







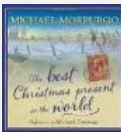
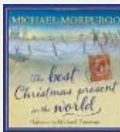
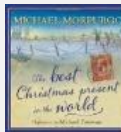
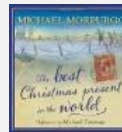



# Roe Green Infant & Strathcona School

## 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
AUTUMN	ENGLISH	<b>Key Text:</b> Little Red Riding Hood 	<b>Key Text:</b> Little Red Riding Hood 	<b>Key Text:</b> Little Red Riding Hood 	<b>Key Text:</b> Little Red Riding Hood 	<b>Key Text:</b> The Wolf's Story 	<b>Key Text:</b> The Wolf's Story 	<b>Key Text:</b> The Wolf's Story 	<b>Key Text:</b> The Best Christmas Present in the World. 	<b>Key Text:</b> The Best Christmas Present in the World. 	<b>Key Text:</b> The Best Christmas Present in the World. 	<b>Key Text:</b> The Best Christmas Present in the World. 	<b>Key Text:</b> Florence Nightingale 	<b>Key Text:</b> Florence Nightingale 	<b>Key Text:</b> Assessment Week
		<b>Interventions Mrs Tailor and Mrs Vadher: Base line phonics checks (am sessions)</b>	<b>Writing:</b> Retell the story <b>Year 1 Common Exception Words Recap:</b> Was, she, to, your, the, go, once, you, there, where, house, said  <b>Skill:</b> 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	<b>Writing:</b> Describing the Wolf <b>Year 1 Common Exception Words Recap:</b> he, were, are, his, is, so, put, has, my, I, some, here,  <b>Skill:</b> 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	<b>Writing:</b> Use speech marks and speech bubbles <b>Year 1 Common Exception Words Recap:</b> Says, ask, today, a, be, one, of, we, do, come, me, by, saw  <b>Skill:</b> Planning or saying out loud what they are going to write about Encapsulating what they want to say, sentence by sentence	<b>Writing:</b> Big Write- Retell the story <b>Year 1 Common Exception Words Recap:</b> Reinforce previous common exception words  <b>Skill:</b> 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)	<b>Writing:</b> Adjectives to describe the wolf <b>Adjectives:</b> bushy tail, narrow eyes, pointy ears, long pink tongue, big black nose, long sharp teeth, grey fur <b>Character:</b> versatile, vegetarian, helpful, caring, kind, polite, honest, friendly  <b>Skill:</b> 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	<b>Writing:</b> Big Write To write a letter from the wolf.  <b>Skill:</b> 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	<b>Writing:</b> Instructional writing: How to make a poppy  <b>Skill:</b> 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	<b>Writing:</b> Read examples of letters from the Trenches. Practice how to lay out a letter.  <b>Skill:</b> 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	<b>Writing:</b> Big Write: A letter from the Trenches.  <b>Skill:</b> 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)	<b>Writing:</b> Big Write Editing  <b>Skill:</b> 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	<b>Writing:</b> Big Write To compare the hospital before and after Florence Nightingale improved them  <b>Skill:</b> 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	<b>Writing:</b> Big Write Editing  <b>Skill:</b> 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	<b>Writing:</b>   <b>Skill:</b>

			<b>Comprehension: Nelson</b> Pupil Book 2 Unit 3 <b>Traditional tales</b> Little Red Riding Hood Heather Amery version <b>(Non CC weeks)</b>  <b>Skill:</b> 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	<b>No Comprehension: CC Week</b>	<b>Comprehension: Nelson</b> Pupil Book 2 Unit 3 <b>Traditional tales</b> Little Red Riding Hood Heather Amery version  <b>Skill:</b> 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	<b>No Comprehension: CC Week</b>	<b>Comprehension:</b> Linked to Autumn (All about Autumn) Independent activity  <b>Skill:</b> 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	<b>No Comprehension: CC Week</b>	<b>Comprehension: Nelson</b> Pupil Book 2 Unit 2 <b>Instructions</b> Making butter  <b>Skill:</b> 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	<b>No Comprehension: CC Week</b>	<b>Comprehension:</b> The Christmas Truce  <b>Skill:</b> 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	<b>No Comprehension: CC Week</b>	<b>Comprehension:</b> PIRA Assessment	<b>No Comprehension: CC Week</b>	<b>Comprehension:</b> Florence Nightingale  <b>Skill:</b> 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
