and understand use of apostrophe To be able to read aloud phonically-decodable text	Library: To compare different version of the available traditional tales and make comparisons of the differnces and similarities to the original version. Skill: To be able to read words containing each of the 40+ phonemes taught. Read multisyllable words containing taught GPCs To be able to read contractions and understand use of apostrophe To be able to read aloud phonically-decodable text	Library:To compare different version of the available traditional tales and make comparisons of the differences and similarities to the original version. Skill: To be able to read words containing each of the 40+ phonemes taught. Read multisyllable words containing taught GPCs To be able to read contractions and understand use of apostrophe To be able to read aloud phonically-decodable text	Library:To compare different version of the available traditional tales and make comparisons of the differnces and similarities to the original version. Skill: To be able to read words containing each of the 40+ phonemes taught. Read multisyllable words containing taught GPCs To be able to read contraction s and understand use of apostrophe To be able to read aloud phonically-decodable text	Library:To compare different version of the available traditional tales and make compariso ns of the differnces and similarities to the original version. Skill: To be able to read words containing each of the 40+ phonemes taught. Read multisyllabl e words containing taught GPCs To be able to read contraction s and understand use of apostrophe To be able to read aloud phonically-decodable text

	NUMBER Multiplication & Division Counting in 10s	NUMBER Multiplication & Division Making equal groups Making doubles	NUMBER Multiplication & Division Making equal groups Sharing equally	NUMBER Fractions Find half	NUMBER Fractions Find quarter	End of Block assessment	Position & Direction Describe turns Describe Position	NUMBER Place Value within 100 Counting Partitioning	NUMBER Place Value within 100 Comparing Ordering 1 more/less	MEASUREMENT Money Recognising coins Recognising notes	MEASUREMENT Time Days of the week, months of the year. Chronological	MEASUREM ENT Time Telling the time on an analogue	CONSOLID ATION & ASSESSMEN TS
MATHS	Skill: Count in 10's to 100 and beyond independently. Being able to solve 1 step problems and finding missing numbers in ascending and descending order.	Skill: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Skill: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Skill: Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	Skill: Recognise, find and name a quarter as one of two equal parts of an object, shape or quantity.		Skill: Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	Skill: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals.	Skill: -Given a number, identify one more and one lessIdentify and represent numbers using objects and pictorial representations including the number line, & use language of: equal to, more than, less than (fewer), most, least.	Counting in coins Skill: Recognise and know the value of different denominations of coins and notes.	order of time/events. Skill: Sequence events in chronological order using language. Recognise and use language related to dates, including days of the week, months and years.	skill: Tell the time to the hour and half past and draw the hands on a clock face to show these times.	
SCIENCE	Plant Detectives What garden and wild plants can we find around our school? (Practical and Written) Bean Diary Skill:	Plant Detectives What is the same and different about the flowers around us? (Floor book) Bean Diary	Plant Detectives What is happening beneath our plants? (Written) Bean Diary	Plant Detectives What makes a tree a tree? (Written) Bean Diary	Plant Detectives Assessment Bean Diary		Our Changing World- plants How do leaves change across the year? (Floor Book)	Our Changing World- plants Do all the trees lose their leaves in winter and grow new ones in spring. (Written)	Our Changing World- plants How do plants grow and change over time? (1) (Practical)	Our Changing World- pants How do plants grow and change over time? (2) (Written)	Our Changing World- plants What can we make with the food that we have grown? (Practical - cooking)	Our Changing World- Sensing Seasons Trip to Walled Garden	Our Changing World- plants Assessme
SCIE	Observing and using equipment	Skill: Identifying and classifying	Skill: Observations and questions	Skill: Gathering, recording and answering questions			Skill: Observe and use equipment	Skill: Observe and use equipment	Skill: Observe and use equipment	Skill: Observe and record	Skill: Observe and use equipment		

