

Roe Green Infant & Strathcona School MEDIUM TERM PLANNING 2020-21



YEAR 2 - Changes (Recovery Curriculum)

	Week 1 7/9/20	Week 2 14/9/20	Week 3 21/9/20	Week 4 28/9/20	Week 5 5/10/20	Week 6 12/10/20	Week 7 19/10/20	Week 8 2/11/20	Week 9 9/11/20	Week 10 16/11/20	Week 11 23/11/20	Week 12 30/11/20	Week 13 7/12/20	Week 14 14/12/20
	Key Text: Little Red Riding Hood	Key Text: Little Red Riding Hood	Key Text: Little Red Riding Hood	Key Text: Little Red Riding Hood	Key Text: The Wolf's Story	Key Text: The Wolf's Story	Key Text: The Wolf's Story	Key Text: The Best Christmas Present in the World.	Key Text: The Best Christmas Present in the World.	Key Text: The Best Christmas Present in the World.	Key Text: The Best Christmas Present in the World. MINIMAL MODIFICATION Christmas procent Christmas procent Christmas procent Christmas procent	Key Text: Florence Nightingale	Key Text: Florence Nightingale	Key Text: Assessment Week
	Interventions Mrs Tailor and Mrs Vadher: Base line phonics checks (am sessions)	Writing: Retell the story Year 1 Common Exception Words Recap: Was, she, to, your, the, go, once, you, there, where, house, said	Writing: Describing the Wolf Year 1 Common Exception Words Recap: he, were, are, his, is, so, put, has, my, I, some, here,	Writing: Use speech marks and speech bubbles Year 1 Common Exception Words Recap: Says, ask, today, a, be, one, of, we, do, come, me, by, saw	Writing: Big Write-Retell the story Year 1 Common Exception Words Recap: Reinforce previous common exception words	Writing: Adjectives to describe the wolf Adjectives: Appearance: bushy tail, narrow eyes, pointy ears, long pink tongue, big black nose, long sharp teeth, grey fur Character: versatile, vegetarian, helpful, caring, kind, polite, honest, friendly	Writing: Big Write To write a letter from the wolf.	Writing: Instructional writing: How to make a poppy	Writing: Read examples of letters from the Trenches. Practice how to lay out a letter.	Writing: Big Write: A letter from the Trenches.	Writing: Big Write Editing	Writing: Big Write To compare the hospital before and after Florence Nightingale improved them	Writing: Big Write Editing	Writing:
AUTUMN		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 Discussing the sequence of events in books Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognising simple recurring literary language in stories and poetry	Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Use expanded noun phrases to describe and specify Use an apostrophe to show that something belongs to somebody	Skill: Planning or saying out loud what they are going to write about Encapsulating what they want to say, sentence by sentence	Skill: Discussing the sequence of events in books and how items of information are related Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 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 Writing narratives about personal experiences and those of others (real and fictional)	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 Expanded noun phrases to describe and specify Use question marks and exclamation marks some of the time. Tell you about Standard English. Use an apostrophe to show that something belongs to somebody discussing and clarifying the meanings of words, linking new meanings to known vocabulary	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 Writing for different purposes	Skill: Recognise and use sentences with different forms: statement, question, exclamation, command Use the present and past tenses correctly and consistently including the progressive form Some features of written Standard English Writing for different purposes Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence Use some features of written Standard English Writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence Use some features of written Standard English Writing down ideas and/or key words, including new vocabulary	Skill: Participate in discussion about books, poems & other works that are read to them Discussing and clarifying the meanings of words, linking new meanings to known vocabulary 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	Skill: Writing about real events Use expanded noun phrases to describe and specify writing for different purposes Use the present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and coordination (using or, and, or but) Use both familiar and new punctuation, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	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: 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 writing for different purposes Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes	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:

