



Roe Green Infant & Strathcona School
MEDIUM TERM PLANNING 2019-20-RECOVERY
YEAR 1 – Enchanted World



		Week 1 19/4/21	Week 2 26/4/21	Week 3 4/5/21	Week 4 10/5/21	Week 5 17/5/21	Week 6 24/5/21	Week 7 8/6/21	Week 8 14/6/21	Week 9 21/6/21	Week 10 28/6/21	Week 11 5/7/21	Week 12 12/7/21	Week 13 19/7/21
SUMMER	ENGLISH	Key Text: The Jolly Postman and Other People's Letters 	Key Text: The Jolly Postman and Other People's Letters 	Key Text: The Jolly Postman and Other People's Letters 	Key Text: The Jolly Postman and Other People's	Key Text: The Jolly Postman and Other People's Letters 	Key Text: The Jolly Postman and Other People's 	Key Text: Jack and the Baked Beanstalk 	Key Text: Jack and the Baked Beanstalk 	Key Text: Jack and the Baked 	Key Text: Jack and the Baked 	Key Text: Jack and the Baked Beanstalk 	Key Text: Jack and the Baked	Key Text: Jack and the Baked Beanstalk
					Letters		Letters			Beanstalk	Beanstalk		Beanstalk	

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

	MATHS	NUMBER Multiplication & Division Counting in 10s 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.	NUMBER Multiplication & Division Making equal groups Making doubles 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.	NUMBER Multiplication & Division Making equal groups Sharing equally 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.	NUMBER Fractions Find half Skill: Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	NUMBER Fractions Find quarter Skill: Recognise, find and name a quarter as one of two equal parts of an object, shape or quantity.	End of Block assessment	GEOMETRY Position & Direction Describe turns Describe Position Skill: Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	NUMBER Place Value within 100 Counting Partitioning 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.	NUMBER Place Value within 100 Comparing Ordering 1 more/less Skill: -Given a number, identify one more and one less. -Identify and represent numbers using objects and pictorial representations including the number line, & use language of: equal to, more than, less than (fewer), most, least.	MEASUREMENT Money Recognising coins Recognising notes Counting in coins Skill: Recognise and know the value of different denominations of coins and notes.	MEASUREMENT Time Days of the week, months of the year. Chronological 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.	MEASUREM ENT Time Telling the time on an analogue clock. Skill: Tell the time to the hour and half past and draw the hands on a clock face to show these times.	CONSOLIDATION & ASSESSMENTS
	SCIENCE	Plant Detectives What garden and wild plants can we find around our school? (Practical and Written) Bean Diary Skill: Observing and using equipment	Plant Detectives What is the same and different about the flowers around us? (Floor book) Bean Diary Skill: Identifying and classifying	Plant Detectives What is happening beneath our plants? (Written) Bean Diary Skill: Observations and questions	Plant Detectives What makes a tree a tree? (Written) Bean Diary Skill: Gathering, recording and answering questions	Plant Detectives Assessment Bean Diary		Our Changing World- plants How do leaves change across the year? (Floor Book) Skill: Observe and use equipment	Our Changing World- plants Do all the trees lose their leaves in winter and grow new ones in spring. (Written) Skill: Observe and use equipment	Our Changing World- plants How do plants grow and change over time? (1) (Practical) Skill: Observe and use equipment	Our Changing World- pants How do plants grow and change over time? (2) (Written) Skill: Observe and record	Our Changing World- plants What can we make with the food that we have grown? (Practical - cooking) Skill: Observe and use equipment	Our Changing World-Sensing Seasons Trip to Walled Garden	Our Changing World-plants Assessment

