

Roe Green Infant & Strathcona School MEDIUM TERM PLANNING 2020-2021



YEAR 2 – Islands in the Sun

	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 Key Text:	26/4/20 Key Text:	3/5/21 Key Text:	10/5/21 Key Text:	17/5/21 Key Text:	24/5/21 Key Text:	7/6/21 Key Text:	14/6/21 Key Text:	21/6/21 Key Text:	28/6/21 Key Text:	5/7/21 Key Text:	12/7/21 Key Text:	19/7/21 Key Text:
	Grandad's Island	Grandad's Island	Grandad's Island	Grandad's Island	Grandad's Island	Grandad's Island	One Tiny Turtle	One Tiny Turtle	One Tiny Turtle	One Tiny Turtle	One Tiny Turtle	One Tiny Turtle	One Tiny Turtle
	GRANDAD'S ISLAND	GRANDAD'S ISLAND	GRANDAD'S ISLAND	GRANDAD'S ISLAND	GRANDAD'S ISLAND	GRANDAD'S ISLAND	One Tay Con	ON TOP TURILE Mad Burn Jan Chan	One Tay Con Ta	CANAL THE STATE OF	ON TOP TURILE Made Bear Jan Chana	ONE TOY UNITE Nata there has County	CONTROL CONTROL CONTROL CONTROL Nada Chara- Jac Chara-
	Writing: Describing Grandad's attic	Writing: Visualisating an island scene	Writing: Descriptive How you get there? How long it takes? Animals to see, activities to do, weather, flowers, fruits/veg,	Writing: Big Write My magical island	Writing: Big Write My magical island building on previous weeks' ideas	Writing: Big Write Catch up/Editing	Writing: Writing questions about turltes prior to reading the book Shared reading and discussion of the text	Writing: Sequence and describe the lifecycle of a turtle	Writing: Using a variety of resources make notes about turtles Write information about turtles under subheadings to make a class book	Writing: Big write Write information about turtles under subheadings to write a report	Writing: Make notes about how to take care of a turtle and contrubte to a shared writing draft.	Writing: Big write Write about how to take care of a turtle	Writing: Write a book review
SUMMER	Skill: Predicting what might happen on the basis of what has been read so far/front cover.	Skill: writing narratives about personal experiences and those of others (real and fictional) Expanded noun phrases to describe and specify.	Skill: Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence. Commas in lists. Expanded noun phrases to describe and specify.	Skill: Writing narratives about personal experiences and those of others (real and fictional). Commas in lists. Expanded noun phrases to describe and specify.	Skill: Writing narratives about personal experiences and those of others (real and fictional). Commas in lists. Expanded noun phrases to describe and specify.	Skill: Evaluating their writing with the teacher and other pupils. Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proofreading to check for errors in spelling, grammar and punctuation.	Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Making inferences on the basis of what is being said and done Answering and asking questions predicting what might happen on the basis of what has been read so far Use question marks and exclamation marks some of the time	Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing the sequence of events in books and how items of information are related Drawing on what they already know or on background information and vocabulary provided by the teacher Writing for different purposes	Skill: Being introduced to non-fiction books that are structured in different ways Discussing the sequence of events in books and how items of information are related Drawing on what they already know or on background information and vocabulary provided by the teacher	Skill: Writing for different purposes Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence Evaluating their writing with the teacher and other pupils Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proofreading to check for errors in spelling, grammar and punctuation	Skill: Writing down ideas and/or key words, including new vocabulary Planning or saying out loud what they are going to write about Encapsulating what they want to say, sentence by sentence Sentence demarcation Commas in lists Apostrophes for omission & singular possession Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Skill: Writing for different purposes Evaluating their writing with the teacher and other pupils Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proofreading to check for errors in spelling, grammar and punctuation Expanded noun phrases to describe and specify Use an apostrophe to show that something belongs to somebody. Subordination (using when, if, that, or because) and coordination (using or, and, or but)	Skill: Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

CC	Comprehension: Ice Lolly	CC	Comprehension: SATs Papers 2020	CC	Comprehension: Pupil Book 2 Unit 7	СС	Comprehension: Pupil Book 2 Unit 7	СС	Comprehension: Pupil Book 2 Unit 9	CC	Comprehension: Pupil Book 2 Unit 9	CC