HUMANITIES • S • GUILLOUGH OF S • S • GIII	modern housing. They will use appropriate vocabulary to describe different types of houses and identify features common to all modern homes. Skill: Make simple observations about different types of people, events, beliefs within a society	Investigate similarities and differences between homes. Children will take a closer look at the main features of different types of homes. They start to describe the similarities and differences between different houses and record their observations using drawings and descriptions. Skill: Make simple observatio ns about different types of people, events, beliefs within a society Develop an awareness of the past	Explore homes built a long time ago and identify their features. Children will find out about the fashions and building styles in homes across four key periods in British history: Medieval, Tudor, Georgian and Victorian. They will find out about some features of homes built a long time ago, such as thatched roofs. Children will start to think about how homes have changed over time. Brent Museum Homes from the past workshop. Skill: Recognise the difference between past and present in their own and others' lives. Find answers to simple questions about the past from sources of information e.g. artefacts	Find out what Victorian homes were like inside. Children are introduced to Queen Victoria and the Victorian era. They will investigate what the interior of Victorian homes were like. Using photos of reconstructions as well as photographs of rooms taken in Victorian times, they will start to identify some features of Victorian homes. Skill: Recognise the difference between past and present in their own and others' lives. Talk about who was important e.g. in a simple historical content Know where all people/eve nts studied fit into a chronologic al framework	Investigate and identify a variety of homes today. Children will identify different types of modern housing. They will use appropriate vocabulary to describe different types of houses and identify features common to all modern homes. Skills: Historical Knowledge and Understanding Changes within living memory	Investigate similarities and differences between homes. Children will take a closer look at the main features of different types of homes. They start to describe the similarities and differences between different houses and record their observations using drawings and descriptions Skills: Historical Knowledge and Understanding Changes within living memory	Explore homes built a long time ago and identify their features. Children will find out about the fashions and building styles in homes across four key periods in British history: Medieval, Tudor, Georgian and Victorian. They will find out about some features of homes built a long time ago, such as thatched roofs. Children will start to think about how homes have changed over time. Skills: Historical Knowledge and Understanding Changes within living memory Historical Enquiry Find answers to simple questions about the past from sources of information e.g. artefacts Chronology Develop an awareness of the past Use common words and phrases relating to the passing of time.	Find out what Victorian homes were like inside. Children are introduced to Queen Victoria and the Victorian era. They will investigate what the interior of Victorian homes were like. Using photos of reconstructions as well as photographs of rooms taken in Victorian times, they will start to identify some features of Victorian times. Skills: Historical Knowledge and Understanding Changes within living memory Historical Enquiry Find answers to simple questions about the past from sources of information e.g. artefacts Chronology Develop an awareness of the past Use common words and phrases relating to the passing of time. Know where all people/events studied fit into a chronological framework	Identify and explore objects in a Victorian home and their uses. Children will identify that most Victorian homes did not have electricity and establish how this would have made Victorian homes. They will explore some common objects found in Victorian homes, such as bellows and mangles. They will continue to identify similarities and differences between Victorian and modern homes. Skills: Historical Enquiry Find answers to simple questions about the past from sources of information e.g. artefacts Chronology Develop an awareness of the past Use common words and phrases relating to the passing of time. Know where all people/events studied fit into a chronological framework	
RE		Harvest?	celebrate Harvest?	you?	animals?	and careful for our world?				

