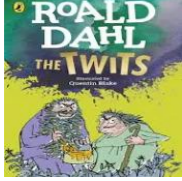
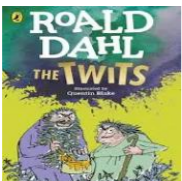
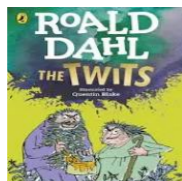







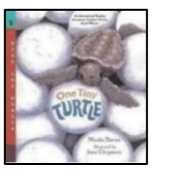
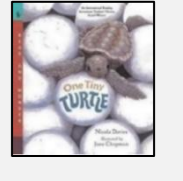




Roe Green Infant School MEDIUM TERM PLANNING 2024-2025 YEAR 2 – Islands in the Sun



		Week 1 21/4/25	Week 2 28/4/25	Week 3 5/5/25	Week 4 12/5/25	Week 5 19/5/25	Week 6 2/6/25	Week 7 9/6/25	Week 8 16/6/25	Week 9 23/6/25	Week 10 30/6/25	Week 11 7/7/25	Week 12 14/7/25
SUMMER	ENGLISH	<p>Key Text: The Twits</p>  <p>Writing: To write a description of Mr Twit (short burst)</p> <p>Skill: Participate in discussion about books, taking turns and listening to what others say</p>	<p>Key Text: The Twits</p>  <p>Writing: (big write) Plan- ingredients, potion making and reaction</p> <p>To write a narrative Mrs Twit makes a stew for Mr Twit and description of reaction Big Write</p> <p>Skill: Writing for different purposes</p> <p>Planning or saying out loud what they are going to write about</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Rereading to check that their writing makes</p> <p>proofreading to check for errors in spelling, grammar and punctuation</p>	<p>Key Text: The Twits</p>  <p>Writing: Letter to PC Plod about the Twits (Short burst)</p> <p>To write a book review</p> <p>Skill: Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p>	<p>Key Text: St Lucia</p>  <p>Writing: Brochure- Look at a variety of brochures, climate, landscapes, food (Link to St Lucia)</p> <p>Skill: Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Expanded noun phrases to describe and specify.</p>	<p>Key Text: St Lucia</p>  <p>Writing: To write a brochure Big Write</p> <p>Writing: Editing and publishing</p> <p>Skill: Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Commas in lists.</p> <p>Expanded noun phrases to describe and specify.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Proofreading to check for errors in spelling, grammar and punctuation</p>	<p>Key Text: Poetry</p>  <p>Writing: Animal poems</p> <p>Skill: Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Key Text: Grandad's Island</p>  <p>Writing: To describe an island</p> <p>Skill: Writing for different purposes</p> <p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Rereading to check that their writing makes sense</p> <p>Proofreading to check for errors in spelling, grammar and punctuation</p>	<p>Key Text: Grandad's Island</p>  <p>Writing: To describe a journey</p> <p>To write a postcard from Grandad to Syd</p> <p>Skill: Writing for different purposes</p> <p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary</p>	<p>Key Text: Grandad's Island</p>  <p>Writing: To write sentence starters</p> <p>To write an adventure story</p> <p>Skill: Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary</p>	<p>Key Text: One Tiny Turtle</p>  <p>Writing: To write questions based on turtles</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Key Text: One Tiny Turtle</p>  <p>Writing: To clarify meanings of words</p> <p>To write the main stages of a turtle's life cycle</p> <p style="color: red;">Sustainability</p> <p>Skill: Discussing and clarifying the meaning of words. Linking new meanings to known vocabulary</p>	<p>Key Text: One Tiny Turtle</p>  <p>Writing: To write a turtle fact file</p> <p style="text-align: center;">NTS Reading Papers</p> <p>Skill: Planning or saying out loud what they are going to write about</p> <p>Encapsulating what they want to say, sentence by sentence</p>

		<p>FF</p> <p>Comprehension: Catch a Little Rhyme</p> <p>Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p>	<p>FF</p> <p>Comprehension: I wonder</p> <p>Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p>	<p>FF</p> <p>Comprehension: Leap Like a Leopard</p> <p>Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and</p>	<p>FF</p> <p>Comprehension: Pupil Book 2 Unit 7 Finding facts Cats</p> <p>Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Answering and asking questions</p>	<p>FF</p> <p>Comprehension: Pupil Book 2 Unit 7 Finding facts Pet cat facts</p> <p>Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Answering and asking questions</p>	<p>FF</p> <p>Comprehension: Pupil Book 2 Unit 9 Understanding information texts Adventure world</p> <p>Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing their favourite words and phrases</p> <p>Answering and asking questions</p>	<p>SPaG: Use expanded noun phrases to describe and specify</p> <p>Subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p>Present tense Contractions – he's</p>	<p>SPaG: Past tense – past and progressive Comparative adjectives – bigger Expanded noun phrases Adverbs Coordination and subordination</p>	<p>SPaG: Past tense – past and progressive</p>	<p>SPaG: Writing questions Have you ever wanted to see breath-taking views?