					Finding facts Cats		Finding facts Pet cat facts		Understanding information texts Adventure world		Understanding information texts Planning a day out	
	Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-		Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-		Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Drawing on what		Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Drawing on what		Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Drawing on what		Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Drawing on what	
	fiction at a level beyond that at which they can read independently Discussing and		fiction at a level beyond that at which they can read independently Discussing and		they already know or on background information and vocabulary provided by the teacher		they already know or on background information and vocabulary provided by the teacher		they already know or on background information and vocabulary provided by the teacher		they already know or on background information and vocabulary provided by the teacher	
	clarifying the meanings of words, linking new meanings to known vocabulary		clarifying the meanings of words, linking new meanings to known vocabulary		Being introduced to non-fiction books that are structured in different ways		Checking that the text makes sense to them as they read and correcting inaccurate		Being introduced to non-fiction books that are structured in different ways		Being introduced to non-fiction books that are structured in different ways	
	Checking that the text makes sense to them as they read and correcting inaccurate reading		Checking that the text makes sense to them as they read and correcting inaccurate reading		Answering and asking questions (Fortnightly on non CC weeks)		Reing introduced to non-fiction books that are structured in different ways		Discussing their favourite words and phrases Answering and asking questions		Answering and asking questions	
	Making inferences on the basis of what is being said and done		Making inferences on the basis of what is being said and done				Answering and asking questions (Fortnightly on non CC weeks)		(Fortnightly on non CC weeks)			
	Answering and asking questions		Answering and asking questions									
SPaG: Nelson Grammar Pupil Book 2 Unit 28 - Adjective (with suffixes - ful) SPaG Test 4	SPaG: Nelson Grammar Pupil Book 2 Unit 18 – Contractions (3)	SPaG: Independent activity- a or an	SPaG: Nelson Grammar Pupil Book 2 Unit 23- conjunctions	SPaG: Nelson Grammar Pupil Book 2 Unit 22 - Verbs	SPaG: Nelson Grammar Pupil Book 2 Unit 11- Nouns (compound)	SPaG: Practise SATs SPAG test and go through paper	SPaG: Practise SATs SPAG test and go through paper	SPaG: Nelson Grammar Pupil Book 2 Unit 26- adverbs comparative and superlative	SPaG: Independent activity- sentence types	SPaG: Independent activity- sentence correction/editing	SPaG: Independent activity- present/past tense	SPaG: Spag Revision G
Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 1- in	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 2 –ut	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 3 – ve	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 4 – ok	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 5 sh &	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 6 -ri	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 7 – oa	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 8 – ee	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 9 – ow	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 10 – ky	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 11 – ha	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 12 – od	Handwriting: Nelson Handwriting Pup Book 2 Revisit Unit 13 - 6
join Write sentences and rhymes	join Write sentences and rhymes	join Write sentences and rhymes	join Write sentences and rhymes	es joins Write sentences and rhymes	join Write sentences and rhymes	join Write sentences and rhymes	joins Write sentences and rhymes	join Write sentences and rhymes	join Write sentences and rhymes	join Write sentences and rhymes	join Write sentences and rhymes	join Write sentences and rhymes

