

Roe Green Infant School MEDIUM TERM PLANNING 2024-25



YEAR 1

_						SUB.	JECT SPECIFIC	VOCABULARY FO	R EACH LESSON WILI	BE SHOWN ON T	THE WEEKLY PLA	ANS				
		Week 1 2/9/24	Week 2 9/9/24	Week 3 16/9/24	Week 4 23/9/24	Week 5 30/9/24	Week 6 7/10/24	Week 7 14/10/24	Week 8 21/10/24	Week 9 4/11/24	Week 10 11/11/24	Week 11 18/11/24	Week 12 24/11/24	Week 13 2/12/24	Week 14 9/12/24	Week 15 16/12/24
	AUTUMN ENGLISH		Nursery Rhymes Incy Wincy Spider 10 Little Monkeys Twinkle Twinkle Little Star Row Row Row your Boat Humpty Dumpty Skill: becomin g very familiar with key stories, fairy stories and tradition al tales, retelling them and consider ing their particula r charact eristics recognis ing and joining in with predicta ble phrases learning to appreci ate rhymes and poems, and to recite some by heart	Skill: Iearning to appreciate rhymes and poems, and to recite some by heart spell words using phonic sounds taught so far. re-reading what they have written to check that it makes sense	Ruby's Worry Skill: Ilistening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independ ently making inferences based on what is being said and done Participate in discussion about what is read to them, taking turns and listening to what others say sequencin g sentences to form short narratives saying out loud what they are going to write about composin g a sentence orally before writing it re-reading what they have written to check that it makes sense	Skill: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristic Participate in discussion about what is read to them, taking turns and listening to what others say being encouraged to link what they read or hear read to their own experiences Explain clearly their understanding of what is read to them beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	All About Me Skill: Participate in discussion about what is read to them, taking turns and listening to what others say. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Read their writing aloud clearly enough to be heard by their peers and the teacher.	All About Me Skill: Participate in discussion about what is read to them, taking turns and listening to what others say. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Read their writing aloud clearly enough to be heard by their peers and the teacher.	Little Red Hen Shared reading of the story. To create a story map. To know the features of a traditional tale. To know how to sequence a traditional tale. To know how to orally retell my story. To learn how to write a question. Skills: To be able to tell the moral of the story To know the repetitive phrases from the story To be able to identify and name the characters in the story To be able to sequence the story To be able to sequence the story To be able to identify and use appropriate question words	Little Red Hen To know how to describe animals. To be able to re- tell the story in detail. To be able to write the beginning of the story. To know how to check my writing. Skills To be able to use adjectives and expanded noun phrases To know the main events in the story To be able to use appropriate sentence openers	Little Red Hen To know how to write sentences using the word 'and'. To know how to write the middle of my story. To know how to check that my writing makes sense. To know how to use punctuation correctly. Skills To be able to use the conjunctio n 'and' Learning to appreciat e rhymes and poems, and to recite some by heart	Little Red Hen To know how to write the end of my story. To know how to check my writing. Skills: •To be able to use adjectives and expanded noun phrases •To know the main events in the story •To be able to use appropriate sentence openers •To be able to use appropriate question words and question mark	Looking After Rabbits To know how to ask relevant questions about rabbits. To identify features of a non-fiction book. To know how to use technical and descriptive language. To know how to describe a rabbit. Skills To be able to use appropri ate question words and question words and question books and their features. To be able to identify non-fiction books and their features. To be able to retrieve informati on To be able to use technic al vocabul ary to describe a rabbit	Looking After Rabbits To know how to write key facts about a rabbit's home. To know how to find facts from reading. To be able to edit and publish a piece of work. Skills To be able to link ideas using the conjunct ions, 'and', 'so' To be able to write captions .	Assessment week Phonics check Reading assessment Common exception word check	Consolidation