		<b>SPaG:</b> Revise Punctuation-capital letters and full stops  Linked to Topics Text (see above book cover)	<b>SPaG:</b> Nelson Grammar Pupil Book 2 Unit 2: Adjectives  Linked to Topics Text (see above book cover)	<b>SPaG:</b> Nelson Grammar Pupil Book 2 Unit 8: Conjunctions-(and, but)  Linked to Topics Text (see above book cover)	<b>SPaG:</b> Nelson Grammar Pupil Book 2 Unit 6: Sentences (capital letters and full stops) Linked to Topics Text (see above book cover)	<b>SPaG:</b> Nelson Grammar Pupil Book 2 Unit 1: Nouns and Adjectives  Linked to Topics Text (see above book cover)	<b>SPaG:</b> Nelson Grammar Pupil Book 2 Unit 4: Verbs  Linked to Topics Text (see above book cover)	<b>SPaG:</b> Nelson Grammar Pupil Book 2 Unit 10: Verbs (past tense-ed)  Linked to Topics Text (see above book cover)	<b>SPaG:</b> Imperative Verbs Independent Activity	<b>SPaG:</b> Noun Phrase Independent Activity	<b>SPaG:</b> Nelson Grammar Pupil Book 2 Unit 5: Nouns (naming words/proper nouns)	<b>SPaG:</b> Nelson Grammar Pupil Book 2 Unit 9: Adverbs (ly)	<b>SPaG:</b> Nelson Grammar Pupil Book 2 Unit 16: Adjectives (comparative)	<b>SPaG:</b> Nelson Grammar Pupil Book 2 Unit 13: Pronouns	<b>SPaG:</b> Nelson Grammar Pupil Book 2 Catch up
		<b>Handwriting:</b> Nelson Handwriting-Developing Skills (Yellow Level) Unit -	<b>Handwriting:</b> Nelson Handwriting-Developing Skills (Yellow Level) Unit 1 - in join	<b>Handwriting:</b> Nelson Handwriting-Developing Skills (Yellow Level) Unit 2 - ut join	<b>Handwriting:</b> Nelson Handwriting-Developing Skills (Yellow Level) Unit 3 - ve join	<b>Handwriting:</b> Nelson Handwriting-Developing Skills (Yellow Level) Unit 4 - ok join	<b>Handwriting:</b> Nelson Handwriting-Developing Skills (Yellow Level) Unit 5 – sh and es join	<b>Handwriting:</b> Nelson Handwriting-Developing Skills (Yellow Level) Unit 6 - ri join	<b>Handwriting:</b> Nelson Handwriting-Developing Skills (Yellow Level) Unit 7 - oa join	<b>Handwriting:</b> Nelson Handwriting-Developing Skills (Yellow Level) Unit 8 - ee join	<b>Handwriting:</b> Nelson Handwriting-Developing Skills (Yellow Level) Unit 9 - ow join	<b>Handwriting:</b> Nelson Handwriting-Developing Skills (Yellow Level) Unit 10 - ky join	<b>Handwriting:</b> Nelson Handwriting-Developing Skills (Yellow Level) Catch up	<b>Handwriting:</b> Nelson Handwriting-Developing Skills (Yellow Level) Catch up	<b>Handwriting:</b> Nelson Handwriting-Developing Skills (Yellow Level) Catch up

		<b>Phonics:</b> <b>Bug club phase 3 recap</b>	<b>Phonics:</b> Bug club phonics phase 4: cvcc words final blends unit 12  <b>Phonics:</b> <b>Phase 4</b> Consolidation of cvcc words using starboard  High Frequency words: some, come	<b>Phonics:</b> Bug club phonics phase 4: ccvc words start blends unit 12  <b>Phonics:</b> <b>Phase 4</b> Consolidation of ccvc words using smartboard  High Frequency words: were, there	<b>Phonics:</b> Bug club phonics phase 4: cccvc words unit 12  <b>Phonics:</b> <b>Phase 4</b> Consolidation of cccvc words using smartboard  High Frequency words: little, do	<b>Phonics:</b> Bug club phonics phase 4: irregular words  <b>Phonics:</b> <b>Phase 4</b> Consolidation of irregular language using smartboard  High Frequency words: one when	<b>Phonics:</b> Bug club phonics phase 4: language unit 12  <b>Phonics:</b> <b>Phase 4</b> Consolidation of language using smartboard  High Frequency words: out what	<b>Phonics:</b> Bug club phonics phase 4: language unit 12  <b>Phonics:</b> <b>Phase 4</b> Consolidation of language using smartboard  High Frequency words: Recap HFW covered	<b>Phonics:</b> <b>Bugclub phase 5 unit 13</b> Phoneme /zh/ written as 's' Phoneme /w/ written as 'wh' Phoneme /f/ written as 'ph'	<b>Phonics:</b> <b>Bugclub phase 5 unit 14</b> Phoneme /ai/ written as 'ay' Phoneme /ai/ written as 'a-e' P Phoneme /ai/ written as 'eigh' and 'ey' 'ei'	<b>Phonics:</b> <b>Bugclub phase 5 unit 15</b> Phoneme /ee/ written as 'ea' Phoneme /ee/ written as 'e-e' Phoneme /ee/ written as 'ie' 'ey' 'y'	<b>Phonics:</b> <b>Bugclub phase 5 unit 16</b> Phoneme /igh/ written as 'ie' Phoneme /igh/ written as 'i-e' Phoneme /igh/ written as 'y' Phoneme /igh/ written as ' ' 'l'	<b>Phonics:</b> <b>Bugclub phase 5 unit 17</b> Phoneme /oa/ written as 'ow' Phoneme /oa/ (long) written as 'o-e' Phoneme /oa/ written as 'o' 'oe'  <b>Year 2 Phonics Checks</b>	<b>Phonics:</b> <b>Phonics Check</b>  <b>Bugclub phase 5 unit 18</b> Phoneme long /oo/ written as 'ew' Phoneme long /oo/ written as 'ue' Phoneme long /oo/ written as 'u-e' Phoneme short /oo/ written as 'u' and 'oul'	<b>Phonics:</b> <b>Phonics Check</b>  <b>Bugclub phase 5 unit 19</b> Phoneme /or/ written as 'aw' Phoneme /or/ written as 'au' Phoneme /or/ written as 'al'