Phonics: Fox Class:LCP Phase 6 Week 7 Teach'er' suffix which cahages a verb into a noun Hedgehog Class: LCP Phase 6 Week 3 Irregular verbs Squirrel Class: LCP Phase 5 Week 26 Alternative spellings for /oa/ (ow, oa and o_e) Badger Class: Bugclub phase 5 unit 23 Phoneme /c/ written as 'c' Phoneme /c/ written as 'k'	Phonics: Fox Class: LCP Phase 6 Week 8 Comparative adjectives Hedgehog Class: LCP Phase 6 Week 4 Teach the difference between present simple and present continuous Squirrel Class: LCP Phase 5 Week 27 Alternative spellings for /(y)oo/ (u_e,,ue and ew) Badger Class: Bugclub phase 5 unit 23 Phoneme /c/ written as 'ck' Phoneme /c/ written as 'ch'	Phonics: Fox Class: LCP Phase 6 Week 9 Superlative Adjectives Hedgehog Class: LCP Phase 6 Week 5 ing' as a suffix to indicate something that is happening that hasn't finished yet Squirrel Class: LCP Phase 5 Week 28/29 Alternative spellings for /(y)oo/ (u_e,,ue and ew) Badger Class: Bugclub phase 5 unit 24 Phoneme /s/ written as 'c(e)', 'c(i), 'c(y)' Phoneme /s/ written as 'sc' and st(I)'	Phonics: Fox Class: LCP Phase 6 Week 10 Applying comparative and superlative adjectives Hedgehog Class: LCP Phase 6 Week 6 What are the rules for adding 'ing' Squirrel Class: LCP Phase 5 Week 30 Alternative spellings for /sh/ p156 Badger Class: Bugclub phase 5 unit 24/25 Phoneme /s/ and /z/ written as 'se' Phoneme /j/ written as 'g(e)', 'g(i)', 'g(y)	Phonics: Fox Class: LCP Phase 6 Week 11 Teach the meaning of plurals Hedgehog Class: LCP Phase 6 Week 7 Teach'er' suffix which changes a verb into a noun Squirrel Class: LCP Phase 6 Week 1 Look at the spelling and different pronunciations of 'ed' endings Badger Class: Bugclub phase 5 unit 25/26 Phoneme /j/ written as 'dge' Phoneme /I/ written as 'le'	Phonics: Fox Class: LCP Phase 6 Week 12 Word sorting activities for plurals Hedgehog Class: LCP Phase 6 Week 8 Comparative adjectives Squirrel Class: LCP Phase 6 Week 2 compare long and short vowel sounds look at spelling of the base word when adding 'ed' Badger Class: Bugclub phase 5 unit 26 Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn'	Phonics: Fox Class:LCP Phase 6 Week 13 Review learning on plurals Hedgehog Class: LCP Phase 6 Week 9 Superlative Adjectives Squirrel Class: LCP Phase 6 Week 3 Irregular verbs Badger Class: Bugclub phase 5 unit 26/27 Phoneme /r/ written as 'wr' Phoneme /ch/ written as 'tch'	Phonics: Fox Class:LCP Phase 6 Week 14 Teach 'ly' suffix Hedgehog Class: LCP Phase 6 Week 10 Applying comparative and superlative adjectives Squirrel Class: LCP Phase 6 Week 4 Teach the difference between present simple and present continuous Badger Class: Bugclub phase 5 unit 27 Phoneme /sh/ alternatives Phoneme /e/ written as 'ea'	Phonics: Fox Class:LCP Phase 6 Week 15 Look at examples of adding 'ly' suffix to spellings Hedgehog Class: LCP Phase 6 Week 11 Teach the meaning of plurals Squirrel Class: LCP Phase 6 Week 5 ing' as a suffix to indicate something that is happening that hasn't finished yet Badger Class: Bugclub phase 5 unit 27 Phoneme /w/ /o/ written as 'wa' Phoneme /u/ written as 'o'	Phonics: Fox Class: LCP Phase 6 Week 16 Teach 'ly' which cahnges nouns into time adverbials Hedgehog Class: LCP Phase 6 Week 12 Word sorting activities for plurals Squirrel Class: LCP Phase 6 Week 6 What are the rules for adding 'ing' Change the simple present to the present contnious Badger Class: LCP Phase 6 Week 1 Look at the spelling and different pronunciations of 'ed' endings	Phonics: Fox Class: LCP Phase 6 Week 17 Add 'y' suffix to turn a noun into an adjective Hedgehog Class: LCP Phase 6 Week 13 Review learning on plurals Squirrel Class: LCP Phase 6 Week 7 Teach'er' suffix which changes a verb into a noun Badger Class: LCP Phase 6 Week 2 compare long and short vowel sounds look at spelling of the base word when adding 'ed'	Phonics: Fox Class: LCP Phase 6 Week 18 Practise reading aloud a text using lots of suffixes taught so far Hedgehog Class: LCP Phase 6 Week 14 each 'ly' suffix Squirrel Class: LCP Phase 6 Week 8 Comparative adjectives Badger Class: LCP Phase 6 Week 3 Irregular verbs	
Bugclub phase 5 unit 27 Phoneme /ch/ written as 'tch' Phoneme /sh/ alternatives Phoneme /e/ written as 'ea Phoneme /w/ /o/ written as 'wa' Phoneme /u/ written as 'o"	Bugclub phase 6 unit 28 suffixes ing ed split diadraph silent 'e' +ing,ed	Bugclub phase 6 Unit 29 Suffix ending -s (as plural morpheme) Suffix ending -es after 'ss', 'x' Suffix ending -es after 'ch' 'sh' 'tch'	Bugclub phase 6 Unit 30 Prefix 're' Prefix 'un' Prefix, root, suffix	Phonics Assessments	Phonics Assessments	Phase 6 Week 1 Look at the spelling and different pronunciations of 'ed' endings	Phase 6 Week 2 compare long and short vowel sounds look at spelling of the base word when adding 'ed'	Phase 6 Week 3 Irregular verbs	Recaps and phonics checks	Recaps and phonics checks	Recaps and phonics checks	Recaps and phonics checks