Skill:	Handwriting Practising letter families set 1 Skill: ctly at a table, a pencil ably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place	Handwriting Introducing letter families set 2 Skill: sit correctly at a table, holding a pencil comfortab ly and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place	Handwriting Practising letter families set 2 Skill: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place	Handwriting Introducing letter families set 3 Skill: sit correctly at a table, holding a pencil comfort ably and correctly begin to form lower- case letters in the correct direction , starting and finishing in the right place	Handwriting Introducing letter families set 4 Skill: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower- case letters in the correct direction, starting and finishing in the right place	Handwriting Practising letter families set 4 Skill: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place	Handwriting Practising capital letters: E F H I T L Skill: • begin to form lower- case letters in the correct direction, starting and finishing in the right place • form capital letters	Handwriting Practising capital letters: A K M N V W X Y Z Skill: • begin to form lower- case letters in the correct direction, starting and finishing in the right place • form capital letters	Handwriting Practising capital letters: B D C G O Q S P R U J Skill: begin to form lower- case letters in the correct direction, starting and finishing in the right place form capital letters	Handwriting Practising numbers Skill: form digits 0-9	Handwriting Introducing break letters Skill: sit correctly at a table, holding a pencil comfort ably and correctly begin to form lower- case letters in the correct direction , starting and finishing in the right place	Handwriting: Copy the first verse of the poem of the term.	Handwrit
Phonics: Unit 12 Adjacent consonants (cvcc) Language session 1 Adjacent consonants (ccvc) Language session 2	Phonics: Unit 12 Adjacent consonants (ccvcc/cccvc/c ccvcc) Language session 3	Phonics: Unit 13 Phoneme /w/ written as 'wh' Phoneme /f/ written as 'ph' Language session	Phonics: Unit 14 Phoneme /ai/ written as 'ay' Phoneme /ai/ written as 'a-e' Phoneme /ai/ written as 'eigh', 'ey', 'ei' Language session	Phonics: Unit 15 Phoneme /ee/ written as 'ea' Phoneme /ee/ written as 'e-e' Phoneme /ee/ written as 'ie', 'ey', 'y' Language session	Phonics: Unit 16 Phoneme /igh/ written as 'ie' Phoneme /igh/ written as 'i-e' Phoneme /igh/ written as 'y' Phoneme /igh/ written as 'i' Language session	Phonics: Unit 17 Phoneme /oa/ written as 'ow' Phoneme /oa/ written as 'o-e' Phoneme /oa/ written as 'o' and 'oe' Language session	Phonics: Streamed Phonics lessons begin In class phonics Unit 18 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' Language session	Unit 19 Phoneme /or/ written as 'aw' Phoneme /or/ written as 'au' Phoneme /or/ written as 'al' Language session	Unit 20 Phoneme /ur/ written as 'ir' Phoneme /ur/ written as 'er' Phoneme /ur/ written as 'ear' Language session	Unit 21 Phoneme /ow/ written as 'ou' Phoneme /oi/ written as 'oy Language session	Unit 22 Phoneme /ear/ written as 'ere' and 'eer' Phoneme /air/ written as 'are' and 'ear' Language session	Unit 23 Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Phoneme /c/ written as 'ck' Phoneme /c/ written as 'ch' Language session	Unit 24 Phonemoritlen a 'c(e)', 'c('c(y)' Phonemoritlen a and st(I)' Phonemoritlen and /z/vas'se' Languagesession
	Library: Introduction to library time. Rules to follow in the library. Look at how the books are kept on the shelf.	Library: Introduction to library time. Support the children to select books and put them back in their appropriate shelves.	Library: Introduce children to fiction books. What is a fiction book? (story books, fairy tales etc.)	Library: Choose a fiction book with an animal character. How is your main character? What does he or she do?	Library: Choose a fiction book with a bear character. How is your main character? What does he or she do?	Library: Can you find a book written by Julia Donaldson? What is the name of your book? What is it about?	Library: Introduce children to non- fiction books. What is a non- fiction book? What are it's features?	Library: Can you look for information about our body? Have you found some interesting information? Can you share it with the rest of us?	Library: Can you look for information about our body? Have you found some interesting information? Can you share it with the rest of us?	Library: Can you look for a non- fiction book about forests?	Library: Can you look for information about Africa?	Library: Can you look for a non- fiction book about animals? Can you then share a fact about your favourite animal?	Library: Pick a bo your cho Think wh is fiction non-fictio Why did choose t particula book?