	Comprehension: Nelson Comprehension Pupil Book 2 Unit 3 Traditional tales Little Red Riding Hood (Non CC weeks)	No Comprehension: CC Week	Comprehension: Nelson Comprehension Pupil Book 2 Unit 3 Traditional tales Little Red Riding Hood Heather Amery version	No Comprehension: CC Week	Comprehension: Linked to Autumn (All about Autumn) Independent activity	No Comprehension: CC Week	Comprehension: Nelson Comprehension Pupil Book 2 Unit 2 Instructions Making butter	No Comprehension: CC Week	Comprehension: The Christmas Truce	No Comprehension: CC Week	Comprehension: PIRA Assessment	No Comprehension: CC Week	Comprehen Florence Nightingale
	Skill: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognising simple recurring literary language in stories and poetry Discussing the sequence of events in books and how items of information are related Answering and asking questions		Skill: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognising simple recurring literary language in stories and poetry 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 Answering and asking questions		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 Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Answering and asking questions		Skill: Being introduced to non-fiction books that are structured in different ways 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 Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Drawing on what they already know or on background information and vocabulary provided by the teacher Answering and asking questions		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 Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Answering and asking questions				Skill: Listening to, discussing a expressing vabout a wid range of contempore and classic poetry, storic and non-fict at a level beyond that which they aread independer Discussing a clarifying the meanings of words, linkinnew meaning on they already know or on background information vocabulary provided by teacher Checking the text makes ense to the they read an correcting inaccurate reading Answering a sking questing the content of the content of the content of the content of the correcting inaccurate reading answering a casking questing the content of th
SPaG: Revise Punctuation- capital letters and full stops Linked to Topics Text (see above	SPaG: Nelson Grammar Pupil Book 2 Unit 2: Adjectives Linked to Topics Text (see above	SPaG: Nelson Grammar Pupil Book 2 Unit 8: Conjunctions- (and, but) Linked to Topics Text (see above	SPaG: Nelson Grammar Pupil Book 2 Unit 6: Sentences (capital letters and full stops) Linked to Topics	SPaG: Nelson Grammar Pupil Book 2 Unit 1: Nouns and Adjectives Linked to Topics Text (see above	SPaG: Nelson Grammar Pupil Book 2 Unit 4: Verbs Linked to Topics Text (see above	SPaG: Nelson Grammar Pupil Book 2 Unit 10: Verbs (past tense-ed) Linked to Topics Text (see above	SPaG: Imperative Verbs Independent Activity	SPaG: Noun Phrase Independent Activity	SPaG: Nelson Grammar Pupil Book 2 Unit 5: Nouns (naming words/proper nouns)	SPaG: Nelson Grammar Pupil Book 2 Unit 9: Adverbs (ly)	SPaG: Nelson Grammar Pupil Book 2 Unit 16: Adjectives (comparative)	SPaG: Nelson Grammar Pupil Book 2 Unit 13: Pronouns	SPaG: Nelson Gram Pupil Book 2 Catch up
book cover) Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit -	book cover) Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 1 - in join	book cover) Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 2 - ut join	Text (see above book cover) Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 3 - ve join	book cover) Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 4 - ok join	book cover) Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 5 – sh and es join	book cover) Handwriting: Nelson Handwriting- Developing Skills (Yellow Level)	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 7 - oa join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 8 - ee join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 9 - ow join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 10 - ky join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Catch up	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Catch up	Handwriting: Nelson Handwriting- Developing ((Yellow Leve Catch up

Phonics: Bug club phase 3 recap	Phonics: Bug club phonics phase 4: cvcc words final blends unit 12	Phonics: Bug club phonics phase 4: ccvc words start blends unit 12	Phonics: Bug club phonics phase 4: cccvc words unit 12	Phonics: Bug club phonics phase 4: irregular words	Phonics: Bug club phonics phase 4: language unit 12	Phonics: Bug club phonics phase 4: language unit 12	Phonics: Bugclub phase 5 unit 13 Phoneme /zh/ written as 's'	Phonics: Bugclub phase 5 unit 14 Phoneme /ai/ written as 'ay'	Phonics: Bugclub phase 5 unit 15 Phoneme /ee/ written as 'ea'	Phonics: Bugclub phase 5 unit 16 Phoneme /igh/ written as 'ie'	Phonics: Bugclub phase 5 unit 17 Phoneme /oa/ written as 'ow'	Phonics: Phonics Check Bugclub phase 5 unit 18	Phonics: Phonics Check Bugclub phase unit 19