Library: Fantasy books/ Fiction Activity: Whole class shared reading of a fiction text (SATS revision)	Library: Fantasy books/ Fiction Activity: Whole class shared reading of a fiction text (SATS revision)	Library: Fantasy books/ Fiction Acivity: Look at the structure/settings of fantasy books Acivity: Look at the structure/settings of fantasy books	Library: Fantasy books/ Fiction Acivity: Look at the structure/settings of fantasy books Acivity: Look at the structure/settings of fantasy books	Library: Fantasy books/ Fiction Whole class book review of key text in English	Library: Non-fiction books Revisit the features of non -fiction books	Library: Non-fiction books Compare the teatures of non fiction books in pairs . Noting down if it has a contents page, glossary etc.	Library: Non-fiction books Link to English . Locate and use books about turtles	Library: Non-fiction books Explore the use of headings and subheading in non fiction books (link to English)	Library: Non-fiction books Compare the features of instructional texts (link to Engilish)	Library: Non-fiction books Share reports from English with peers. Children To read reports, ask and answer questions in pairs	Library: Non-fiction books Write a book review (link to English)	Library: Non-fiction books Write a book review on your chosen book (link to English)
Skill: Predicting what might happen on the basis of what has been read so far	Skill: Making inferences on the basis of what is being said and done Answering and asking questions	Skill: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Skill: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non- fiction at a level beyond that at which they can read independently Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	Skill: Being introduced to non-fiction books that are structured in different ways	Skill: Being introduced to non-fiction books that are structured in different ways	Skill: Being introduced to non-fiction books that are structured in different ways Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Skill: Being introduced to non-fiction books that are structured in different ways	Skill: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Skill: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Answering and asking questions	Skill: Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	Skill: Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say

	Geometry: Properties of Shape and Fractions Count faces on 3D shapes Count edges on 3D shapes Count Vertices on 3D shapes Sort 3 D shapes,	Geometry: Properties of Shape and Fractions Make patterns with 3D shapes Make equal parts Recognise a half Find a half Recognise a quarter	Fractions: Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions	Fractions: Equivalence of ½ and 2/4 Find ¾ GEOMETRY Position and Direction: Describing movement	GEOMETRY Position and Direction: Describing turns Describing movement and turns Making patterns with shapes	MEASUREMENT Mass, Capacity, Temperature: Compare mass Measure mass in grams Measure mass in kilograms Compare volume	MEASUREMENT Mass, Capacity, Temperature Millilitres Litres Temperature	NUMBER Place Value: Read scales in divisions of ones, twos, fives and tens.	SATS PAPERS	SATS PAPERS	Consolidation and Investigations	Consolidation and Investigations	Consolidation and Investigations
MATHS	Skill: Compare and sort common 2-D and 3-D shapes and everyday objects. Mental Maths	Skill: Recognise, find, name and write fractions 1/2, 1/4 of a length, shape, set of objects or quantity Recognise, find, name and write fractions 1/3, 1/4 of a length, shape, set of objects or quantity	Skill: 1/4 of a length, shape, set of objects or quantity Recognise, find, name and write fractions 1/3, 1/4 of a length, shape, set of objects or quantity Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity Mental Maths	Skill: Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line	Skill: Distinguishing between rotation as a turn and in terms of right angles for quarter, half and ¾ turns Order and arrange combinations of mathematical objects in patterns and sequences. Mental Maths	Skill: Choose and use appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and =	Skill: Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and =	Skill: count in steps from any number, forward and backward	Skill: Use strategies to solve problems	Skill: Use strategies to solve problems	Skill: Use strategies to solve problems of the day	Skill: Use strategies to solve problems of the day	Skill: Use strategies to solve problems of the day
	The Apprentice Gardener Mind map - what do we know about seeds and plants?	The Apprentice Gardener What will our seeds grow into?	The Apprentice Gardener What do gardeners need to grow?	The Apprentice Gardener How should we plant the seeds?	The Apprentice Gardener What is happening to our seeds?	The Apprentice Gardener How tall will they grow?	The Apprentice Gardener How can we care for our plants?	The Apprentice Gardener What happens when a seed germinates?	The Apprentice Gardener Does it matter how we plant the seeds? Investigation	The Apprentice Gardener What is happening to our seeds?	The Apprentice Gardener How expert are we? Assessment	The Apprentice Gardener What have we grown?	The Apprentice Gardener Cooking and tasting food using the grown vegetables.