MATHS	Unit 1: Number and place value Counting within 50-taking the 'teens' and tys' Launch task: Number trouble Learning task 1: Within 10 Learning task 2: Within 20 Learning task 3: Within 50 Learning task 4: Tea with the 'teen' queen Bigger thinking for all: Numbers. numbers everywhere!	Unit 1: Number and place value One, one less-counting on and back Launch task: more than, less than Learning task 1: Towers Learning task 2: Spot the extra Learning task 3: Find it! Learning task 4: Number jumble Bigger thinking for all: Race around the track	Unit 2: Addition and Subtraction Introducing part part-whole situations Launch task: Parts and wholes Learning task 1: Number stories Learning task 2: What is a part? What is a whole? Bigger thinking for all: At the park	Unit 2: Addition and Subtraction Part-part- whole situations for addition Launch task: How many now? Learning task 1: Which is which? Learning task 2: Add some more Bigger thinking for all: How many at the start?	Unit 2: Addition and Subtraction Part-part- whole situations for subtraction Launch task: How many are left? Learning task 1: All gone? Learning task 2: Price reduction Learning task 3: Save or spend? Bigger thinking for all: Addition and subtraction jigsaws	Unit 3: Geometry: Properties of shapes Describe and name cubes, cuboids and spheres Launch task: I have, you have Learning task 1: What am I? Learning task 2: Last shape standing Learning task 3: Shape prints Learning task 4: Feely bags Bigger thinking for all: Construction shape recipes	Unit 3: Geometry: Properties of shapes Use rules to sort cubes, cuboids and spheres Launch task: What is a sphere? Learning task 1: Same or different? Learning task 2: Picture this Learning task 3: Spot the difference Bigger thinking for all: What is special about a cube?	Unit 4: Addition and Subtraction Addition facts Launch task: Animals on the farm Learning task 1: Does it balance? Learning task 2: In the autumn Learning task 3: Ways to make 10 Bigger thinking for all: 1 is a unicycle	Unit 4: Addition and Subtraction Subtraction facts Launch task: Dinosaurs in their caves Learning task 1: How many dinosaurs in the cave? Learning task 2: Missing pieces Learning task 3: Pennies in my pocket Learning task 4: In the orchard Bigger thinking for all: How many are left?	Unit 5: Measurement Describe and compare lengths and heights Launch task: Spot the giant Learning task 1: Line up Learning task 2: Fun and games on the stairs Learning task 3: How far can you throw? Bigger thinking for all: Doubles and halves	Unit 5: Measurement Put events in time order Launch task: A day in the life of Learning task 1: Our school week Learning task 2: A week in the life of Learning task 3: What day is it? Bigger thinking for all: Growing and changing	Unit 6: Multiplication and division Solve equal groups problems practically Launch task: Teddy bears' picnic Learning task 1: Pieces of fruit Learning task 2: What is the same? Learning task 3: Matching towers Bigger thinking for all: Cherry cakes	Unit 6: Multiplication and division Solve sharing or equal groups problems practically Launch task: Pick your own Learning task 1: Packing problems Learning task 2: Sharing problems Learning task 3: Equal towers Bigger thinking for all: Handful of counters	Assessment week
SCIENCE	Seasonal changes Are all leaves the same? Skills: Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. Identifying and classifying.	Human body and senses Is everybody's body the same? Skills: Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. Asking simple questions and recognising that they can be answered in different ways.	Human body and senses How can we explore the world using our sense of touch? Skills: Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. Observing closely, using simple equipment.	Human body and senses What can we hear? Skills: Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. Identifying and classifying.	Human body and senses What smells do we like and dislike? Skills: Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. Gathering and recording data to help in answering questions.	Human body and senses What differences can our tongues taste? Skills: Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. Identifying and classifying.	Seasonal changes Trip to the Walled Garden – Exploring Autumn (Cross curricular links to Geography) Seasonal changes Which animals share our space? Skill: Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Naming and describing materials What material is this? Part 1 Skill: Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Observing closely, using simple equipment. Identifying and classifying.	Naming and describing materials What material is this? Part 2 Skill: Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Observing closely, using simple equipment. Identifying and classifying.	Naming and describing materials Is all paper the same? Skill: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Performing simple tests.	Naming and describing materials Is all fabric the same? Skill: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Observing closely, using simple equipment. Using observations and ideas to suggest answers to questions. Identifying and classifying.	Naming and describing materials How can we group objects made of different materials? Skill: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Distinguish between an object and the material from which it is made. Observing closely, using simple equipment. Identifying and classifying.	Seasonal changes Do all trees shed their leaves? Skills: Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. Identifying and classi	Assessment week

				More ab	• •			ivities for individual lesso es due to weather cond			• •	Able'			