	Phonics: Phase 4 Consolidation of cvcc words using starboard	Phonics: Phase 4 Consolidation of ceve words using smartboard	Phonics: Phase 4 Consolidation of cceve words using smartboard	Phonics: Phase 4 Consolidation irregular language using smartboard	Phonics: Phase 4 Consolidation of language using smartboard	Phonics: Phase 4 Consolidation of language using smartboard	Phoneme /w/ written as 'wh' Phoneme/f/ written as 'ph'	Phoneme /ai/ written as 'a-e' P Phoneme /ai/ written as 'eigh' and 'ey' 'ei'	Phoneme /ee/ written as 'e-e' Phoneme /ee/ written as 'ie' 'ey' 'y'	Phoneme /igh/ written as 'i-e' Phoneme /igh/ written as 'y' Phoneme /igh/ written as ' 'l'	Phoneme /oa/ (long) written as 'o-e' Phoneme /oa/ written as 'o' 'oe'	Phoneme long /oo/ written as 'ew' Phoneme long /oo/ written as 'ue' Phoneme long	Phoneme /or/ written as 'aw' Phoneme /or/ written as 'au Phoneme /or/ written as 'al'
	High Frequency words: some, come	High Frequency words: were, there	High Frequency words: little, do	High Frequency words: one when	High Frequency words: out what	High Frequency words: Recap HFW covered					Year 2 Phonics Checks	/oo/ written as 'u-e' Phoneme short /oo/ written as 'u' and 'oul'	
Library: Library Fairy Tales Read, discuss and retell fairy tales	Library: Fairy Tales Read, discuss and refell fairy tales	Library: Fairy Tales Compare different fairy tales	Library: Fairy Tales Compare different fairy tales	Library: Alternative Fairy Tales Read alternative fairy tales	Library: Alternative Fairy Tales Read alternative fairy tales	Library: Alternative Fairy Tales Compare alternative tales with their original version	Library: Non-Fiction Significant Figures Shared reading and answering questions about a significant figure	Library: Non-Fiction Significant Figures Shared reading and answering questions about a significant figure	Library: Non-Fiction Significant Figures Research on Florence Nightingale using books	Library: Non-Fiction Significant Figures Research on Florence Nightingale using books	Library: Non-Fiction Significant Figures Research on Edith Cavell using books	Library: Non-Fiction Significant Figures Research on Edith Cavell using books	Library: Non-Fiction Significant Figures Link to History To compare I of different nurses (Floren Nightingale a Edith Cavell)
Skill: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognising simple recurring literary language in stories and poetry	Skill: Alternative Fairy Tales Compare alternative tales with their original version	Skill: Discussing their favourite words and phrases 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: Discussing their favourite words and phrases 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: Discussing the sequence of events in books and how items of information are related 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	Skill: Discussing the sequence of events in books and how items of information are related 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		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 Answering and asking questions	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 Answering and asking questions Answering and asking questions	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 Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	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 Discussing and clarifying the meanings of words, linking new meanings to known	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 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: Participate in discussion ab books, poem other works that are read to the strong transport of themselves, taking turns colistening to wothers say

МАТНЅ		Number and Place Value Count forwards and backwards to 20. Understand 10s and 1s within 20. Count forwards and backwards within 50. 10s and 1s within 50. Compare numbers within 50.	Number and Place Value Count objects to 100 and read and write numbers in numerals and words Represent numbers to 100 Tens and ones with part whole model Tens and ones using addition	Addition and Subtraction Use a place value chart Compare objects Compare numbers Order objects and numbers Count in 2s	Addition and Subtraction Count in 5s Count in 10s Count in 3s Word problems	Addition and Subtraction Addition and subtraction bonds to 20 Check calculations Compare number sentences Related Facts Bonds to 100 (tens)	Addition and Subtraction Add and subtract 1s 10 more 10 less Add and Subtract 10s Add by making 10	Addition and Subtraction Add 2digit and 1-digit number-crossing 10s Subtraction-crossing 10 Subtract 1 digit from 2-digit number-crossing 10 Add 2 two-digit numbers-not crossing 10 Add 2-digit numbers-crossing 10 Add 2-digit numbers-crossing 10	Addition and Subtraction Subtract 2-digit number from 2-digit number-not crossing 10 Subtract 2-digit number from 2-digit number-crossing 10 Find and make number bonds Bonds to 100-tens and ones	Addition and Subtraction Add three 1-digit numbers Skill: Show that addition of two numbers can be done in any order (commutative) Measurement: Money Recognising coins and notes Count money- pence Count money- pounds (notes and coins) Count money- notes and coins	Measurement: Money Select money Make the same amount Compare money Find the total	Measurement: Money Find the difference Find the change Two-step problems	Number: Multiplication and Division Make equal groups Add equal groups Make arrays	Assessment Week
