

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
	21/4/25	20/4/20	5/5/25	12/3/23	17/3/23	2/6/23	7/0/25	10/0/25	23/8/23	30/8/25	////25	14/7/25
	Key Text: The Twits	Key Text: The Twits	Key Text: The Twits	Key Text: St Lucia	Key Text: St Lucia	Key Text: Poetry	Key Text: Grandad's Island	Key Text: Grandad's Island	Key Text: Grandad's Island	Key Text: One Tiny Turtle	Key Text: One Tiny Turtle	Key Text: One Tiny Turtle
	POALD DAHL THE WITS	* ROALD DAHL THE IWITS	ROALD DAHL THE WITS				GRANDADS	GRANDADS	CRNWDADS ISLAND	Contraction Contra	And the second s	CON TAXA
	Writing: To write a description of Mr Twit	Writing: (big write) Plan- ingredients,	Writing: Letter to PC Plod about the Twits	Writing: Brochure- Look at a variety of brochures,	Writing: To write a brochure Big Write	Writing: Animal poems	Writing: To describe an island	Writing: To describe a journey	Writing: To write sentence starters	Writing: To write questions based on turtles	Writing: To clarify meanings of words	Writing: To write a turtle fact file
	(short burst)	potion making and reaction	(Short burst) To write a book	climate, landscapes, food (Link to St Lucia)	Writing:			To write a postcard from Grandad to Syd	To write an adventure story		To write the main stages of a turtle's life cycle	
		To write a narrative Mrs Twit makes a stew for Mr Twit and description of reaction Big Write	review		Editing and publishing						Sustainability	NTS Reading Papers
SUMMER	Skill: Participate in discussion about books, taking turns and listening to what others say	Skill: Writing for different purposes Planning or saying out loud what they are going to write about Encapsulating what they want to say, sentence by sentence Evaluating their writing with the teacher and other pupils Rereading to check that their writing makes proofreading to check for errors in spelling, grammar and punctuation	Skill: Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence.	Skill: Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence. Expanded noun phrases to describe and specify.	Skill: Writing narratives about personal experiences and those of others (real and fictional). Commas in lists. Expanded noun phrases to describe and specify. Proofreading to check for errors in spelling, grammar and punctuation Evaluating their writing with the teacher and other pupils Proofreading to check for errors in spelling, grammar and punctuation	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 continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Skill: Writing for different purposes Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary Evaluating their writing with the teacher and other pupils Rereading to check that their writing makes sense Proofreading to check for errors in spelling, grammar and punctuation	Skill: Writing for different purposes Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary	Skill: Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary	Skill: Being introduced to non-fiction books that are structured in different ways Discussing the sequence of events in books and how items of information are related Drawing on what they already know or on background information and vocabulary provided by the teacher	Skill: Discussing and clarifying the meaning of words. Linking new meanings to known vocabulary	Skill: Planning or saying out loud what they are going to write about Encapsulating what they want to say, sentence by sentence



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

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 suffix as plur
Library: Fiction Activity : Whole class shared reading of a fiction text	Library: Fiction Activity : Whole class shared reading of a fiction text	Library: Fiction Activity : Whole class shared reading of a fiction text	Library: Non-fiction books Compare the features of instructional texts Books linked to St Lucia	Library: Non-fiction books Compare the teatures of non fiction books in pairs . Noting down if it has a contents page, glossary etc.	Library: Non-fiction books Compare the teatures of non fiction books in pairs . Noting down if it has a contents page, glossary etc.	Library: Poetry linked to animals	Library: Fantasy books/ Fiction Acivity: Look at the structure/settings of fantasy books Acivity: Look at the structure/settings of fantasy books	Library: Fantasy books/ Fiction Acivity: Look at the structure/settings of fantasy books Acivity: Look at the structure/settings of fantasy books	Library: Non-fiction Compare th of instruction (link to Engil
Skill: Predicting what might happen on the basis of what has been read so far	Skill: Making inferences on the basis of what is being said and done Answering and asking questions	Skill: Making inferences on the basis of what is being said and done Answering and asking questions	Skill: Explain and discuss their understanding of books, and other material, both those that they listen to and those that they read for themselves	Skill: Being introduced to non-fiction books that are structured in different ways	Skill: Being introduced to non-fiction books that are structured in different ways	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	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	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	Skill: Explain and understandi books, poer other mater those that th and those th read for the

se 6 1 add the s/es olurals	Phonics: LCP Phase 6 Week 12 Teach spelling guidelines	Phonics: LCP Phase 6 Week 13 Teach spelling guidelines
on books e the features tional texts ngilish)	Library: Non-fiction books Compare the teatures of non fiction books in pairs . Noting down if it has a contents page, glossary etc.	Library: Non-fiction books Link to English . Locate and use books about turtles
and discuss their inding of oems and aterial, both at they listen to se that they themselves	Skill: Being introduced to non- fiction books that are structured in different ways	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