SCIENCE		Skill: Observing closely, using simple equipment Grouping and classifying	Skill: Asking simple questions Observing changes over time	Skill: Performing simple tests	Skill: Gathering and recording data Observing changes over time Carrying out simple comparative tests	Skill: Gathering and recording data Noticing patterns	Skill: Using observations to answer questions Observing changes over time	Skill: Observing closely using simple equipment Observing changes over time	Skill: Carrying out simple tests Gathering and recording data	Skill: Observing changes over time Carrying out simple tests Gathering and recording data	Skill: Using observations and ideas to answer questions	Skill: Using observations to answer questions. Observing changes over time.	Skill: Using senses of taste and smell.

	St Lucia Getting There	St Lucia Weather, climate and temperature	St Lucia Rainforest and its wildlife	St Lucia Compare houses in St Lucia to those in England (Kingsbury)	St Lucia Compare schools in St Lucia to England's	St Lucia Compare fruits and vegetables in St Lucia to those in England (link to science)	Know my Place in the world Lesson 1 Where I live	Local Area Study Look at a map of Roe Green Village using Google maps, aerial images and photographs. Visitor talk (Debbie Nyman)	Local Area Study To visit Roe Green Village To look at pictures/photos of Roe Green Village	Local Area Study To draw simple map of a local area	Local Area Study To find out who Amy Johnson was and when she lived. (The lives of Significant individuals in the local area)	Local Area Study To understand the impact Amy Johnson had on the importance of women as piolets	Local Area Study Local Area Assessment Quiz.
HUMANITIES	Skill: Asking simple geographical questions, e.g. Where is this place? What is it like? How has it changed? Using maps, atlases and globes to identify countries, continents and oceans.	Skill: Identifying some similarities and differences and simple patterns in the environment. Identifying the location of hot and cold areas of the world in relation to the equator and North and South Poles	Skill: Using geographical language to describe human and physical features e.g. rainforest, climate, woodland, forest, wildlife.	Skill: Making simple comparisons between human features of places in different continents.	Skill: Making simple comparisons between human features of places in different continents.	Skill: Making simple comparisons between human and physical features of places in different continents.	Skill: Have simple locational knowledge about individual places	Skill: Identify places using maps, atlases, aerial images. Use aerial photographs and plans to recognise landmarks and human and physical features Use 4 Compass points N, S, E, W and use directional language Use an infant atlas to locate places	Skill: Develop knowledge and understanding of the local area. Investigating their surroundings Use observational skills to study the geography of their local area in a close proximity to the school Use geographical vocabulary to refer to the physical features and human features	Skill: Use observational skills to study the geography of their local area in a close proximity to the school Use geographical vocabulary to refer to the physical features and human features Use 4 Compass points N, S, E, W and directional language Follow a route on a map Use class agreed symbols to make a simple key on a map Use an infant atlas to locate places	Skill: Identify differences between ways of life at different times Talk about who was important e.g. in a simple historical content Develop an awareness of the past observe or handle sources to answer questions about the past on the basis of simple observations	Skill: Recognising why people did things and what happened as a result (Impact) Know where all people/events studied fit into a chronological framework	Skill: Recalling facts of the local area.
	Why do we celebrate births?	Why do we celebrate births?	Why do we celebrate births?	Why do we celebrate births?	Why do we celebrate births?	Why do we celebrate births?	Why do we celebrate births?	Why do we celebrate births?	Why do we celebrate births?	Assessment Quiz	End of RE unit		
RE	Where do some people believe we come from?	Who is the most important person at an infant baptism?	What is most important about baptism for a Christian?	How are adult baptisms different to infant baptisms?	How do Hindus celebrate a new life?	How do Muslims and Jewish people show commitment to God during their birth ceremonies?	Why is a name so important?	How else might people celebrate the birth of new babies?	Why is it important to celebrate births?				
