



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

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

	MATHS	<p>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,</p> <p>Skill: Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Mental Maths</p>	<p>Geometry: Properties of Shape and Fractions Make patterns with 3D shapes Make equal parts Recognise a half Find a half Recognise a quarter</p> <p>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</p> <p>Mental Maths</p>	<p>Fractions: Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions</p> <p>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</p> <p>Mental Maths</p>	<p>Fractions: Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ Find $\frac{3}{4}$ GEOMETRY Position and Direction: Describing movement</p> <p>Skill: Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line</p> <p>Mental Maths</p>	<p>GEOMETRY Position and Direction: Describing turns Describing movement and turns Making patterns with shapes</p> <p>Skill: Distinguishing between rotation as a turn and in terms of right angles for quarter, half and $\frac{3}{4}$ turns Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Mental Maths</p>	<p>MEASUREMENT Mass, Capacity, Temperature: Compare mass Measure mass in grams Measure mass in kilograms Compare volume</p> <p>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 =</p>	<p>MEASUREMENT Mass, Capacity, Temperature Millilitres Litres Temperature</p> <p>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 =</p>	<p>NUMBER Place Value: Read scales in divisions of ones, twos, fives and tens.</p> <p>Skill: count in steps from any number, forward and backward</p>	<p>SATs PAPERS</p> <p>Skill: Use strategies to solve problems</p>	<p>SATs PAPERS</p> <p>Skill: Use strategies to solve problems</p>	<p>Consolidation and Investigations</p> <p>Skill: Use strategies to solve problems of the day</p>	<p>Consolidation and Investigations</p> <p>Skill: Use strategies to solve problems of the day</p>	<p>Consolidation and Investigations</p> <p>Skill: Use strategies to solve problems of the day</p>
	SCIENCE	<p>The Apprentice Gardener Mind map - what do we know about seeds and plants?</p> <p>Skill: Observing closely, using simple equipment Grouping and classifying</p>	<p>The Apprentice Gardener What will our seeds grow into?</p> <p>Skill: Observing closely, using simple equipment Grouping and classifying</p>	<p>The Apprentice Gardener What do gardeners need to grow?</p> <p>Skill: Asking simple questions Observing changes over time</p>	<p>The Apprentice Gardener How should we plant the seeds?</p> <p>Skill: Performing simple tests</p>	<p>The Apprentice Gardener What is happening to our seeds?</p> <p>Skill: Gathering and recording data Observing changes over time Carrying out simple comparative tests</p>	<p>The Apprentice Gardener How tall will they grow?</p> <p>Skill: Gathering and recording data Noticing patterns</p>	<p>The Apprentice Gardener How can we care for our plants?</p> <p>Skill: Using observations to answer questions Observing changes over time</p>	<p>The Apprentice Gardener What happens when a seed germinates?</p> <p>Skill: Observing closely using simple equipment Observing changes over time</p>	<p>The Apprentice Gardener Does it matter how we plant the seeds? Investigation</p> <p>Skill: Carrying out simple tests Gathering and recording data</p>	<p>The Apprentice Gardener What is happening to our seeds?</p> <p>Skill: Observing changes over time Carrying out simple tests Gathering and recording data</p>	<p>The Apprentice Gardener How expert are we? Assessment</p> <p>Skill: Using observations and ideas to answer questions</p>	<p>The Apprentice Gardener What have we grown?</p> <p>Skill: Using observations to answer questions. Observing changes over time.</p>	<p>The Apprentice Gardener Cooking and tasting food using the grown vegetables.</p> <p>Skill: Using senses of taste and smell.</p>

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

	PE	<p>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</p> <p>Skill: Recognise how they work best with their partner.</p>	<p>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</p> <p>Skill: Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p>	<p>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.</p> <p>Skill: Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p>	<p>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</p> <p>Skill: Recognise what is successful and how to use this knowledge.</p>	<p>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</p> <p>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.</p>	<p>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</p> <p>Skill: Use static and dynamic balances</p>	<p>Run Jump throw Unit 2 Lesson 7</p> <p>cooperatively to complete a jumping and throwing task</p> <p>Skill Describe what they have done and what they have seen. Recognise how they work best with their partner.</p>	<p>Run Jump throw Unit 2 Lesson 8</p> <p>Attempt to throw with accuracy</p> <p>Skill Recognise how they work best with their partner</p>	<p>Run Jump throw Unit 2 Lesson 9</p> <p>Throw and catch through moving target</p> <p>Skill: Recognise the best ways to score points and stop points being scored.</p>	<p>Run Jump throw Unit 2 Lesson 10</p> <p>Practise bean bag race.</p> <p>Skill: Participate in team games</p>	<p>Run Jump throw Unit 2 Lesson 11</p> <p>Practise target throw.</p> <p>Skill: Describe what they see and ask to copy others' ideas, skills and tactics.</p>	<p>Run Jump throw Unit 2 Lesson 12</p> <p>Practise Hurdle relay.</p> <p>Skill: Jump for distance and height</p>	<p>Assessment of running, jumping and throwing skills.</p> <p>Skill: Able to perform skills correctly.</p>
	ART & DT	<p>ART Tropical Birds Lesson 1 Research tropical birds and plants from St Lucia and Look at birds of paradise and parrot family.</p> <p>Skill: Sketch/plan bird and background ideas.</p>	<p>ART Tropical Birds Lesson 2 Draw bird design using sketching pencils. Add details and patterns.</p> <p>Skill: Sketch to make quick records of something Work out ideas through drawing</p>	<p>ART Tropical Birds Lesson 3 Continue with drawing, adding more details and shaping. Begin to add colour with oil pastels.</p> <p>Skill: Mix colours to match those of the natural world – colours that might have a less defined name</p>	<p>ART Tropical Birds Lesson 4 Choose background media: Pencils, oil pastels, marbling or glue outline.</p> <p>Skill: Line, shape: Focus on using lines (movement, contour) and known shapes (geometric) to create individual artwork.</p>	<p>ART Tropical Birds Lesson 5 Continue with backgrounds.</p> <p>Skill: Refine in painting and develop and share ideas. Choose to use own experiences and imagination. Focus on using colour and space for effect.</p>	<p>ART Tropical Birds Lesson 6 Finish picture and add a frame.</p> <p>Skill: Look at drawings and comment thoughtfully</p>	<p>DT Mechanisms Lesson 7 Winding Up Exploring winding up mechanisms</p> <p>Skill: Describe designs</p>	<p>DT Mechanisms Lesson 8 Exploring techniques for winding up mechanisms</p> <p>Skill: Describe designs. Think of own ideas and plan what to do.</p>	<p>DT Mechanisms Lesson 9 Design a winding up scene linked to plants</p> <p>Skill: Follow criteria and plan</p>	<p>DT Mechanisms Lesson 10 To follow a design and make a winding up scene e.g., a growing plant/beanstalk?</p> <p>Skill: using appropriate tools and equip</p>	<p>DT Mechanisms Lesson 11 Say how their mechanisms works.</p> <p>Skill: To evaluate what went well and what can be improved.</p>	<p>DT Growing Veg Lesson 12 Understand where food comes from. Harvesting vegetables (see science)</p> <p>Skill: Know how to peel, cut, grate Assemble and cook healthy ingredients</p>	<p>DT Cooking with vegetables.</p> <p>Skill: Chopping, cutting, cooking and seasoning food.</p>

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

[illegible]

		Aspects we have taken out due to Recovery Curriculum.		
--	--	---	--	--