		<b>Library:</b> Library Fairy Tales Read, discuss and retell fairy tales  <b>Skill:</b> 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	<b>Library:</b> Fairy Tales Read, discuss and retell fairy tales  <b>Skill:</b> Alternative Fairy Tales Compare alternative tales with their original version	<b>Library:</b> Fairy Tales Compare different fairy tales  <b>Skill:</b> 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	<b>Library:</b> Fairy Tales Compare different fairy tales  <b>Skill:</b> 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	<b>Library:</b> Alternative Fairy Tales Read alternative fairy tales  <b>Skill:</b> 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	<b>Library:</b> Alternative Fairy Tales Read alternative fairy tales  <b>Skill:</b> 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	<b>Library:</b> Alternative Fairy Tales Compare alternative tales with their original version  <b>Skill:</b> 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	<b>Library:</b> Non-Fiction Significant Figures Shared reading and answering questions about a significant figure  <b>Skill:</b> 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	<b>Library:</b> Non-Fiction Significant Figures Shared reading and answering questions about a significant figure  <b>Skill:</b> 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	<b>Library:</b> Non-Fiction Significant Figures Research on Florence Nightingale using books  <b>Skill:</b> 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	<b>Library:</b> Non-Fiction Significant Figures Research on Florence Nightingale using books  <b>Skill:</b> 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	<b>Library:</b> Non-Fiction Significant Figures Research on <b>Edith Cavell</b> using books  <b>Skill:</b> 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	<b>Library:</b> Non-Fiction Significant Figures Research on <b>Edith Cavell</b> using books  <b>Skill:</b> 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	<b>Library:</b> Non-Fiction Significant Figures Link to History To compare lives of different nurses (Florence Nightingale and Edith Cavell)  <b>Skill:</b> 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

	MATHS		<p><b>Number and Place Value</b> 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.</p>	<p><b>Number and Place Value</b> 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</p>	<p><b>Addition and Subtraction</b> Use a place value chart Compare objects Compare numbers Order objects and numbers Count in 2s</p>	<p><b>Addition and Subtraction</b> Count in 5s Count in 10s Count in 3s</p> <p>Word problems</p>	<p><b>Addition and Subtraction</b> Addition and subtraction bonds to 20 Check calculations Compare number sentences Related Facts Bonds to 100 (tens)</p>	<p><b>Addition and Subtraction</b> Add and subtract 1s 10 more 10 less Add and Subtract 10s Add by making 10</p>	<p><b>Addition and Subtraction</b> Add 2digit and 1-digit number-crossing 10s Subtraction-crossing 10 Subtract 1digit from 2-digit number- crossing 10 Add 2 two-digit numbers-not crossing 10 Add 2-digit numbers-crossing 10</p>	<p><b>Addition and Subtraction</b> 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</p>	<p><b>Addition and Subtraction</b> Add three 1-digit numbers <b>Skill:</b> Show that addition of two numbers can be done in any order (commutative)</p> <p><b>Measurement: Money</b> Recognising coins and notes Count money-pence Count money-pounds (notes and coins) Count money-notes and coins</p>	<p><b>Measurement: Money</b> Select money Make the same amount Compare money Find the total</p>	<p><b>Measurement: Money</b> Find the difference Find the change Two-step problems</p>	<p><b>Number: Multiplication and Division</b> Make equal groups Add equal groups Make arrays</p>	<p><b>Assessment Week</b></p>
	SCIENCE	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	<p><b>Shaping Up</b> How can I make different shapes?</p> <p><b>Skill:</b> Grouping and classifying. Using observations to answer questions</p>	<p><b>Shaping Up</b> How can I change the shape of an object?</p> <p><b>Skill:</b> Grouping and classifying Gathering and recording data to answer questions.</p>	<p><b>Shaping Up</b> Enrichment lesson: What can pushes and pulls do?</p> <p><b>Skill:</b> Identifying, classifying, grouping</p>	<p><b>Shaping Up</b> What property allows a material to be Changed?</p> <p><b>Skill:</b> Performing simple tests and recording data</p>	<p><b>Shaping Up</b> Which material should I choose?</p> <p><b>Skill:</b> Grouping and classifying Using observations to answer questions</p>	<p><b>Shaping Up</b> Our changing world.</p> <p><b>Skill:</b> Grouping and classifying Using observations to answer questions</p>