MAI		Skill: Recognise the place value of each digit in a tw-digit number	Skill: Recognise the place value of each digit in a two-digit number	skill: compare and order numbers from 0 up to 100; Use <, > and = signs Identify, represent and estimate numbers	Skill: Count in steps of 2, 3, and 5 from 0, and in tens from any number,	Skill: Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: TO+O, TO+T, TO+TO and O+O+O Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	Skill: Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Skill: Add and subtract numbers using concrete objects, pictorial representations, and mentally, Solve problems with addition and subtraction, using concrete, pictorial and abstract representations	Skill: Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	Skill: Add and subtract amounts of money to give change, using both £ and p in practical contexts	Skill: Add and subtract amounts of money to give change, using both £ and p in practical contexts	Skill: Add and subtract amounts of money to give change, using both £ and p in practical contexts	Skill: Solve problems involving multiplication and division, using materials, arrays, repeated addition	Skill: Recap strategies to work out problems Show working out
ICE	Recovery Curriculum Linked to Autumn	Recovery Curriculum Linked to Autumn	Recovery Curriculum Linked to Autumn	Recovery Curriculum Linked to Autumn	Recovery Curriculum Linked to Autumn	Recovery Curriculum Linked to Autumn	Recovery Curriculum Linked to Autumn	Assessment	Shaping Up How can I make different shapes?	Shaping Up How can I change the shape of an object?	Shaping Up Enrichment lesson: What can pushes and pulls do?	Shaping Up What property allows a material to be Changed?	Shaping Up Which material should I choose?	Shaping Up Our changing world.
SCIENCE									Skill: Grouping and classifying. Using observations to answer questions	Skill: Grouping and classifying Gathering and recording data to answer questions.	Skill: Identifying, classifying, grouping	Skill: Performing simple tests and recording data	Skill: Grouping and classifying Using observations to answer questions	Skill: Grouping and classifying Using observations to answer question:

	Recovery Curriculum (will start in Autumn 2)	Recovery Curriculum (will start in Autumn 2)	Recovery Curriculum (will start in Autumn 2)	Recovery Curriculum (will start in Autumn 2)	Recovery Curriculum (will start in Autumn 2)	Recovery Curriculum (will start in Autumn 2)	Recovery Curriculum (will start in Autumn 2)	HISTORY Florence Nightingale To find out who Florence Nightingale was and when she lived.	HISTORY Florence Nightingale To know the conditions of hospitals before Florence Nightingale made improvements.	HISTORY Florence Nightingale To know the conditions of the Scutari hospital after Florence Nightingale made improvements.	HISTORY Florence Nightingale To order the events in FN life.	HISTORY Florence Nightingale To understand the impact Florence had on hospital and nursing care now. Impact	HISTORY Edith Cavell To find out about Edith Cavell. (link to WW1)	HISTORY Edith Cavell To compare lives of different nurses (Florence Nightingale and Edith Cavell)
HUMANITIES								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: Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times	Skill: Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times	Skill: Chronology- sequencing photographs from different periods of her life Using common words and phrases relating to the passing of time	Skill: what happened as a result of a significant individual	Skill: Identifying differences between ways of life at different times Talk about who was important Develop an awareness of the past observe or handle sources to answer questions about the past on the basis of simple observations	Skill: Identify differences between ways of life at different times Talk about who was important Know where all people/ events studied fit into a chronological framework
		How can we show our identity?	How can we show our identity?	What do the symbols that some Christians wear mean?	What do the symbols that some Christians wear mean?	What do Jewish people wear to show their beliefs about God?	What do Jewish people wear to show their beliefs about God?	How do Sikh symbols show what is important to them?	How do Sikh symbols show what is important to them?	How do some Muslims dress to show they belong to their community?	How do some Muslims dress to show they belong to their community?	Why must we always show respect to others for what they choose to wear?	Why must we always show respect to others for what they choose to wear?	