	HUMANITIES	<p>History <u>Investigate and identify a variety of homes today.</u></p> <p>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.</p> <p>Skill:</p> <ul style="list-style-type: none">Make simple observations about different types of people, events, beliefs within a society	<p><u>Investigate similarities and differences between homes.</u></p> <p>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.</p> <p>Skill:</p> <ul style="list-style-type: none">Make simple observations about different types of people, events, beliefs within a societyDevelop an awareness of the past	<p><u>Explore homes built a long time ago and identify their features.</u></p> <p>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.</p> <p>Brent Museum Homes from the past workshop.</p> <p>Skill:</p> <p>Recognise the difference between past and present in their own and others' lives.</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p><u>Find out what Victorian homes were like inside.</u></p> <p>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.</p> <p>Skill:</p> <ul style="list-style-type: none">Recognise the difference between past and present in their own and others' lives.Talk about who was important e.g. in a simple historical contentKnow where all people/events studied fit into a chronological framework	<p>HISTORY Investigate and identify a variety of homes today.</p> <p>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.</p> <p>Skills: Historical Knowledge and Understanding Changes within living memory</p>	<p><u>Investigate similarities and differences between homes.</u></p> <p>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</p> <p>Skills: Historical Knowledge and Understanding Changes within living memory</p>	<p>Explore homes built a long time ago and identify their features.</p> <p>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.</p> <p>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.</p>	<p>Find out what Victorian homes were like inside.</p> <p>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.</p> <p>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</p>	<p>Identify and explore objects in a Victorian home and their uses.</p> <p>Children will identify that most Victorian homes did not have electricity and establish how this would have made Victorian homes different to modern 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.</p> <p>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</p>					
	RE	How do some Christians celebrate Harvest?	How do some Jewish people celebrate Harvest?	How do some Jewish people celebrate Harvest?	How do some Hindus say thank you?	Are people more Important than animals?	Why should we be grateful and careful for our world?								