HIMANITIES	GEOGRAPH Y Find out how the seasons are linked with the months of the year. Children will find out how a year is split into the four seasons and how each season lasts for three months. They will learn or recap the months of the year and identify which months belong to which season. They will begin to think about what each season is like.	Find out what the weather is like in autumn. Children will recap when autumn is before using photos to consider what happens in autumn. They will learn about autumn weather and the changes that come about with autumn. Find out what the weather is like in winter. Children will recap when winter is before finding out about the weather in winter. They will think about some of the other	Find out what the weather is like in spring. Children will recap when spring is before looking at what the weather is like in spring. They will find out what effects the spring weather has, such as the birth of baby animals due to warmer and longer days, and the growth of new flowers. Find out what the weather is like in summer. Children will recap when summer is before finding out what the weather is like in summer. They will consider activities associated with summer and how different seasons affect what people can do or wear.	Review knowledge and compare the four seasons. Children will recall the names and months of each of the seasons and identify the characteristics and features of each one. They will use what they have learnt to express their knowledge in a variety of ways using appropriate facts and vocabulary.	Geography – Around the World To locate Europe on a world map and identify some of its countries and features. Children will name and identify the location of each of the seven continents of the world. They will be introduced to Buddy the Bee who sets off on a journey to discover a different country in each continent over the course of the next lessons. Children will identify that France is a country in Europe and identify some of its key features.	To locate Asia on a world map and explore the features and characteristi cs of China. Children will recap where the seven continents are, focusing particularly on Asia. They will identify and describe some of the key features and characteristi cs of China and recognise it as a country in the continent of Asia.	To locate Australia on a world map and identify some of its features and characteristics. Children will recap where the seven continents are, noting that Australia is both the name of a continent and a country within that continent. They will identify and describe some of the key features and characteristics of Australia and express what they have found out in a variety of ways.	To locate Africa on a world map and explore the features and characteristics of Kenya. Children will identify the position of Africa on a world map and identify Kenya as a country within Africa. They will identify and describe some of the key characteristics and features of Kenya, as well as comparing urban and rural life.	Geography – Around the World To locate Europe on a world map and identify some of its countries and features. Children will name and identify the location of each of the seven continents of the world. They will be introduced to Buddy the Bee who sets off on a journey to discover a different country in each continent over the course of the next lessons. Children will identify that France is a country in Europe and identify some of its key features.	To locate Asia on a world map and explore the features and characteristics of China. Children will recap where the seven continents are, focusing particularly on Asia. They will identify and describe some of the key features and characteristics of China and recognise it as a country in the continent of Asia.	To locate Australia on a world map and identify some of its features and characteristics. Children will recap where the seven continents are, noting that Australia is both the name of a continent and a country within that continent. They will identify and describe some of the key features and characteristics of Australia and express what they have found out in a variety of ways.	To locate Africa on a world map and explore the features and characteristi cs of Kenya. Children will identify the position of Africa on a world map and identify Kenya as a country within Africa. They will identify and describe some of the key characteristi cs and features of Kenya, as well as comparing urban and rural life.	To identify North America on a world map and explore the characteristi cs and features of the USA. Children identify the position of the USA on a world map and identify it as a country within North America. They will find out how it is organised into states and identify some of the major landmarks of the country, as well as looking at how 4th July is celebrated.	To locate South America on a world map and explore the features and characteristi cs of Brazil. Children will identify the location of South America on a world map and identify Brazil as a country within this continent. Your class will identify some key landmarks of Brazil before using pictures to identify a variety of geographica I features, such as rivers and mountains.	To locate Antarctica on a world map and identify some of its features and characteristics. Children will identify Antarctica on a world map. They will find out that it has no countries or people living there, apart from researchers. They will explore what these researchers do in Antarctica and find out about some of the animals that live there. They can then recap everything they have learnt about the seven continents and some of the countries within them.

changes
that happen
in winter,
such as
shorter days,
and consider
how weather
affects
human
activity.

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	1a	Lessons 2/3	Lessons 2/3	Lesson 4	Lesson 5	Lesson 5	Lesson 6a	Lesson 6a	Lesson 6b	Lesson 6b	Lesson 7/8	Lesson 7/8	
	Where did the	Where do	Where do	How do	What do	What do	What do	What do	What do	What do	What do you	What do you	
	world come	some people	some people	Jewish	Hindus	Hindus	others	others	others say	others say	think about	think about	
	from?	believe the	believe the	people	believe about	believe about	believe about	believe about	about where	about where	where the	where the	
	Lesson 1	world came	world came	remember	where the	where the	where the	where the	did the world	did the world	world came	world came	
	What are 'Big	from?	from?	the Creation	world came	world came	world came	world came	come from?	come from?	from?	from?	