	HUMANITIES	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.  <b>Skill:</b> 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	HISTORY Florence Nightingale To know the conditions of hospitals before Florence Nightingale made improvements.  <b>Skill:</b> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times	HISTORY Florence Nightingale To know the conditions of the Scutari hospital after Florence Nightingale made improvements.  <b>Skill:</b> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times	HISTORY Florence Nightingale To order the events in FN life.  <b>Skill:</b> Chronology-sequencing photographs from different periods of her life Using common words and phrases relating to the passing of time	HISTORY Florence Nightingale To understand the <b>impact</b> Florence had on hospital and nursing care now. Impact  <b>Skill:</b> what happened as a result of a significant individual	HISTORY Edith Cavell To find out about Edith Cavell. (link to WW1)  <b>Skill:</b> 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	HISTORY Edith Cavell To compare lives of different nurses (Florence Nightingale and Edith Cavell)  <b>Skill:</b> 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
	RE	Assembly Caring for Each Other To consider who we care for and who cares for us	How can we show our identity?  Assembly Caring for Each Other To consider the interdependenc e of people in a community	How can we show our identity?  Assembly Caring for Each Other To understand and respond to the practices of some traditions which express beliefs and promote caring for others	What do the symbols that some Christians wear mean?  Assembly Caring for Each Other To respond to stories from some traditions which express ways of caring for others	What do the symbols that some Christians wear mean?  Assembly Harvest To know why Christians celebrate Harvest	What do Jewish people wear to show their beliefs about God?  Assembly Caring for Each Other To reflect on the effects of not caring for others	What do Jewish people wear to show their beliefs about God?  Assembly Light Diwali Hindu festival of Light	How do Sikh symbols show what is important to them?  Assembly Light To consider the qualities and effects of light and darkness	How do Sikh symbols show what is important to them?  Assembly Light To reflect on the changing seasons from autumn to winter and winter to spring	How do some Muslims dress to show they belong to their community?  Assembly Light To become aware that some traditions have festivals which relate to seasonal change of light	How do some Muslims dress to show they belong to their community?  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	Why must we always show respect to others for what they choose to wear?  Assembly Light To understand how light is often used to symbolise positive values e.g. good, truth, wisdom etc.	Why must we always show respect to others for what they choose to wear?  Assembly Light To reflect on what brings 'light' into their own lives	Assembly Light Christmas story
	COMPUTING Through CC	Literacy and E-safety Logging on using My USO  <b>Skill:</b> Can talk about key online safety rules	Digiduck's Dilemma [DL] (Lesson 1)  <b>Skill:</b> Understand where to go for help when they have concerns on the internet or other online technologies	Digiduck's Dilemma [DL] (Lesson 2)  <b>Skill:</b> Understand where to go for help when they have concerns on the internet or other online technologies	Digiduck's Dilemma [DL] (Lesson 3)  <b>Skill:</b> Understand where to go for help when they have concerns on the internet or other online technologies	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  <b>Skill:</b> Create and debug simple programmes	Cross-curricular  <b>Skill:</b> Create and debug simple programmes	Finding information online [Information technology] Finding out about <b>Edith Cavell</b> or <b>Mary Seacole</b> (Lesson 1)  <b>Skill:</b> Children to use simple search engines to find information and images.	Finding information online [Information technology] Finding out about <b>Edith Cavell</b> or <b>Mary Seacole</b> (Lesson 2)  <b>Skill:</b> Use websites and manage journey around them (using back and forward buttons).	Let's send a message [DL &IT] present time [Link to WW1] Creating and responding to email (Lesson 1)  <b>Skill:</b> Use technology to purposely create, organise, store, manipulate and retrieve digital content	Let's send a message [DL &IT] present time [Link to WW1] Creating and responding to email (Lesson 2)  <b>Skill:</b> Children begin to work together to request or share information from their class via email	Let's send a message [DL &IT] present time [Link to WW1] Creating and responding to email (Lesson 3)  <b>Skill:</b> Can talk about key online safety rules