	COMPUTING	Digital Literacy Lesson 1 How does my garden grow? Busy Things (Gardener activity) Skill: Navigating a website	Digital Literacy Lesson 2 How does my garden grow? Busy Things (Parts of a plant) Skill: Navigating a website	Computer Science Lesson 1 I'm a problem solver Busy Things (Block-a-doodle-do) Skill: Understanding instructions	Computer Science Lesson 2 I'm a problem solver Busy Things (Direction of the car) Skill: Understanding instructions	Computer Science Lesson 3 I'm a problem solver Busy Things (Trial and error) Skill: Understanding instructions		Information Technology Lesson 1 Design a plate Busy Things Goldilocks and the three bears (Read the story) Skill: Playing the online activities, and using text to help design	Information Technology Lesson 2 Design a plate Busy Things Goldilocks and the three bears (add text and character) Skill: Playing the online activities, and using text to help design	Information Technology Lesson 3 Design a plate Busy Things Goldilocks and the three bears (design a plate for one of the characters) Skill: Playing the online activities, and using text to help design	Computer Science Lesson 1 Journeys – Bee-bot Garden (moving the Bee-bot) Skill: Understanding an algorithm and how to debug	Computer Science Lesson 2 Journeys – Bee-bot Garden (create a Bee-bot mat) Skill: Understanding an algorithm and how to debug	Computer Science Lesson 3 Journeys – Bee-bot Garden (use the Bee-bot map) Skill: Understanding an algorithm and how to debug	Computer Science Lesson 4 Journeys – Bee-bot Garden (record the route, using symbols) Skill: Understand ing an algorithm and how to debug
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	PE	<p>Run Jump Throw Unit 1</p> <p><u>Lesson 1</u></p> <p><u>Ll:</u></p> <ul style="list-style-type: none"> Discover ways to move objects quickly. Identify which ways to move objects is quickest. Experience a variety of ways to move between hoops. <p><u>SC: I can:</u></p> <ul style="list-style-type: none"> I can use quick feet to move beanbags. <p>I can pick beanbags up and place them down quickly by watching the beanbag I want to move</p> <p>Skill: Starting and stopping at speed</p> <p>Send and Return (CC) Unit 1 Lesson 1 To slide a beanbag/ball over an opponent's goal line.</p> <p>Skill: Sliding and receiving a ball/beanbag.</p>	<p>Run Jump Throw Unit 1</p> <p><u>Lesson 2</u></p> <p><u>Ll:</u></p> <ul style="list-style-type: none"> Run in a straight line at different speeds. Show power at the start of a run. Perform runs as part of a team <p><u>SC: I can:</u></p> <ul style="list-style-type: none"> 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. <p>Skill: Arm movement in running</p> <p>Send and Return (CC) Unit 1 Lesson 2 To explore different ways of sending a ball.</p> <p>Skill: Hitting</p>	<p>Unit 1 –</p> <p>Run Jump Throw Unit 1</p> <p><u>Lesson 3</u></p> <p><u>Ll:</u></p> <ul style="list-style-type: none"> Experience a variety of jumps. Perform a standing long jump. Identify how to take off. <p><u>SC: I can:</u></p> <ul style="list-style-type: none"> I can use arm swings to help myself jump farther. I can jump in a variety of ways. I can jump using different combinations. <p>Skill: Take off on two feet</p> <p>Send and Return (CC) Unit 1 Lesson 3 To get into positions to return balls to partners.</p> <p>Skill: Moving towards and returning balls</p>	<p>Unit 1 –</p> <p>Run Jump Throw Unit 1</p> <p><u>Lesson 4</u></p> <p><u>Ll:</u></p> <ul style="list-style-type: none"> Throw a range of objects over distance. Adapt throwing styles to different objects. Identify some differences in throwing styles <p><u>SC: I can:</u></p> <ul style="list-style-type: none"> I can throw using a variety of different throws. I can use my non-throwing arm to direct my throws. I can use different techniques to throw different pieces of equipment. <p>Skill: Using the leading arm to direct throw.</p> <p>Send and Return (CC) Unit 1 Lesson 4 To work with a partner to receive and return balls to score points against opposition.</p> <p>Skill: Working together to send and return</p>	<p>Unit 2–</p> <p>Run Jump Throw Unit 1</p> <p><u>Lesson 5</u></p> <p><u>Ll:</u></p> <ul style="list-style-type: none"> To explore and refine basic agility, balance and coordination skills. Perform and show improvement. <p><u>SC: I can:</u></p> <ul style="list-style-type: none"> 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. <p>Skill: Work collaboratively to improve</p> <p>Send and Return (CC) Unit 1 Lesson 5 To play in a rally with a partner.</p> <p>Skill: Basic rally.</p>	<p>Unit 2</p> <p>M Run Jump Throw Unit 1</p> <p><u>Lesson 6</u></p> <p><u>Ll:</u></p> <ul style="list-style-type: none"> Use running, throwing and jumping skills Compete with others. Say how you could have improved. <p><u>SC: I can:</u></p> <ul style="list-style-type: none"> 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 	<p>Run Jump Throw Unit 2</p> <p>Lesson 1 To perform running challenges in set times.</p> <p>Skill: Agile moves (push off right leg to change direction).</p> <p>Send and Return (CC) Unit 2 Lesson 1 To track movement of a ball to be able to return over the bench or net.</p> <p>Skills: Feeding the ball over the net</p>	<p>Run Jump Throw Unit 2</p> <p>Lesson 2 To select the best movement to use.</p> <p>Skill: Recognise when to start and stop the activity.</p> <p>Send and Return (CC) Unit 2 Lesson 2 To use a variety of movements to track balls in different ways.</p> <p>Skill: Tracking.</p>	<p>Run Jump Throw Unit 2</p> <p>Lesson 3 To negotiate obstacles whilst running.</p> <p>Skill: Negotiating obstacles.</p> <p>Send and Return (CC) Unit 2 Lesson 3 To hit a moving ball from a sitting position.</p> <p>Skill: Body control on mats.</p>	<p>Run Jump Throw Unit 2</p> <p>Lesson 4 To practise & perform a wide variety of core strength movements.</p> <p>Skill: Core based exercises.</p> <p>Send and Return (CC) Unit 2 Lesson 4 To send objects from a variety of positions such as sitting, kneeling, and standing.</p> <p>Skill: Sending the ball from different positions</p>	<p>Run Jump Throw Unit 2</p> <p>Lesson 5 To throw with accuracy and to develop stamina through jumping.</p> <p>Skill: Jumping and bounding.</p> <p>Send and Return (CC) Unit 2 Lesson 5 To identify tactics to outwit an opponent.</p> <p>Skill: How to identify space.</p>	<p>Run Jump Throw Unit 2</p> <p>Lesson 6 To choose the quickest position for start a run.</p> <p>Skill: Different starting positions.</p> <p>Send and Return (CC) Unit 2 Lesson 6 To use skills learned in more challengin g situations against others.</p> <p>Skill: Body position behind the ball.</p>	<p>Run Jump Throw Unit 1/2</p> <p>Assessment Send and Return (CC) Unit 1/2</p> <p>Assessment</p>
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	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. Create a simple rhythm by clapping or using percussion instruments.	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: <ul style="list-style-type: none">I can identify what being a good friend means to me	Relationships Piece 3 Greetings Skill: <ul style="list-style-type: none">I know appropriate 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: <ul style="list-style-type: none">I can tell you why I appreciate someone 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