UTING	E-Safety	Non-Creative Week	(Finding out information online.) St Lucia [IT] (1 of 2) (CC)	Non-Creative Week	(Finding out information online.) St Lucia [IT] (2 of 2) (CC)	Non-Creative Week	(Finding out information online.) Use the internet to find things out (1of 3) (Where I live – Google Maps) (CC)	Non-Creative Week	(Finding out information online.) Use the internet to find things out (2 of 3) (Google Maps - Local Area) (CC)	Non-Creative Week	(Finding out information online.) Use the internet to find things out (3 of 3) (Significant individuals in the local area – Amy Johnson) (CC)	Non-Creative Week	CC
COMPUTING	Skill: Can talk about key online safety rules Understand where to go for help when they have concerns on the internet or other online technologies		Skill: Children to use simple search engines to find information and images.		Skill: Use technology to purposely create digital content Children can save, edit and retrieve their work		Skill: Use simple search engines to find information and images.		Skill: Use simple search engines to find information and images.		Skill: Use simple search engines to find information and images.		

	Run Jump throw Unit 1 Lesson 1 Play with a partner to gather objects from around the room Count objects gathered to record a score Be aware of others around when running	Run Jump throw Unit 1 Lesson 2 Recognise powerful actions Explore different ways to generate power to start different actions such as running, jumping, hopping, striding	Run Jump throw Unit 1 Lesson 3 Participate in obstacle relay Modify movements to adapt to the task, e.g. doing a burpee and then jumping on a box top.	Run Jump throw Unit 1 Lesson 4 Participate in three different throwing games Use a variety of different throws according to the game Explore which throws are better for accuracy, which are better for distance and which are better for height	Run Jump throw Unit 1 Lesson 5 Copy and repeat actions with accuracy Analyse performance to judge differences in the game at the beginning and end	Run Jump throw Unit 1 Lesson 6 Perform a variety of static and dynamic balances Identify the difference between a static and dynamic balance Devise own static and dynamic balance sequence	Run Jump throw Unit 2 Lesson 7 cooperatively to complete a jumping and throwing task	Run Jump throw Unit 2 Lesson 8 Attempt to throw with accuracy	Run Jump throw Unit 2 Lesson 9 Throw and catch through moving target	Run Jump throw Unit 2 Lesson 10 Practise bean bag race.	Run Jump throw Unit 2 Lesson 11 Practise target throw.	Run Jump throw Unit 2 Lesson 12 Practise Hurdle relay.	Assessment of running, jumping and throwing skills.
PE	Skill: Recognise how they work best with their partner.	Skill: Develop balance, agility and co- ordination. of travelling, stillness, jumping, timing, changing shape, size, direction	Skill: Develop balance, agility and co- ordination. of travelling, stillness, jumping, timing, changing shape, size, direction	Skill: Recognise what is successful and how to use this knowledge.	Skill: Recognise what is successful and how to use this knowledge. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Skill: Use static and dynamic balances	Skill Describe what they have done and what they have seen. Recognise how they work best with their partner.	Skill Recognise how they work best with their partner	Skill: Recognise the best ways to score points and stop points being scored.	Skill: Participate in team games	Skill: Describe what they see and ask to copy others' ideas, skills and tactics.	Skill: Jump for distance and height	Skill: Able to perform skills correctly.
	Send and Return (CC) Unit 1 Lesson 1 Anticipate the flight of the ball fed from partner On toes move towards the line of the ball and return Keep track of score with partner	Send and Return (CC) Unit 1 Lesson 2 Players to identify their dominant and non-dominant side for sending a ball Play a modified game to send and return using dominant and non-dominant sides	Send and Return (CC) Unit 1 Lesson 3 Play a modified game introducing boundaries Use throwing and catching skills to play with a team to score points	Send and Return (CC) Unit 1 Lesson 4 Develop agility in isolated challenges Perform with increased agility in a conditioned game	Send and Return (CC) Unit 1 Lesson 5 Use correct grip to hold a tennis racquet Send, receive and stop a ball using a racquet along the ground Use self-feed to hit a ball to partner	Send and Return CC Unit 1 Lesson 6 Able to self-feed to send a ball to a partner using a racquet Attempt to combine skills to perform a rally	Send and Return (CC) Unit 2 Lesson 7 Play a variety of roles in games Accurately send a ball to specified areas using a range of techniques (Some) respond to partner and play a simple rally	Send and Return (CC) Unit 2 Lesson 8 Use a long high ball to reach the back of the court Send a low short ball to the front of the court	Send and Return (CC) Unit 2 Lesson 9 Throw into space to make it difficult for your opponent (sitting) Develop catching and throwing skills while seated Develop collaborative team skills	Send and Return (CC) Unit 2 Lesson 10 Serving into specified area Use a range of sending skills to serve Play out point from serve	Send and Return (CC) Unit 2 Lesson 11 Develop volleyball skills further to standing Develop throwing into hitting Play using attacking shots	Send and Return (CC) Unit 2 Lesson 12 Play in a volleyball style game Play as an individual or with partner Develop greater control of the ball	Fun ball Games
	Skill: Understand the basic net game rules and skills, such as boundary lines	Skill: Understand the basic net game rules and skills, such as boundary line	Skill: Understand the basic net game rules and skills, such as boundary lines	Skill: Understand the basic net game rules and skills, such as boundary lines	Skill: Bowl, bat and team field	Skill: Bowl, bat and team field Recognise how they work best with their partner	Skill: participate in team games,	Skill: participate in team games,	Skill: Make it difficult for opponents.	Skill: Develop balance, agility and co- ordination. of travelling, stillness, jumping, timing, changing shape, size, direction	Skill: Understand and develop tactics for attacking and defending.	Skill: Play competitive games, modified where appropriate Describe what they have done and what they have seen.	Skill: Following instructions and participating.