	Digital Literacy	Digital Literacy	Computer Science	Computer	Computer Science	Information	Information	Information	Computer	Computer	Computer	Computer
	Lesson 1	Lesson 2	Lesson 1	Science	Lesson 3	Technology	Technology	Technology	Science	Science	Science	Science
	How does my garden	How does my	I'm a problem	Lesson 2	I'm a problem	Lesson 1	Lesson 2	Lesson 3	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	grow?	garden grow?	solver	I'm a problem solver	solver	Design a plate	Design a plate	Design a plate	Journeys – Bee- bot Garden	Journeys – Bee- bot Garden	Journeys – Bee-bot	Journeys – Bee-bot
	Busy Things	Busy Things	Busy Things		Busy Things	Busy Things	Busy Things	Busy Things	(moving the	(create a Bee-	Garden	Garden
	(Gardener activity)	(Parts of a plant)	(Block-a-doodle-	Busy Things	(Trial and error)	Goldilocks and the	Goldilocks and the	Goldilocks and	Bee-bot)	bot mat)	(use the	(record the
	,,,		do	(Direction of the	`	three bears	three bears	the three bears	,	,	Bee-bot	route, using
O				car)		(Read the story)	(add text and	(design a plate			map)	symbols)
Z						(character)	for one of the			- 1- 7	Skill:
COMPUTING							,	characters)				Understand
AP												ing an
0	Skill:	Skill:				\$kill:	Skill:	Skill:				algorithm
ŭ	Navigating a website	Navigating a			Skill:	Playing the online	Playing the online	Playing the	Skill:	Skill:		and how to
_		website	Skill:	Skill:	Understanding	activities, and using	activities, and	online	Understanding	Understanding		debug
			Understanding	Understanding	instructions	text to help design	using text to help	activities, and	an algorithm	an algorithm	Skill:	
			instructions	instructions			design	using text to	and how to	and how to	Understand	
								help design	debug	debug	ing an	
											algorithm	
											and how to	
											debug	

	Run Jump Throw Unit 1	Run Jump Throw Unit 1	<u>Unit 1 –</u>	<u>Unit 1 –</u>	Unit 2-	Unit 2	Run Jump Throw Unit 2	Run Jump Throw Unit 2	Run Jump Throw	Run Jump Throw	Run Jump Throw Unit 2	Run Jump Throw	Run Jump Throw Unit
	Lesson 1	Lesson 2	Run Jump Throw Unit 1	Run Jump Throw Unit 1	Run Jump Throw Unit 1 Lesson 5	M Run Jump Throw Unit 1	Lesson 1 To perform running challenges in set	Lesson 2 To select the best movement to use.	Unit 2 Lesson 3 To negotiate	Unit 2 Lesson 4 To practise &	Lesson 5 To throw with accuracy and to	Unit 2 Lesson 6 To choose	1/2 Assessment Send and
	<u>ш:</u>	<u>Ш:</u>	Lesson 3	<u>Lesson 4</u>	LI:	Lesson 6	times.		obstacles whilst running.	perform a wide variety of core	develop stamina through jumping.	the quickest	Return (CC) Unit 1/2
PE	 Discover ways to move objects quickly. Identify which ways to move objects is quickest. Experience a variety of ways to move between hoops. I can use quick feet to move beanbags. I can pick beanbags up and place them down quickly by watching the beanbag I want to move Skill: Starting and stopping at speed Send and Return (CC) Unit 1 Lesson 1 To slide a beanbag/ball over an opponent's goal line. Skill: Sliding and receiving a ball/beanbag. 	 Run in a straight line at different speeds. Show power at the start of a run. Perform runs as part of a team SC: I can: I can change the speeds at which I am running. I can run quickly from a stationary start. I can work hard to run for my team. Skill: Arm movement in running Send and Return (CC) Unit 1 Lesson 2 To explore different ways of sending a ball. Skill: Hitting 	Experience a variety of jumps. Perform a standing long jump. Identify how to take off. SC: I can: I can use arm swings to help myself jump farther. I can jump in a variety of ways. I can jump using different combinations. Skill: Take off on two feet Send and Return (CC) Unit 1 Lesson 3 To get into positions to return balls to partners. Skill: Moving towards and returning balls	LI: Throw a range of objects over distance. Adapt throwing styles to different objects. Identify some differences in throwing styles SC: I can: I can throw using a variety of different throws. I can use my nonthrowing arm to direct my throws. I can use different techniques to throw different pieces of equipment. Skill: Using the leading arm to direct throw. Send and Return (CC) Unit 1 Lesson 4 To work with a partner to receive and return balls to score points against opposition. Skill: Working together to send and return	To explore and refine basic agility, balance and coordination skills. Perform and show improvement. SC: I can: I can balance objects and move at speed to score points. I can move quickly between objects. I can pass on objects to teammates precisely. Skill: Work collaboratively to improve Send and Return (CC) Unit 1 Lesson 5 To play in a rally with a partner. Skill: Basic rally.	