	Questions'?	story of	story of Genesis	story?	from?	from?	from?	from?	☐ Do you know	□ Do you	Children can	Children can	
	□ Think about a	Genesis	from the	Shabbat;	Hindu belief in	Hindu belief in one	Look at some	Look at some	what scientists	know what	look through	look through	
	big question that	from the	perspective of	□ What is	one Supreme	Supreme Being	other stories and	other stories	think happened	scientists	their Big	their Big	
	nobody	perspective of	Christianity,	special	Being called	called Brahman,	compare- e.g.	and compare-	and how the	think	Questions	Questions	
	knows/can	Christianity,	Islam and	about the	Brahman, and	and that one part of	Iriquois creation	e.g. Iriquois	Earth was	happened	and	and	
	prove the	Islam and	Judaism (they all	Jewish table	that one part of	Him is the Creator,	story, The Maui	creation story,	created?	and how the	responses	responses	
	answer. Make a	Judaism (they	include Genesis	during	Him is the	Brahma.	story of Creation	The Maui story	□ Big Bang	Earth was	from lesson	from lesson	
	list of these	all include	in their	Shabbat?	Creator, Brahma.	☐ Hindu story of	or Greek	of Creation or	theory (in a	created?	one.	one.	
	questions.	Genesis in their	teachings).	How do you	☐ Hindu story of	creation. Talk about	Mythology.	Greek	simplified way)	□ Big Bang	Which	Which	
	Can there be	teachings).	significance:	think the	creation. Talk	Brahma. How many	☐ Talk about	Mythology.	How did the Big	theory (in a	explanation/r	explanation/r	
	many answers to	significance:	why would	items on the	about Brahma.	petals of the Lotus	similarities and	☐ Talk about	Bang happen?	simplified	esponse	esponse	
	ONE question?	why would	someone so	table help	How many	flowers did Brahma	differences.	similarities and	Was it an	way)	inspires you	inspires you	
	Does it matter	someone so powerful need	powerful need to	Jewish	petals of the	use? Why was it	☐ Which words or	differences. Which words	accident?	How did the	the most'?	the most'?	
	that we do not have answers to	to rest?	rest?	people remember	Lotus flowers did	important that Brahma gave senses	ideas are		□ What similar ideas can you	Big Bang	What reasons	What reasons	
	certain	10 1621;		the Creation	Brahma use? Why was it	(touch, sight, sound	common? E.g. earth, water,	or ideas are common? E.g.	notice between	happen? Was it an	can you give	can you give	
	questions? Or			of the world	important that	and movement) to	light, birth	earth, water,	the theory of the	accident?	to try and prove	to try and prove	
	that there are			in Genesis?	Brahma gave	all animals?	9, 5	light, birth	Big Bang and	□ What	that one of	that one of	
	different			The meaning	senses (touch,	☐ Atma - Hindu			other creation	similar ideas	these	these	
	answers? Some			behind the	sight, sound and	belief that there is a			stories? (Note the	can you	explanations/	explanations/	
	religions have			objects at	movement) to all	part of Brahma in all			order of	notice	stories is	stories is	
	tried to answer			the Shabbat	animals?	living things, called			creation and	between the	correct?	correct?	
	some of the			table, e.g	☐ Atma - Hindu	a soul/Atma. What is			development/ev	theory of the	☐ How have	☐ How have	
	questions. In the			white table	belief that there	Ahimsa? Why do			olution in Big	Big Bang and	other artists	other artists	
	next few			cloth for	is a part of	Hindus believe in			Bang: that it	other	expressed	expressed	
	sessions we are			purity, red	Brahma in all	Ahimsa?			started with	creation	their	their	
	going to learn			wine/grape	living things,	What differences are			explosion/light	stories? (Note	responses?	responses?	
	about them and			juice for joy	called a	there between the			etc). Can	the order of	What	What	
	reflect upon			etc. Recreate	soul/Atma. What	stories (with			someone	creation and	gestures or	gestures or	
	them.			a Shabbat	is	Genesis)? Would we			believe in	development	images/colo	images/colo	
				table (or	Ahimsa? Why do	still use some of the			both?	/evolution in	urs or words	urs or words	
				table of	Hindus believe in	same words: 'good',			☐ How may	Big Bang:	are	are	
				interest) in	Ahimsa?	design', 'purpose'?			believing that	that it started	they/could	they/could	
盟				the	What differences	How might belief in			there is no	with	you use?	you use?	