	PE	<p><b>Unit 1 Lesson 1 Warm up</b> Long work out</p> <p><b>Main Work Out</b> - 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</p>	<p><b>Unit 1 Lesson 2 Warm up</b> Long work out</p> <p><b>Main Work Out</b> 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</p>	<p><b>Unit 1 Lesson 3 Warm up</b> Play Simon Says</p> <p><b>Main Work Out</b> Focus on strength -bounce a small ball in front of body</p> <p>Repeat for 5 times 5X – jumping 5X – star jumps 5X – step skips 5X – sit down/stand up Repeat for 4 times</p>	<p><b>Unit 2 Lesson 1 Warm up</b> Dead Ants and sky divers</p> <p><b>Main Work Out</b> - Jogging on the spot -sit down stand up -frog jumps -star jumps Repeat 4 times</p>	<p><b>Unit 2 Lesson 2 Warm up</b> Head shoulders, Knees and Toes song</p> <p><b>Main Work Out</b> Repeat last week's exercise,</p>	<p><b>Unit 2 Lesson 3 Warm up</b> Instruction game</p> <p>-jogging on the spot -stop - Sit down -stand up</p> <p><b>Main Work Out</b> 5X – jumping 5X – star jumps 5X – step skips 5X – sit down/stand up Repeat for 3 times</p>	<p><b>Unit 2 Lesson 4 Warm up</b> Traffic light game</p> <p>Red- freeze Amber – jog on the spot Green – sit down</p> <p><b>Main Work Out</b> Repeat last week's exercise,</p>	<p><b>Gymnastics Unit 2 Lesson 7</b> Transfer movement pattern to floor, mat and apparatus Work with a partner to copy and create (joining sequences) Introduce relevé walk and front support</p> <p><b>Skill:</b> Use imagination to find different ways of using apparatus. Form simple sequences of different actions using floor and apparatus</p> <p><b>Dance CC Unit 2 Lesson 7</b> Pupils can perform short dances reflecting different emotions and moods Able to say what actions define contrasting emotions Able to identify in others &amp; themselves dynamics within the dance</p> <p><b>Skill:</b> Remember and repeat simple dance phrases.</p>	<p><b>Gymnastics Unit 2 Lesson 8</b> 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</p> <p><b>Skill:</b> 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.</p> <p><b>Dance CC Unit 2 Lesson 8</b> Follow a clock face to develop dance steps Work with rhythm Combine dance steps to create a movement pattern</p> <p><b>Skill:</b> Remember and repeat simple dance phrases</p>	<p><b>Gymnastics Unit 2 Lesson 9</b> 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</p> <p><b>Skill:</b> 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.</p> <p><b>Dance CC Unit 2 Lesson 9</b> Remember and recall dance steps Work independently to create a movement pattern Create own dance steps to add to a movement pattern</p> <p><b>Skill:</b> Remember and repeat simple dance phrases.</p>	<p><b>Gymnastics Unit 2 Lesson 10</b> Introduce frog jump and L-sit Play a variety of competitive games using leapfrog jumps Refine leap from movements</p> <p><b>Skill:</b> participate in team games, Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p><b>Dance CC Unit 2 Lesson 10</b> Perform 'freestyle' moves Watch, copy and repeat learnt 'moves' to make a motif Perform Motif to music</p> <p><b>Skill:</b> Remember and repeat simple dance phrases</p>	<p><b>Gymnastics Unit 2 Lesson 11</b> Demonstrate distance and control in broad jump Accurately replicate pike and use in short sequence Link previous learning to transition elements</p> <p><b>Skill:</b> 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.</p> <p><b>Dance CC Unit 2 Lesson 11</b> 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.'</p> <p><b>Skill:</b> Perform dance in duets and formations</p>	<p><b>Gymnastics Unit 2 Lesson 12</b> 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</p> <p><b>Skill:</b> 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</p> <p><b>Dance CC Unit 2 Lesson 12</b> 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</p> <p><b>Skill:</b> 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</p>	
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