LI: Use running, throwing and jumping skills Compete with others. Say how you could have improved. SC: I can: I can recall and use jumping and throwing techniques to compete. I can run as an individual and as a team. I can think about my events and decide how I could do better	Skill: Agile moves (push off right leg to change direction). Send and Return (CC) Unit 2 Lesson 1 To track movement of a ball to be able to return over the bench or net. Skills: Feeding the ball over the net	Skill: Recognise when to start and stop the activity. Send and Return (CC) Unit 2 Lesson 2 To use a variety of movements to track balls in different ways. Skill: Tracking.	Skill: Negotiating obstacles. Send and Return (CC) Unit 2 Lesson 3 To hit a moving ball from a sitting position. Skill: Body control on mats.	strength movements. Skill: Core based exercises. Send and Return (CC) Unit 2 Lesson 4 To send objects from a variety of positions such as sitting, kneeling, and standing. Skill: Sending the ball from different positions	Skill: Jumping and bounding. Send and Return (CC) Unit 2 Lesson 5 To identify tactics to outwit an opponent. Skill: How to identify space.	skill: Different starting positions. Send and Return (CC) Unit 2 Lesson 6 To use skills learned in more challengin g situations against others. Skill: Body position behind the ball.	Assessment

MUSIC	Music Made Lessons Skill: Take part in singing showing awareness of melody. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing.	Skill: Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking. Listen for different types of sounds.	Skill: Listen for different types of sounds. Create a simple rhythm by clapping or using percussion instruments.	Skill: Listen for different types of sounds.	Skill: Listen to a piece of music, describing if it is fast or slow, happy or sad. Listen for different types of sounds. Hear different moods in music.		Skill: Identify texture one sound or several sounds? Hear the pulse in music.	Skill: Listen to a piece of music, describing if it is fast or slow, happy or sad. Listen for different types of sounds. Hear different moods in music.	Skill: Create short musical patterns. Create sequences of long and short sounds- rhythmic patterns (duration) in different ways – e.g. hitting, blowing, shaking, clapping.	Skill: Begin to represent sounds with drawing. Listen to a piece of music, describing if it is fast or slow, happy or sad. Hear different moods in music.	Skill: Begin to represent sounds with drawing Listen for different types of sounds. Hear different moods in music.	Skill: Create short musical patterns. Start to compose with two or three notes. Carefully choose sounds to achieve an effect (including use of ICT).	
PSHE	Relationships Piece 1: families Skill: I can identify the members of my family and understand that there are lots of different types of families	Relationships Piece 2 Making friends Skill: I can identify what being a good friend means to me	Relationships Piece 3 Greetings Skill: I know appropr iate ways of physical contact to greet my friends and know which ways I prefer	Relationships Piece 4 People who help us Skill: I know who can help me in my school community	Relationships Piece 5: Being my own best friend Skill: recognise my qualities as a person and a friend know ways to praise myself	Relationships Piece 6 Celebrating special relationships Skill: I can tell you why I apprec iate someo ne who is special to me	Changing me Piece 1 Lifecycles Skill: start to understand the life cycles of animals and humans understand that changes happen as we grow and that this is OK	Changing me Piece 2 Changing me Skill: tell you some things about me that have changed and some things about me that have stayed the same know that changes are OK and that sometimes they will happen whether I want them to or not	Changing me Piece 3 My changing body Skill: know how my body has changed since I was a baby understand that growing up is natural and that everybody grows at different rates	Changing me Piece 4 Boys' and girls' bodies Skill: identify the parts of the body that make boys different to girls and use the correct names for these. respect my body and understand which parts are private	Changing me Piece 5 Learning and growing Skill: understand that every time I learn something new I change a little bit enjoy learning new things	Changing me Piece 6 Coping with changes Skill: tell you about changes that have happened in my life know some ways to cope with changes	Changing me Talk about transitionin g to year 2 Skill: know some ways to cope with changes