-				classroom, or	are there	Brahma and the			Creator change	explosion/lig	☐ Children	Children	
				draw/label	between the	Atma or Genesis			the way they	ht etc). Can	might want	might want	
				items on	stories (with	affect how a person			treated the	someone	to represent	to represent	
				white 'tablecloths'	Genesis)? Would we still use some	treats animals? Why do many Hindus			environment? What other	believe in both?	their	their	
				around the	of the same	follow a vegetarian			reasons may	☐ How may	responses through art	responses through art	
				classroom.	words: 'good',	diet?			people have for	believing that	or dance,	or dance,	
				□ Why is	design',	dici.			looking after the	there is no	poetry or a	poetry or a	
				family	'purpose'? How				world?	Creator	written	written	
				important?	might belief in					change the	narrative.	narrative.	
				Why is it	Brahma and the					way they	They could	They could	
				important to	Atma or Genesis					treated the	link it to	link it to	
				talk to and	affect how a					environment	dance by	dance by	
				celebrate	person treats					? What other	expressing	expressing	
				with family?	animals? Why					reasons may	the stories of	the stories of	
				Why is it	do many Hindus					people have	creation	creation	
				important to	follow a					for looking	through	through	
				rest?	vegetarian diet?					after the	dance	dance	
				(Think about						world?	movements,	movements,	
				resting AND							e.g.	e.g.	
				reflecting							movement of	movement of	
				after 6 days							fish,	fish,	
				of work). How							animals, light	animals, light	
				might it help us to rest?							etc. This lesson could	etc. This lesson could	
				□ Which							be linked to	be linked to	
				activities are							the unit of	the unit of	
				Jews allowed							Dance in PE	Dance in PE	
				to do on a							where	where	
				Shabbat?							children	children	
				Why do you							could	could	
				think it is							explore the	explore the	
				important for							specific	specific	
				Jewish							movements	movements	
				people to							for animals,	for animals,	
				keep							trees, the	trees, the	
				Shabbat?							Universe and	Universe and	
											so on. What	so on. What	
											inspired you	inspired you	
											or the	or the	

COMPUTING	Non FF	Non FF	Computing systems and networks: Improving mouse skills Logging in To log into a computer and	Non FF	Computing systems and networks: Improving mouse skills	Non FF	Computing systems and networks: Improving mouse skills Drawing shapes To use mouse skills to draw and	Non FF	Online safety Using the internet safely To know what the internet is and how to use it safely	Non FF	Online safety Online emotions To understand different feelings when using the internet	Non FF	reconsider: 'why are there so many stories/expla nations for the world being here'? Does it matter that there are different answers? Online safety Always be kind and considerate To understand how to treat	reconsider: 'why are there so many stories/expla nations for the world being here'? Does it matter that there are different answers?	Online safety Posting and sharing online To understand the importance of being careful about what we
													expressing? You could ask children to present their responses to the rest of class and ask them which Creation story this could be? Why do they think this? Which gestures or sequence made them think this? Children can revisit their thoughts from lesson one to	expressing? You could ask children to present their responses to the rest of class and ask them which Creation story this could be? Why do they think this? Which gestures or sequence made them think this? Children can revisit their thoughts from lesson one to	
													movement? Can you say which Creation story you are	movement? Can you say which Creation story you are	

				1					1					
	<u>Dance</u>	<u>Dance</u>	Dance	<u>Dance</u>	<u>Dance</u>	<u>Dance</u>	<u>Dance</u> Assessment	<u>Fitness</u>	<u>Fitness</u>	Fitness	<u>Fitness</u>	<u>Fitness</u>	<u>Fitness</u>	<u>Fitness</u>
	<u>Unit 1</u>	<u>Unit 1</u>	Unit 1	<u>Unit 1</u>	Unit 2	Unit 2	PE assessment linked to RE	<u>Unit 1</u>	<u>Unit 1</u>	Unit 1		Unit 2	<u>Unit 2</u>	Unit 2
	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 1	Lesson 2	IO RE	Lsson 1	Lesson 2 Warm up	Lesson 3	Unit 2 Lesson 1	Lesson 2	<u>Lesson 3</u>	<u>Lesson 4</u>
	Warm up	Warm up	Warm up	Warm up	Warm up	Warm up		Warm up	Long work out	Warm up		Warm up	Warm up	Warm up
	Jungle	Jungle Game		Teacher	Happy circle			Long work out	Main Work out	Play Simon Says	Warm up	Head	Instruction	Traffic light
	Quicksand	(act out animal)		instruction		Aerobic Warm up		Main Work out	Jumping on		Dead Ants and sky	shoulders, Knees and	game -jogging on	game
	Main Work out	Main Work out	Teacher instruction	Main Work out	Main Work out	Main Work out		-star jumps on the spot for 20	the spot for 30 secs	Main Work Out Focus on strength	divers	Toes song	the spot -stop	Red- freeze