RE	Assembly Caring for Each Other To consider who we care for and who cares for us	Assembly Caring for Each Other To consider the interdependenc e of people in a community	Assembly Caring for Each Other To understand and respond to the practices of some traditions which express beliefs and promote caring for others	Assembly Caring for Each Other To respond to stories from some traditions which express ways of caring for others	Assembly Harvest To know why Christians celebrate Harvest	Assembly Caring for Each Other To reflect on the effects of not caring for others	Assembly Light Diwali Hindu festival of Light	Assembly Light To consider the qualities and effects of light and darkness	Assembly Light To reflect on the changing seasons from autumn to winter and winter to spring	Assembly Light To become aware that some traditions have festivals which relate to seasonal change of light	Assembly Light To know about and respond to some ways that light and fire play an important part in the teachings and practices of many religions	Assembly Light To understand how light is often used to symbolise positive values e.g. good, truth, wisdom etc.	Assembly Light To reflect on what brings 'light' into their own lives	Assembly Light Christmas story
G Through CC	Literacy and E- safety Logging on using My USO	Digiduck's Dilemma [DL] (Lesson 1)	Digiduck's Dilemma [DL] (Lesson 2)	Digiduck's Dilemma [DL] (Lesson 3)	Say no to graffiti [DL &IT] Creating a poster with photographs (Lessons 1)	Say no to graffiti [DL &IT] Creating a poster with photographs (Lessons 2)	Say no to graffiti [DL &IT] Creating a poster with photographs (Lessons 3)	Cross-curricular	Cross-curricular	Finding information online [Information technology] Finding out about Edith Cavell or Mary Seacole (Lesson 1	Finding information online [Information technology] Finding out about Edith Cavell or Mary Seacole (Lesson 2)	Let's send a message [DL &IT] present time [Link to WW1] Creating and responding to email (Lesson 1)	Let's send a message [DL &IT] present time [Link to WW1] Creating and responding to email (Lesson 2)	Let's send a message [DL &IT] present time [Link to WW1] Creating and responding to email (Lesson 3)
COMPUTING	Skill: Can talk about key online safety rules	Skill: Understand where to go for help when they have concerns on the internet or other online technologies	Skill: Understand where to go for help when they have concerns on the internet or other online technologies	Skill: Understand where to go for help when they have concerns on the internet or other online technologies	Skill: Use technology to purposely create, organise, store, manipulate and retrieve digital content	Skill: Children can save, edit and retrieve their work	Skill: Make straight forward edits of their digital work (text, image) using simple editing tools to both correct and improve it.	Skill: Create and debug simple programmes	Skill: Create and debug simple programmes	Skill: Children to use simple search engines to find information and images.	Skill: Use websites and manage journey around them (using back and forward buttons).	Skill: Use technology to purposely create, organise, store, manipulate and retrieve digital content	Skill: Children begin to work together to request or share information from their class via email	Skill: Can talk about key online safety rules

Unit 1 Lesson 1 Warm up Long work out Main Work Out- star jumps on the spot for 20 secs -jump on the spot for 20 secs Repeat for 6 times -Sit down/stand up for 20 secs Repeat 6 times	Unit 1 Lesson 2 Warm up Long work out Main Work Out Jumping on the spot for 40 secs -star jumps on the spot for 20 secs Repeat for 6 times -Sit down/stand up for 20 secs - step skips Repeat 4 times	Unit 1 Lesson 3 Warm up Play Simon Says Main Work Out Focus on strength -bounce a small ball in front of body Repeat for 5 times 5X – jumping 5X – star jumps 5X – step skips 5X – sit down/stand up Repeat for 4 times	Unit 2 Lesson 1 Warm up Dead Ants and sky divers Main Work Out - Jogging on the spot -sit down stand up -frog jumps -star jumps Repeat 4 times	Unit 2 Lesson 2 Warm up Head shoulders, Knees and Toes song Main Work Out Repeat last week's exercise,	Unit 2 Lesson 3 Warm up Instruction game -jogging on the spot -stop - Sit down -stand up Main Work Out 5X – jumping 5X – star jumps 5X – step skips 5X – sit down/stand up Repeat for 3 times	Unit 2 Lesson 4 Warm up Traffic light game Red- freeze Amber – jog on the spot Green – sit down Main Work Out Repeat last week's exercise,	Gymnastics Unit 2 Lesson 7 Transfer movement pattern to floor, mat and apparatus Work with a partner to copy and create (joining