</p>	<p>SPaG: Tenses Coordination and subordination Expanded noun phrases Adverbs</p>	<p>SPaG: For poetry Expanded noun phrases Precise verbs Adverbs</p>	<p>SPaG: Tenses Contractions Expanded noun phrases to describe and specify. Construction – there is/there are You can... Apostrophe for possession</p>	<p>SPaG: Possessive Nouns</p>	<p>SPaG: Tense – past or present? Coordination and subordination Time adverbs Expanded noun phrases Adverbs</p>	<p>SPaG: Formulating questions Compound Nouns Homophones</p>	<p>SPaG: To use a or an correctly before a noun.</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 1 - in join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 2 –ut join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 3 – ve join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 4 – ok join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 5 sh & es joins Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 6 –ri join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 7 – oa join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 8 – ee joins Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 9 – ow join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 10 – ky join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 11 – ha join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 12 – od join Write sentences and rhymes</p>
--	--	---	--	--	--	--	--	---	--	---	--	---	--	---	--	--	---	---	---	--	---	---	---	--	---	--	---	--	--	--

		Phonics: LCP Phase 6 Week 2 Suffix ed	Phonics: LCP Phase 6 Week 3 Past tense irregular	Phonics: LCP Phase 6 Week 4 Verb meaning when ing suffix is added	Phonics: LCP Phase 6 Week 5 How to add ing suffix	Phonics: LCP Phase 6 Week 6 How to add the er suffix	Phonics: LCP Phase 6 Week 7 How to add the er suffix	Phonics: LCP Phase 6 Week 8 How to proof read	Phonics: LCP Phase 6 Week 9 How to ad the est suffix	Phonics: LCP Phase 6 Week 10 Teach contraction using the common exception words	Phonics: LCP Phase 6 Week 11 How to add the s/es suffix as plurals	Phonics: LCP Phase 6 Week 12 Teach spelling guidelines	Phonics: LCP Phase 6 Week 13 Teach spelling guidelines
		Library: Fiction Activity : Whole class shared reading of a fiction text Skill: Predicting what might happen on the basis of what has been read so far	Library: Fiction Activity : Whole class shared reading of a fiction text Skill: Making inferences on the basis of what is being said and done Answering and asking questions	Library: Fiction Activity : Whole class shared reading of a fiction text Skill: Making inferences on the basis of what is being said and done Answering and asking questions	Library: Non-fiction books Compare the features of instructional texts Books linked to St Lucia Skill: Explain and discuss their understanding of books, and other material, both those that they listen to and those that they read for themselves	Library: Non-fiction books Compare the features of non fiction books in pairs . Noting down if it has a contents page, glossary etc. Skill: Being introduced to non-fiction books that are structured in different ways	Library: Non-fiction books Compare the features of non fiction books in pairs . Noting down if it has a contents page, glossary etc. Skill: Being introduced to non-fiction books that are structured in different ways	Library: Poetry linked to animals Skill: continuing to build up a repertoire of poems learnt by heart, appreciating these, and reciting some, with appropriate intonation to make the meaning clear	Library: Fantasy books/ Fiction Activity: Look at the structure/settings of fantasy books Activity: Look at the structure/settings of fantasy books Skill: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Library: Fantasy books/ Fiction Activity: Look at the structure/settings of fantasy books Activity: Look at the structure/settings of fantasy books Skill: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Library: Non-fiction books Compare the features of instructional texts (link to English) Skill: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Library: Non-fiction books Compare the teatures of non fiction books in pairs . Noting down if it has a contents page, glossary etc. Skill: Being introduced to non-fiction books that are structured in different ways	Library: Non-fiction books Link to English . Locate and use books about turtles 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