DT	ART Tropical Birds Lesson 1 Research tropical birds and plants from St Lucia and Look at birds of paradise and parrot family.	ART Tropical Birds Lesson 2 Draw bird design using sketching pencils. Add details and patterns.	ART Tropical Birds Lesson 3 Continue with drawing, adding more details and shaping. Begin to add colour with oil pastels.	ART Tropical Birds Lesson 4 Choose background media: Pencils, oil pastels, marbling or glue outline.	ART Tropical Birds Lesson 5 Continue with backgrounds.	ART Tropical Birds Lesson 6 Finish picture and add a frame.	DT Mechanisms Winding Up Exploring winding up mechanisms	DT Mechanisms Exploring techniques for winding up mechanisms	DT Mechanisms Design a winding up scene linked to plants	DT Mechanisms To follow a design and make a winding up scene e.g., a growing plant/beanstalk?	DT Mechanisms Say how their mechanisms works.	DT Growing Veg Understand where food comes from. Harvesting vegetables (see science)	DT Cooking with vegetables.
ART & I	Skill: Sketch/plan bird and background ideas.	Skill: Sketch to make quick records of something Work out ideas through drawing	Skill: Mix colours to match those of the natural world – colours that might have a less defined name	Skill: Line, shape: Focus on using lines (movement, contour) and known shapes (geometric) to create individual artwork.	Skill: Refine in painting and develop and share ideas. Choose to use own experiences and imagination. Focus on using colour and space for effect.	Skill: Look at drawings and comment thoughtfully	Skill: Describe designs	Skill: Describe designs. Think of own ideas and plan what to do.	Skill: Follow criteria and plan	Skill: using appropriate tools and equip	Skill: To evaluate what went well and what can be improved.	Skill: Know how to peel, cut, grate Assemble and cook healthy ingredients	Skill: Chopping, cutting, cooking and seasoning food.

Music made scheme: snow	Music made scheme sun	Music made scheme wind	Music made scheme fog	Music made scheme ice	Music made scheme rain	Music made scheme wind	Music Express Scheme raindrop	Music made scheme ice poem	Music made scheme lightning	Music made assessment	End of Music unit
composing in a	composing in a	Listening and	Listening and	Composing as a	Composing as a	poem	poem	Performance as a	poem		
group	group	appraising	appraising	duo	duo	Performance as a	Performance as a	duo	Performing as a		
						class	group		solo		
Skill:	Skill:	Skill:	Skill:	Skill:	Skill:	Skill:	Skill:	Skill:	Skill:	Skill:	
Effectively choose,	Create/improvise	Explain what they	Explain what they	Compose and	Compose and	Carefully choose	Make and control	Make and control	Make and control	Choosing	
order, combine	repeated patterns	like about a piece	like about a piece	perform melodies	perform melodies	instruments to	long and short	long and short	long and short	appropriate	
and control	(ostinato) with a	of music and why	of music and why	using two or three	using two or three	combine layers of	sounds using	sounds using	sounds using	musical	
sounds (texture/	range of			notes.	notes.	sound, showing	voices and	voices and	voices and	instruments and	
structure	instruments.					awareness of the	instruments,	instruments,	instruments,	playing correct	
						combined effect	playing by ear	playing by ear	playing by ear	rhythm and beat.	
							and including	and including	and including		
							simple	simple	simple		
							improvisation	improvisation	improvisation		
							(duration).	(duration)	(duration).		