VIDUATION Autors is in the second of the secon		Maths Beat Unit 14 Number and place	Maths Beat Unit 15 Measurement Time	Maths Beat Unit 16 Addition and	Maths Beat Unit 17 Multiplication and	Maths Beat Unit 18 Geometry: position	Maths Beat Unit 19 Statistics	Maths Beat Unit 20 Fractions	Maths Beat Unit 21 Addition and	Maths Beat Unit 22 Multiplication and division	Maths Beat Unit 22 Multiplication and	Consolidation and Investigations	Consolidation and Investigations
Nome Nome <th< td=""><td></td><td>value</td><td>to five minutes</td><td>subtraction</td><td>division</td><td>and direction</td><td></td><td></td><td>subtraction</td><td></td><td>division</td><td></td><td></td></th<>		value	to five minutes	subtraction	division	and direction			subtraction		division		
VP 00 Changing Materials Lesson 1 Changing Materials Lesson 2 Changing Materials Lesson 3 Changing Materials Lesson 3 Changing Materials Lesson 4 Changing Materials Lesson 4 Changing Materials Lesson 3 Changing Materials Lesson 4 Changing Materia	MATHS	Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use <, > and = signs.	Compare and sequence intervals of time. 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.	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and tens two 2-digit numbers adding three 1-digit numbers. 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.	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Order and arrange combinations of mathematical objects in patterns and sequences. 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).	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. 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.	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. Write simple fractions, for example, $\frac{1}{2}$ of $6 =$ 3 and recognize the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and ones a 2-digit number and tens two 2-digit numbers. 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	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Use strategies to solve problems of the day	Skill: Use strategies to solve problems of the day
Classifying Classifying Observing Observing Observing Observing Observing Description	NCE	Changing Materials Lesson 1 How can we change the shape of an object?	Changing Materials Lesson 2 What properties allow a material to be changed?	Changing Materials Lesson 3 Which material is fit	Changing Materials Lesson 4 What can pushes	Changing Materials Lesson 5 Assessment	Growing healthy plants Lesson 1 How can we care for	Growing healthy plants Lesson 2 Do mature plants	Growing healthy plants Lesson 3 Does temperature affect the growth of	Growing healthy plants Lesson 4 Do mature plants need water?	Growing healthy plants Lesson 5 What have we learnt about what mature plants need to grow	Growing healthy plants Lesson 6 Assessment	
Testing Answering questions	SCIEN	Skill: Identifying and classifying	Identifying and classifying Observing	Identifying and classifying	Identifying and classifying	Skill:		Performing simple	Pattern seeking Gathering data		Skill: Gathering and		

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		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				
	HUI	this place? What is it like? How has it changed? Using maps, atlases and globes to identify	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.					
		How do we celebrate births?	How do we celebrate births?	How do we celebrate births?	How do we celebrate births?	How do we celebrate births?	How do we celebrate births?	How do we celebrate births?	How do we celebrate births?	How do we celebrate births?	How do we celebrate births?	How do we celebrate births?	How do we celebrate births?
;	RE	Why is a new baby often celebrated?	What has Brahman got to do with it?	What has Brahman got to do with it?	What has Jesus got to do with it?	Why is a baby being washed in a font?	What promises are made for a baby	How might Muslims show commitment to God during their birth ceremonies?	Why is a name so important? (Sikhism)	How else might people celebrate the birth of new babies?	What promises are made for the baby?	Why is it important to celebrate births?	Assessment Quiz
		Programming 1: Algorithms and debugging	Non FF	Creating an animation	Non FF	Making a musical instrument	Non FF	Data handling: Introduction to data	Non FF	Space bag To create a digital	Non FF	Warmer, colder	Non FF
	COMPUTING	Using ScratchJr To explore a new application.		To create an animation.		To use characters as buttons.		Homes in space To understand how computers can help humans survive in space		drawing of essential items for life in space		sensors on the ISS	