	-create 3 still shapes	-Create 3 actions for		-Create a sequence of	-create	-marching to		secs	Repeat for 6		Main Work out	Main Work out	- Sit down	Amber – jog on the spot
	-add travel within	chosen animal	Main Work out	Mowgli's feelings	movements to fairytales	beats of 8		Repeat for 6	times	-bounce a small ball in front of body	-Jogging on	Repeat last week's	-stand up	Green – sit down
	square)	-create an individual	-Create 3	Skill:	Skill: Learn basic	-perform marching routine		-Sit down/stand	-Sit down/stand up	,	the spot	exercise,	Main Work	Admin Morts and
	Skill: Perform	sequence to perform	actions for chosen animal	Respond to	movements relating to	Skills: Show that they		up for 20 secs	for 20 secs	Repeat for 5 times	-sit down stand up		<u>out</u> 5X – jumping	Main Work out Repeat last
	dance	Skill:	- mirror	different music showing a range	feelings.	have a clear starting and		Repeat 6 times	- step skips	5X – jumping	-frog jumps	Skill:	5X – star	week's exercise,
ш	movements and simple	Express feelings	movement from other	of emotions.		finishing position.		Skill:	Repeat 4 times	5X – star jumps	-star jumps	Discuss how	jimps	
8	routines using simple	of characters through dance	children					Discuss how the	Skill:	5X – step skips	Repeat 4	the body changes	5X – step skips	
	movement patterns		Skill:					body changes during exercise.	Discuss how the body	Repeat for 4	Skill:	during exercise.	Repeat for 3 times	
			Express feelings of					Respond to instructions and	changes during	times		Respond to	iiiies	Skill:
			characters through dance					commands.	exercise.	Skill:	Discuss how the body	instructions and	Skill:	Discuss how
								Describe the benefits of	Respond to instructions	Discuss how the body changes	changes during exercise.	commands.	Discuss how	the body changes
			Respond to instructions					exercise and ways people	and commands.	during exercise.	Respond to	Describe the benefits of	the body changes during	during exercise.
			and commands.					enjoy it	Describe the	Respond to instructions and	instructions and	exercise and ways people enjoy it	exercise.	Respond to instructions
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Make your mark. Kapow FF Lesson 1 Making Waves Draw a self- portrait. Skillis: To look at and learn about types of lines. Looking at the artwork of Bridgit and charcoal in aliferent ways to Make your mark. Kapow FF Lesson 1 Making Waves To explore line And mark making to draw water. Skillis: To look at and learn about position and proportion of the lines to make Make your mark. Kapow FF Lesson 2 Making Waves To explore line And mark making to draw water. Skillis: To look at antist self portaits and learn about position and proportion of the lines to make Make your mark. Kapow FF Lesson 1 Draw a self- portrait. Skillis: To look at antist self portaits and learn about position and proportion of the lines to make Make your mark. Kapow FF Lesson 1 Draw a self- portrait. Skillis: To look at antist self portaits and learn about position and proportion of the hour and proportion of the lines to make Making Waves To explore line and self- portrait. Skillis: To look at antist self portaits and learn about position and proportion of the hour and proportion of the lines to make Making Waves To explore line and self- portrait. Skillis: To look at antist self portaits and learn about position and proportion of the hour and proportion of the hour and proportion of the lines to make Making Waves To explore line and self- portrait. Skillis: To look at antist self portaits and learn about position and proportion of the hour and proportion of the	
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and work to Evaluate my art proportion importance of clear ways. that the shape pen/pencil to wind to turn and adapt models. draw	
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Vocabulary. Vocabulary: net is. observe, lines, changed to Use a range of inside work. Sculpture Christmas draw	
	abulary
horizontal, lines, soft Axle, bridge lightly, firmly, strength and create different axles are dimensional use sliders. Cylin	
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diagonal, cross Cross curricular Structures. Layer different Structures Cross Up, down, Ove	rlap, spiral
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Cross Curricular links: pumpkins and structure that Vocabulary. parts turn in a shapes describe Cross	
	icular
	hs 3D
To be introduced and Hard, soft, rough turbine to the shape	
next year lighthouses. smooth, axle and	
English – Little Red Know what observation, attach them	
Hen stable means. experiment, to the	
Vocabulary. shadow structure of	
Last lessons light and dark my windmill.	
words plus, thick, straight Test that my	
Axle, stable, wiggly, charcoal turbine turns	
unstable, net, in the	
strong, weak. structure and	
alter the	
parts if it	
doesn't. Vocabulary.	