MATHS	<p>Maths Beat Unit 14 Number and place value</p> <p>Skill: Identify, represent and estimate numbers using different representations, including the number line.</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs.</p>	<p>Maths Beat Unit 15 Measurement Time to five minutes</p> <p>Skill: Compare and sequence intervals of time.</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.</p>	<p>Maths Beat Unit 16 Addition and subtraction</p> <p>Skill: Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>applying their increasing knowledge of mental and written methods.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and ones</p> <p>a 2-digit number and tens</p> <p>two 2-digit numbers</p> <p>adding three 1-digit numbers.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognize the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>Maths Beat Unit 17 Multiplication and division</p> <p>Skill: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>Maths Beat Unit 18 Geometry: position and direction</p> <p>Skill: Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>	<p>Maths Beat Unit 19 Statistics</p> <p>Skill: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.</p>	<p>Maths Beat Unit 20 Fractions</p> <p>Skill: Recognize, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions, for example, $\frac{1}{2}$ of 6 = 3 and recognize the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Maths Beat Unit 21 Addition and subtraction</p> <p>Skill: Solve problems with addition and subtraction:</p> <p>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>applying their increasing knowledge of mental and written methods.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and ones</p> <p>a 2-digit number and tens</p> <p>two 2-digit numbers.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognize and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p>	<p>Maths Beat Unit 22 Multiplication and division</p> <p>Skill: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>Maths Beat Unit 22 Multiplication and division</p> <p>Skill: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>Consolidation and Investigations</p> <p>Skill: Use strategies to solve problems of the day</p> <p>NTS Maths Papers</p>	<p>Consolidation and Investigations</p> <p>Skill: Use strategies to solve problems of the day</p>
	SCIENCE	<p>Module 5 Changing Materials Lesson 1 How can we change the shape of an object? Sustainability</p> <p>Skill: Identifying and classifying Observing Testing</p>	<p>Module 5 Changing Materials Lesson 2 What properties allow a material to be changed?</p> <p>Skill: Identifying and classifying Observing Answering questions</p>	<p>Module 5 Changing Materials Lesson 3 Which material is fit for purpose?</p> <p>Skill: Identifying and classifying Observing Testing</p>	<p>Module 5 Changing Materials Lesson 4 What can pushes and pulls do?</p> <p>Skill: Identifying and classifying Observing Testing</p>	<p>Module 5 Changing Materials Lesson 5 Assessment</p> <p>Skill:</p>	<p>Module 6 Growing healthy plants Lesson 1 How can we care for our plants?</p> <p>Skill: Observing</p>	<p>Module 6 Growing healthy plants Lesson 2 Do mature plants need light?</p> <p>Skill: Performing simple tests</p>	<p>Module 6 Growing healthy plants Lesson 3 Does temperature affect the growth of mature plants?</p> <p>Skill: Pattern seeking Gathering data Answering questions</p>	<p>Module 6 Growing healthy plants Lesson 4 Do mature plants need water?</p> <p>Skill: Performing tests</p>	<p>Module 6 Growing healthy plants Lesson 5 What have we learnt about what mature plants need to grow healthy?</p> <p>Skill: Gathering and recording data to answer questions</p>	<p>Module 6 Growing healthy plants Lesson 6 Assessment</p> <p>Skill:</p>

HUMANITIES	St Lucia Getting There	St Lucia Weather, climate and temperature	St Lucia St Lucia Flag making activity	St Lucia Rainforest and its wildlife Sustainability	St Lucia Compare houses in St Lucia to those in England (Kingsbury)	St Lucia Compare schools in St Lucia to England's	St Lucia Compare fruits and vegetables in St Lucia to those in England (link to science)	St Lucia Quiz				
	Skill: Asking simple geographical questions, e.g. Where is this place? What is it like? How has it changed? Using maps, atlases and globes to identify countries, continents and oceans.	Skill: Identifying some similarities and differences and simple patterns in the environment. Identifying the location of hot and cold areas of the world in relation to the equator and North and South Poles	Skill: Cutting Organising shapes	Skill: Using geographical language to describe human and physical features e.g. rainforest, climate, woodland, forest, wildlife.	Skill: Making simple comparisons between human features of places in different continents	Skill: Making simple comparisons between human features of places in different continents.	Skill: Making simple comparisons between human and physical features of places in different continents.					