	Unit 1 Lesson 1 Play with a partner to	Unit 1	11					Run Jump throw				Run Jump throw
		1	Unit 1	Unit 1	Unit 1	Unit 1	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2
		Lesson 2 Recognise powerful	Lesson 3 Participate in	Lesson 4 Participate in three	Lesson 5 Copy and repeat	Lesson 6 Perform a variety of	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
	gather objects from	actions	obstacle relay	different throwing	actions with	static and dynamic	cooperatively to	Attempt to throw with	Throw and catch through	Practise bean bag	Practise target throw.	Practise Hurdle relay.
	around the room	Explore different ways	Modify movements to	games	accuracy	balances	complete a jumping	accuracy	moving target	race.		
	Count objects	to generate power to	adapt to the task,	Use a variety of	Analyse performance	Identify the	and throwing task					
	gathered to record a	start different actions	e.g. doing a burpee	different throws	to judge differences	difference between				Smooth Day, Practice	Sports Day Practice	Sports Day Practice
	score Be aware of others	such as running, jumping, hopping,	and then jumping on a box top.	according to the game	in the game at the beginning and end	a static and dynamic balance				Sports Day Practice		
	around when running	striding	a box lop.	Explore which throws	beginning and end	Devise own static						
				are better for		and dynamic						
				accuracy, which are		balance sequence						
	et 111	ol 111	ol 111	better for distance	Skill:							
	Skill: Recognise how they	Skill: Develop balance,	Skill: Develop balance,	and which are better for height	Recognise what is successful and how							
	work best with their	agility and co-	agility and co-	loi neigin	to use this							
	partner.	ordination. of	ordination. of	Skill:	knowledge.	Skill:	Skill		Skill:		Skill:	Skill:
		travelling, stillness,	travelling, stillness,	Recognise what is	Compare their	Use static and	Describe what they	Skill	Recognise the best ways	Skill:	Describe what they see	Jump for distance and height
		jumping, timing,	jumping, timing,	successful and how	performances with	dynamic balances	have done and what	Recognise how they	to score points and stop	Participate in team	and ask to copy others'	
		changing shape, size, direction	changing shape, size, direction	to use this knowledge.	previous ones and demonstrate		they have seen. Recognise how they	work best with their partner	points being scored.	games	ideas, skills and tactics.	
		direction	direction	ki lowieuge.	improvement to		work best with their	pumer				
					achieve their		partner.					
					personal best.							
Ч												
									Movement		Movement	
					Movement		Movement		Games: Musical Statues,		Games: Ships, Simon Says,	
					Games: Ships, Cat &		Games: Musical		Cat		Stage Game	
	Movement Games: 'Ships',		Movement		Mouse, Stage Game. Student		Statues, Cat & Mouse, Stage		& Mouse		Exercise	
	Musical		Games: 'Ships',		Lead:		Game		Exercise		All young people	
	Statues		Simon Says,		Simon Says				Independent		stand within the	
	Student Lead; Simon		Indiana Jones, Clap-				Exercise		creation of 5		circle	
	Says,		Respond		Exercise		• In groups of 8.		movements based		One child steps	
	Exercise		35mins		 As a whole group move together 		Individually create a 4 move sequence		on the 5 Elements • One by one enter		outside the circle and becomes the	
	•In 2 groups choose		Exercise		should to shoulder in		based on an Element		the circle on cue		'Conductor' of those	
	an Element to		 In 2 groups, build a 		the space		of choice.		with the music		in the circle through	
	Embody.		freezeframe		• The person at the		 Each person teach 		demonstrating the		arm and hand	
	Within the circle of		 When music comes 		'front' of the mass		their group members		sequence in		gestures	
	cones explore the		on, move embodying		creates a movement,		their sequence to		SLOWMOTION			
	space embodying the Element without		 an Element When music stops, 		the rest follow, changing direction		• Perform each		Group feedback: Share		Group feedback: Share one	
	touching each other		create a		creating a new		person's sequence in		one		thing you've learned and	
	• Every 1 minute the		Freezeframe		Leader.		UNISON.		thing you've learned and		one thing you've enjoyed	
	circle shrinks								one thing you've enjoyed			
					Group feedback-		Group feedback-					
	Group feedback- Share one thing you		Group feedback- Share one		Share one thing you've learned		Share one thing you've learned					
	enjoyed		thing you learned		and		and					
	and one thing you		and one		one thing you've		one thing you've					
	learned		thing you enjoyed		enjoyed.		enjoyed.		4.97			
	ART FF St. Lucia collage.		DT FF Continue with Binka		ART FF St. Lucia collage		ART FF Matisse. French artist		ART Continue Matisse, French		Art: Finishing off art work and	
	si. Lucia collage.		samplers.		inspired by a holiday		mailsse. riench anist		artist		sketch book review	
			sampion.		poster. Pupils to							
					complete St. Lucia						DT Complete Binka	
	Skill:		SKILLS:		collage.						sampler	
DI	Develop skills of		Children to develop		Add details and further flowers and		DT Cooking					
	overlapping and overlaying to create		their skills to securely thread needles and		palm leaves/trees.		Binka sampler Assess progress.		Skill:			
oŏ L	effects		develop stitches.		Use oil pastels.		rasess progress.		JKII.			
ART	Use various collage				Assemble collage							
4	materials to make a		Add finishing to 3D		using glue.							
	specific picture		maps if applicable.		Skill:							
	DT				DT Binka sampler							
	Cooking		DT Cooking									
	Binka sampler		Class tbc									