Last lessons	
words plus,	
Axle, stable,	
unstable, net,	
strong, weak.	

WUSIC	Being me in	L 1 Start to understand how to follow verbal and sung cues. To start to feel the beat Start to understand the difference between high and low notes KEEP THEM SINGING, ACTIVE LISTENING Activities and Songs SONGS Soh- Mi Greeting Sing Hello Black Crow Hands In The Air Let's Reach Up High ACTIVITIES Walk To The Drum	Being me in my	L 2 Start to understand how to follow verbal and sung cues. To start to feel the beat using shakers. Start to understand duration; recognising long and short sounds. (aurally and visually) KEEP THEM SINGING, ACTIVE LISTENING Activities and Songs SONGS Soh- Mi Greeting Sing Hello Black Crow Patake ACTIVITIES Take two/one and Pass Some Sounds Are Long Walk To The Drum Carnival of The Animals LISTENING	Being me in	L3 Understand how to follow verbal and sung cues. Start to understand how to show the beat. Start to understand the difference between singing and chanting. KEEP THEM SINGING, ACTIVE LISTENING Activities and Songs SONGS Soh- Mi Greeting Sing Hello Clown Kumala Vista Hands In The Air Patake ACTIVITIES Take Two and Pass Some Sounds Are Long Show Me The Pattern (duration) Carnival of The Animals LISTENING	Assembly (DS)	L4 Start to understand how to maintain the beat Start to understand how to match pitch. Understand how to follow sung and non-verbal cues. KEEP THEM SINGING, ACTIVE LISTENING Activities and Songs SONGS Soh- Mi Greeting Sing Hello Clown Kumala Vista Father William Hands In The Air Clap Stamp Slap Click Patake ACTIVITIES Some Sounds Are Long Take Two and Pass Show Me The Pattern (duration) Peter and The Wolf LISTENING	Celebrating	L5 Understand the difference between singing and speaking Start to understand the difference between high and low notes Start to understand duration; making long and short sounds. KEEP THEM SINGING, ACTIVE LISTENING Activities and Songs SONGS Soh- Mi Greeting Sing Hello Rain Rain Father William Clown Black Crow ACTIVITES Nutcracker Marche Chime bar Game BBC Bitesize Carol of The Bells (Long short short long - glockenspiels) Peter and The Wolf LISTENING	Celebrating	L6 Understand loud and quiet Start to understand how to maintain the beat using instruments (shakers). Start to understand music can be used to tell stories. KEEP THEM SINGING, ACTIVE LISTENING Activities and Songs SONGS Soh- Mi Greeting Sing Hello Rain Rain Five Little Snowmen Fat Father William ACTIVITIES Nutcracker Marche Carol of The Bells (Long short short long - glockenspiels with backing track) Surprise Symphony (loud and quiet) LISTENING Carnival of The Animals/Peter and The Wolf/The Birds/Flight Of Celebrating	Celebrating	Understand loud and quiet Start to understand how to maintain the beat using instruments (glockenspiels) Start to understand music can be used to tell stories. KEEP THEM SINGING, ACTIVE LISTENING Activities and Songs SONGS Soh- Mi Greeting Sing Hello Rain Rain Five Little Snowmen Fat Father William ACTIVITIES Nutcracker Marche Carol of The Bells (Long short short long - glockenspiels with backing track) Surprise Symphony (loud and quiet) LISTENING Carnival of The Animals/Peter and The Wolf/The
PSHE	Help others to feel Welcome Assembly (DS)	Being me in my World Try to make our school community a better place Assembly (DS)	Being me in my World Think about everyone's right to learn Assembly (DS)	Being me in my World Care about other people's feelings Assembly (DS)	Work well with Others Assembly (DS)	Choose to follow the Learning Charter Assembly (DS)	Assembly (DS)	Celebrating Differences: Accept that everyone is different Assembly (DS)	Celebrating Differences: Include others when working and playing Assembly (DS)	Celebrating Differences: Know how to help if someone is being bullied Assembly (DS)	Celebrating Differences: Try to solve Problems Assembly (DS)	Differences: Use kind words Assembly (DS)	Celebrating Differences: Know how to give and receive compliments Assembly (DS)	Celebrating Differences: Assessment