	RE	How do we celebrate births? Why is a new baby often celebrated?	How do we celebrate births? What has Brahman got to do with it?	How do we celebrate births? What has Brahman got to do with it?	How do we celebrate births? What has Jesus got to do with it?	How do we celebrate births? Why is a baby being washed in a font?	How do we celebrate births? What promises are made for a baby	How do we celebrate births? How might Muslims show commitment to God during their birth ceremonies?	How do we celebrate births? Why is a name so important? (Sikhism)	How do we celebrate births? How else might people celebrate the birth of new babies?	How do we celebrate births? What promises are made for the baby?	How do we celebrate births? Why is it important to celebrate births?
COMPUTING	Programming 1: Algorithms and debugging Using ScratchJr To explore a new application.	Non FF	Creating an animation To create an animation.	Non FF	Making a musical instrument To use characters as buttons.	Non FF	Data handling: Introduction to data Homes in space To understand how computers can help humans survive in space	Non FF	Space bag To create a digital drawing of essential items for life in space	Non FF	Warmer, colder To understand the role of sensors on the ISS	Non FF

PE	<p>Run Jump throw Unit 1 Lesson 1 Play with a partner to gather objects from around the room Count objects gathered to record a score Be aware of others around when running</p> <p>Skill: Recognise how they work best with their partner.</p> <p>Movement Games: 'Ships', Musical Statues Student Lead; Simon Says,</p> <p>Exercise • In 2 groups choose an Element to Embody. • Within the circle of cones explore the space embodying the Element without touching each other • Every 1 minute the circle shrinks</p> <p>Group feedback- Share one thing you enjoyed and one thing you learned</p>	<p>Run Jump throw Unit 1 Lesson 2 Recognise powerful actions Explore different ways to generate power to start different actions such as running, jumping, hopping, striding</p> <p>Skill: Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p>	<p>Run Jump throw Unit 1 Lesson 3 Participate in obstacle relay Modify movements to adapt to the task, e.g. doing a burpee and then jumping on a box top.</p> <p>Skill: Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p>Movement Games: 'Ships', Simon Says, Indiana Jones, Clap-Respond 35mins</p> <p>Exercise • In 2 groups, build a freezeframe • When music comes on, move embodying an Element • When music stops, create a Freezeframe</p> <p>Group feedback- Share one thing you learned and one thing you enjoyed</p>	<p>Run Jump throw Unit 1 Lesson 4 Participate in three different throwing games Use a variety of different throws according to the game Explore which throws are better for accuracy, which are better for distance and which are better for height</p> <p>Skill: Recognise what is successful and how to use this knowledge.</p> <p>Movement Games: Ships, Cat & Mouse, Stage Game. Student Lead: Simon Says</p> <p>Exercise • As a whole group move together should to shoulder in the space • The person at the 'front' of the mass creates a movement, the rest follow, changing direction creating a new Leader.</p> <p>Group feedback- Share one thing you've learned and one thing you've enjoyed.</p>	<p>Run Jump throw Unit 1 Lesson 5 Copy and repeat actions with accuracy Analyse performance to judge differences in the game at the beginning and end</p> <p>Skill: Recognise what is successful and how to use this knowledge. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Run Jump throw Unit 1 Lesson 6 Perform a variety of static and dynamic balances Identify the difference between a static and dynamic balance Devise own static and dynamic balance sequence</p> <p>Skill: Use static and dynamic balances</p>	<p>Run Jump throw Unit 2 Lesson 7 cooperatively to complete a jumping and throwing task</p> <p>Skill Describe what they have done and what they have seen. Recognise how they work best with their partner.</p> <p>Movement Games: Musical Statues, Cat & Mouse, Stage Game</p> <p>Exercise • In groups of 8. Individually create a 4 move sequence based on an Element of choice. • Each person teach their group members their sequence to copy. • Perform each person's sequence in UNISON.</p> <p>Group feedback- Share one thing you've learned and one thing you've enjoyed.</p>	<p>Run Jump throw Unit 2 Lesson 8 Attempt to throw with accuracy</p> <p>Skill Recognise how they work best with their partner</p>	<p>Run Jump throw Unit 2 Lesson 9 Throw and catch through moving target</p> <p>Skill: Recognise the best ways to score points and stop points being scored.</p> <p>Movement Games: Musical Statues, Cat & Mouse</p> <p>Exercise • Independent creation of 5 movements based on the 5 Elements • One by one enter the circle on cue with the music demonstrating the sequence in SLOWMOTION</p> <p>Group feedback: Share one thing you've learned and one thing you've enjoyed</p>	<p>Run Jump throw Unit 2 Lesson 10 Practise bean bag race.</p> <p>Skill: Participate in team games</p> <p>Sports Day Practice</p>	<p>Run Jump throw Unit 2 Lesson 11 Practise target throw.</p> <p>Skill: Describe what they see and ask to copy others' ideas, skills and tactics.</p> <p>Movement Games: Ships, Simon Says, Stage Game</p> <p>Exercise • All young people stand within the circle • One child steps outside the circle and becomes the 'Conductor' of those in the circle through arm and hand gestures</p> <p>Group feedback: Share one thing you've learned and one thing you've enjoyed</p>	<p>Run Jump throw Unit 2 Lesson 12 Practise Hurdle relay.</p> <p>Skill: Jump for distance and height</p> <p>Sports Day Practice</p>
	ART & DT	<p>ART FF St. Lucia collage.</p> <p>Skill: Develop skills of overlapping and overlaying to create effects Use various collage materials to make a specific picture</p> <p>DT Cooking Binka sampler</p>		<p>DT FF Continue with Binka samplers.</p> <p>SKILLS: Children to develop their skills to securely thread needles and develop stitches.</p> <p>Add finishing to 3D maps if applicable.</p> <p>DT Cooking Class tbc</p>		<p>ART FF St. Lucia collage inspired by a holiday poster. Pupils to complete St. Lucia collage. Add details and further flowers and palm leaves/trees. Use oil pastels. Assemble collage using glue. Skill: DT Binka sampler</p>		<p>ART FF Matisse. French artist</p> <p>DT Cooking Binka sampler Assess progress.</p>		<p>ART Continue Matisse. French artist</p> <p>Skill:</p>	<p>Art: Finishing off art work and sketch book review</p> <p>DT Complete Binka sampler</p>	

	MUSIC	<p>WEEK 1 23/4/2025 Start to understand how to move from note B to A and A to C on recorder. Start to understand how to identify instruments in an orchestra. Understand how to sing and recognise Soh Mi La Do Re notes Start to understand how to read TA and TITI rhythms and rests (TA) Activities and Songs CA Samba Police Car Coming Police Car Going Pineapples Are Juicy. C+R solfege Hot Cross Buns Yoo Hoo (s-m c+r) https://www.bethsnotesplus.com/2015/04/yoo-hoo.html IMPROVISING: What Rhythm Is It? Speak, sing, play. Listen to Flight Of The Bumblebee John Adams: Short Ride in a Fast Machine</p>		