sequences) Introduce relevé walk and front support	Gymnastics Unit 2 Lesson 8 Identify which muscles they are using in their core to control movement Copy and repeat arch and dish shapes Work collaboratively to move a hoop along a line of rolling children	Gymnastics Unit 2 Lesson 9 With a partner, make as many bridges and tunnels as they can with body control Travel over, under and through your partner's shapes in a variety of ways (sliding, jumping, rolling, etc.) Introduce back support and crab actions	Gymnastics Unit 2 Lesson 10 Introduce frog jump and L-sit Play a variety of competitive games using leapfrog jumps Refine leap from movements	Gymnastics Unit 2 Lesson 11 Demonstrate distance and control in broad jump Accurately replicate pike and use in short sequence Link previous learning to transition elements	Gymnastics Unit 2 Lesson 12 Combine all ten elements of the Unit 2 body management in order Refine and develop routine to ensure it is aesthetically pleasing Perform with rhythm and control	
=							Skill: Use imagination to find different ways of using apparatus. Form simple sequences of different actions using floor and apparatus	Skill: Develop balance, agility and co- ordination. of travelling, stillness, jumping, timing, changing shape, size, direction Describe what they have done and what they have seen.	Skill: Develop balance, agility and co- ordination. of travelling, stillness, jumping, timing, changing shape, size, direction Describe what they have done and what they have seen Form simple sequences of different actions using floor and apparatus.	Skill: participate in team games, 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 Develop short sequences on their own. Form simple sequences of different actions using floor and apparatus.	Skill: Develop short sequences on their own. Form simple sequences of different actions using floor and apparatus. Have a clear focus when watching others perform. Say when a movement or skill is performed well (aesthetic appreciation). Describe what they have done	
							Dance CC Unit 2 Lesson 7 Pupils can perform short dances reflecting different emotions and moods Able to say what actions define contrasting emotions Able to identify in others & themselves dynamics within the dance	Dance CC Unit 2 Lesson 8 Follow a clock face to develop dance steps Work with rhythm Combine dance steps to create a movement pattern	Dance CC Unit 2 Lesson 9 Remember and recall dance steps Work independently to create a movement pattern Create own dance steps to add to a movement pattern	Dance CC Unit 2 Lesson 10 Perform 'freestyle' moves Watch, copy and repeat learnt 'moves' to make a motif Perform Motif to music	Dance CC Unit 2 Lesson 11 Remember and perform moves from lesson 1 Perform the steps (motif) in given formations Work as a group to enter into formations using 'On and Off Stage.'	Dance CC Unit 2 Lesson 12 Explore movements pathways in given formations Practice switching from a group formation to a whole class performance Practice performing and improving timing as a class	
							Skill: Remember and repeat simple dance phrases.	Skill: Remember and repeat simple dance phrases	Skill: Remember and repeat simple dance phrases.	Skill: Remember and repeat simple dance phrases	Skill: Perform dance in duets and formations	Skill: Perform dance in duets and formations Identify and describe good quality form and movement Evaluate and improve a dance performance by recording and viewing their rehearsals	

DT	Linked to topic, RE, PSHE and Science	(Non CC Week) Self portraits	Linked to topic, RE, PSHE and Science	(Non CC Week) Autumn Scenes	Linked to topic, RE, PSHE and Science	(Non CC Week) Forest Scene	Linked to topic, RE, PSHE and Science	WW1 Remembrance Multimedia poppies. Lesson 1 Look at structure of a poppy and begin to recreate own using pencils, chalk pastels and newspaper Skill:	(Non CC Week)	Oriental poppies Georgia O'Keefe. Lesson 1 Investigate the art of Georgia O'Keefe and practise drawing large scale poppies. Skill:	(Non CC Week)	Oriental poppies Georgia O'Keefe. Lesson 2 Using watercolour paints and thin brushes, add colour to your large-scale drawing. Skill:	(Non CC Week)	Georgia O'Keefe Oriental poppies. Lesson 3 Once painting is dry, using black oil pastels add detail and outlines to your poppy. Skill:
ART & D								To use different tools/media and surfaces. Lesson 2: Continues as before. Complete poppy background and multi-media picture. Skill: To use different tools/media and surfaces.		Focus on drawing skills to recreate the poppy on a larger scale.		Use many tones of one colour. Refine painting skills.		Add detail by outlining.