	Relationships Families Identify different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. To accept that everyone's family is different and understand that most people value their family.	Relationships Keeping Safe- Exploring physical contact To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. To know which types of physical contact I like and don't like and can talk about this.	Relationships Friends and Conflict To identify some of the things that cause conflict with my friends. To demonstrate how to use the positive problem- solving technique to resolve conflicts with my friends.	Relationships Secrets To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. To know how it feels to be asked to keep a secret I do not want to keep and to know who to talk to about this.	Relationships Trust and Appreciation To recognise and appreciate people who can help me in my family, my school and my community. To understand how it feels to trust someone.	Relationships Celebrate my special relationships To express my appreciation for the people in my special relationships. To feel comfortable accepting appreciation from others.	Changing Me Life Cycles in Nature To recognise cycles of life in nature. To understand that there are some changes that are outside that are outside of my control and to recognise how you feel about this.	Changing Me Growing from Young to Old To know the nature process of growing from young to old and to understand that this is not in my control. To identify people, I respect who are older than me.	Changing Me The Changing Me To recognise how my body has changed snice I was a baby and where I am in the continuum from young to old. To feel proud about becoming more independent.	Changing Me Boys' and Girls' Bodies To recognise the physical differences between boys and girls. Use the correct names for the parts of the body and appreciate some parts of my body are private. To tell you what I like/don't like about being a boy/girl	Changing Me Assertiveness To understand that there are different types of touch and can tell you which one I like and don't like. To be confident to say what I like and don't like and ask for help.	Changing Me Looking Ahead. To identify what I am looking forward to when I move to my next class. To start to think about changes I will make when I am in Year 3 and know how to go about this.	Changing Me Looking Ahead. Meeting the new teacher and visiting new classes.
PSHE	Skill: Understand that their actions affect themselves and others Consolidate understanding of differences and similarities between people	Skill: Understand that their actions affect themselves and others Recognise their own and other people's feelings That people's bodies and feelings can be hurt.	Skill: Understand that their actions affect themselves and others Able to empathise with another viewpoint Recognise their own and other people's feelings Voice differences of opinion sensitively and courteously.	Skill: Understand that their actions affect themselves and others The differences between secrets and nice surprises and the importance of not keeping any secrets that makes them feel uncomfortable, anxious or afraid	Skill: Consolidate understanding of differences and similarities between people Consider social and moral dilemmas that they come across every day. Voice differences of opinion sensitively and courteously.	Skill: Understand that their actions affect themselves and others Able to empathise with another viewpoint Recognise their own and other people's feelings Voice differences of opinion sensitively and courteously. That people's bodies and feelings can be hurt. Understands that relationships need to be worked at. Understands there are consequences if the relationship is negative or unsafe.	Skill: Children can make simple choices about some aspects of their health and well-being. (for example the benefits of physical activity, rest, healthy eating and dental care)	Skill: Recognise worth in others and say why someone is special to them Understands what it means to have an active lifestyle and taking responsibility for the choices we make.	Skill: Children can make simple choices about some aspects of their health and well-being. (for example the benefits of physical activity, rest, healthy eating and dental care) Understands what it means to have an active lifestyle and taking responsibility for the choices we make.	Skill: Consider social and moral dilemmas that they come across everyday That people's bodies and feelings can be hurt	Skill: That people's bodies and feelings can be hurt. Understands the importance of keeping ourselves safe and that there are consequences for their actions.	Skill: Make new friends and cope with losing friends Understands the importance of friendships and how to build positive relationships. Contribute to the life of the class and school	
	Assembly Good to be me	Assembly Lost	Assembly Physical activity	Assembly Information technology	Assembly Emergencies	Assembly Time management	Assembly Environment	Assembly Family	Assembly Last half term	Assembly New beginnings Talk about going into Year 3-new teacher new beginning/first impressions	Assembly Summer holidays	Assembly Temptation Buckingham Palace, Changing of the Guard, Picnic in St James' Park	Assembly Year 2 Leavers assembly
OUT OF SCHOOL TRIPS		Visit Gurdwara (Sikh place of worship)						"Mary Poppins" at the Prince Edward Theatre	"Mary Poppins" at the Prince Edward Theatre				
IN SCHOOL WORKSHOPS													

	Aspects we have taken out due to Recovery Curriculum.	