<p>WEEK 2 7/5/2025 Start to understand how to play note C and G. Understand how to identify instruments in an orchestra Understand how to sing Soh Mi La Do and Re notes. Understand how to read TA and TITI rhythms. Start to understand what programme music is. Activities and Songs CA Samba Police Car Coming Police Car Going Pineapples Are Juicy. C+R solfege Hot Cross Buns Yoo Hoo (s-m c+r) https://www.bethsnotesplus.com/2015/04/yoo-hoo.html IMPROVISING: What Rhythm Is It? Speak, sing, play. Listen to Flight Of The Bumblebee John Adams: Short Ride in a Fast Machine</p>		<p>WEEK 3 21/5/2025 Start to understand how to read note B and A on the recorder and play D. Understand how to play TA and TITI rhythms on percussion instruments (claves, floor drums) Start to understand how to talk about different elements of music: Tempo, Dynamics, Pitch, Rhythm. Start to understand how to sing a round. Activities and Songs Hot Cross Buns (easy) Police Car Going CA Samba Tango and Cha Cha (sung first) Lemonade (greeting song/game) Bow Wow https://www.bethsnotesplus.com/2011/10/bow-wow-wow.html OR Obwisana https://www.bethsnotesplus.com/2015/10/obwisana.html IMPROVISING Rhythm In A Bag</p> <p>BBC Bitesize What's That Sound? Talking About Music</p> <p>https://www.bbc.co.uk/bitesize/topics/z3xq/articles/zkq WORLD MUSIC Listen to Flight Of The Bumblebee Sun Sundar Sargam - R Esmail Video.</p>		<p>WEEK 4 12/6/2025 Start to understand how to create rhythms. (spoken/written) Understand how to play Soh Mi La Doh, Re notes on glockenspiels. Start to understand how to talk about different elements of music: Tempo, Dynamics, Pitch, Rhythm. Start to understand how to sing independently. (Leading C+R songs) Activities and Songs Hot Cross Buns (easy) Mary Had A Little Lamb/ I See The Moon (sung and played) Lemonade (greeting song/game) Bow Wow https://www.bethsnotesplus.com/2011/10/bow-wow-wow.html OR Obwisana https://www.bethsnotesplus.com/2015/10/obwisana.html IMPROVISING Rhythm In A Bag</p> <p>BBC Bitesize Talking About Music Video. WORLD MUSIC: Sun Sundar Sargam - Reena Esmail</p> <p>Mighty River - Errollyn Wallyn Symphony No 4 - Wynton Marsalis Song of Hiawatha - Samuel Coleridge-Taylor</p>		<p>WEEK 5 26/6/2025 Start to understand how to create and read melodies (solfege and BACG) Start to understand how to use music to tell a story. Start to understand how to sing in two-parts. Understand how to play B, A C G and D on recorder. Activities and Songs Mary Had A Little Lamb/ I See The Moon (sung and played) Lemonade (greeting song/game) Bow Wow https://www.bethsnotesplus.com/2011/10/bow-wow-wow.html OR Obwisana https://www.bethsnotesplus.com/2015/10/obwisana.html BBC Bitesize Music for the stage and screen COMPOSING: written - Rhythm box and/or melody chain.</p> <p>WORLD MUSIC: Gamelan - Indonesia</p> <p>Steel Pan - Jamaica Samba - Brazil</p>		<p>WEEK 6 9/7/2025 Understand how to create a rhythm and tune. Played/sung/written. Understand how to play in an ensemble. Understand how to talk about different elements of music Tempo, Dynamics, Pitch, Rhythm. Understand how to sing independently Activities and Songs Mary Had A Little Lamb/ I See The Moon (sung and played) Lemonade (greeting song/game) Bow Wow https://www.bethsnotesplus.com/2011/10/bow-wow-wow.html OR Obwisana https://www.bethsnotesplus.com/2015/10/obwisana.html BBC Bitesize Music for the stage and screen</p> <p>COMPOSING: written - Rhythm box and/or melody chain. WORLD MUSIC: Gamelan - Indonesia</p> <p>Steel Pan - Jamaica Samba - Brazil READING</p>		
--	-------	--	--	---	--	--	--	---	--	---	--	--	--	--