MUSIC	Linked to topic, RE and PSHE	(Non CC Week)	Linked to topic, RE and PSHE	(Non CC Week)	Linked to topic, RE and PSHE .	(Non CC Week)	Linked to topic, RE and PSHE	Music Express Scheme Feel the Pulse Exploring Pulse and rhythm Step, Run, Jump Skill: Identify the pulse in music. Recognise changes in timbre (sound quality-smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments. Explain what they like about a piece of music and why	Music Express Scheme Feel the Pulse Exploring Pulse and rhythm Beat and Rhythm Skill: Identify the pulse in music. Recognise changes in timbre (sound quality-smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments. Explain what they like about a piece of music and why	Music Express Scheme Feel the Pulse Exploring Pulse and rhythm Beat and Rhythm Time Skill: Identify the pulse in music. Recognise changes in timbre (sound quality-smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments. Explain what they like about a piece of music and why	Music Express Scheme Feel the Pulse Exploring Pulse and rhythm Dinner Time Rhymes Skill: Identify the pulse in music. Recognise changes in timbre (sound quality-smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments. Explain what they like about a piece of music and why	Music Express Scheme Feel the Pulse Exploring Pulse and rhythm Get Ready to Eat Skill: Identify the pulse in music. Recognise changes in timbre (sound quality-smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments. Explain what they like about a piece of music and why	Music Express Scheme Feel the Pulse Exploring Pulse and rhythm Eat Well Up Skill: Identify the pulse in music. Recognise changes in timbre (sound quality-smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments. Explain what they like about a piece of music and why	
PSHE	Assembly (DS)	Puzzle 1- Being Me LI: To identify some of my hopes and fear for the year LI: Recognise when I feel worried and know who to ask for help Assembly (DS)	Puzzle 2- Rights and responsibilities LI: I understand the rights and responsibilities for being a member of my class and school Assembly (DS)	Puzzle 3 - Rewards and Consequences LI: I understand the rights and responsibilities for being a member of my class . Assembly (DS)	Puzzle 4 - Rewards and Consequences LI: I can listen to other people and contribute my own ideas about rewards and consequences Assembly (DS)	Puzzle 5 - Our Learning Charter LI: I understand how following the Learning Charter will help me and others learn Assembly (DS)	Puzzle 6 - Owning our Learning Charter Ll: I can recognise the choices I make and understand the consequences Assembly (DS)	Puzzle 1 - Boys and Girls Accept that everyone is different LI: I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) Assembly (DS)	Puzzle 2 - Boys and Girls Include others when working and playing LI: I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) Assembly (DS)	Puzzle 3 - Why does bullying happen? Know how to help if someone is being bullied Ll: I understand that bullying is sometimes about difference Assembly (DS)	Puzzle 4 - Standing up for myself and others Try to solve problems Ll: I can recognise what is right and wrong and know how to look after myself Assembly (DS)	Puzzle 5 - Gender Diversity Try to use kind words LI: I understand that it is OK to be different from other people and to be friends with them Assembly (DS)	Puzzle 6 - Celebrating differences and still being friends Know how to give and receive compliments LI: I can tell you some ways I am different from my friends Assembly (DS)	Assessment Assembly (DS)

OUT OF SCHOOL TRIPS							
IN SCHOOL WORKSHOPS							