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Image: space of the s		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
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Upper Principalis Are (by Comparison Control of the control of the cont		Police Car	Coming	Activities and	Activities and	played)
Julicy. ¹ Phonophera Are Julicy. ¹ Phonophera Are Julicy. ¹ Phonophera Are Julicy. ¹ Phonophera Are Julicy. ¹ Phonophera Are Are Are Are Are Are Are Are Are Are		Coming	Police Car	Songs	Songs	Lemonade
VPD Criticitics (Control Control Contrelectuatine Control Control Contrelectuation Control Control Con		Pineapples Are	Going	Hot Cross Buns	Hot Cross Buns	(greeting
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Visit m.2815/44/yoo- MarkXVXINC; What Raythin is is stadu sing. m.2815/44/yoo- MixXVXINC; What Raythin is is stadu sing. m.2815/44/yoo- MixXVXINC; What Raythin is is stadu sing. m.2815/44/yoo- m.2815/41/06/within is mix thtps://www.bet MixXVXINC; What Raythin is is stadu sing. thtps://ww.bet MixXVXINC; What Raythin is is stadu sing.						-
If # Speak, sing, Dev. Listen to By Dev. Listen to By Dev. Listen to By Dev. By Dev. Listen to By Dev. By Dev. Listen to By Dev. By Dev. Listen to By Dev. By Dev. Listen to By Dev. Dev. Dev. Dev. Dev. Dev. Dev. Dev.	<u>U</u>					
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WEEK 6 9/7/2025 Understand how to create a rhythm and tune. Played/sung/wri tten. 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.bet hsnotesplus.co m/2011/10/bow -wow-wow.html OR Obwisana https://www.bet hsnotesplus.co m/2015/10/obwi sana.html BBC Bitesize Music for the stage and screen COMPOSING: written - Rhythm box and/or melody chain. WORLD MUSIC: Gamelan -Indonesia Steel Pan -Jamaica Samba -Brazil READING

	Relationships	Relationships	Relationships	Relationships	Start to understand	Relationships	Changing Me	Changing Me	Changing Me	Changing Me	Changing Me	Changing Me
	FamiliesIdentify differentmembers of my family,understand myrelationship with eachof them and know whyit is important to shareand cooperate.To accept thateveryone's family isdifferent andunderstand that mostpeople value their	Keeping Safe- Exploring physical contact To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. To know which types of physical contact I like and don't like	Friends and Conflict To identify some of the things that cause conflict with my friends. To demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.	Secrets To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. To know how it feels to be asked to keep a secret I do not want to keep and to know who to talk to about this.	how to play Soh Mi La Doh, Re notes on glockenspiels. Understand how to play TA and TITI rhythms on percussion instruments. Start to understand how to talk about different elements of music: Tempo,	Celebrate my special relationships To express my appreciation for the people in my special relationships. To feel comfortable accepting appreciation from others.	Life Cycles in Nature To recognise cycles of life in nature. To understand that there are some changes that are outside that are outside of my control and to recognise how you feel about this.	Growing from Young to Old To know the nature process of growing from young to old and to understand that this is not in my control. To identify people, I respect who are older than me.	The Changing Me To recognise how my body has changed snice I was a baby and where I am in the continuum from young to old. To feel proud about becoming more independent.	Boys' and Girls' Bodies To recognise the physical differences between boys and girls. Use the correct names for the parts of the body and appreciate some parts of my body are private. To tell you what I like/don't like about being a boy/girl	Assertiveness To understand that there are different types of touch and can tell you which one I like and don't like. To be confident to say what I like and don't like and can ask for help.	Looking Ahead. To identify what I am looking forward to when I move to my next class. To start to think about changes I will make when I am in Year 3 and know how to go about this.
PSHE	family. Skill: Understand that their actions affect themselves and others Consolidate understanding of differences and similarities between people	and can talk about this. Skill: Understand that their actions affect themselves and others Recognise their own and other people's feelings That people's bodies and feelings can be hurt.	Skill: Understand that their actions affect themselves and others Able to empathise with another viewpoint Recognise their own and other people's feelings Voice differences of opinion sensitively and courteously.	Skill: Understand that their actions affect themselves and others The differences between secrets and nice surprises and the importance of not keeping any secrets that makes them feel uncomfortable, anxious or afraid	Dynamics, Pitch, Rhythm. Start to understand how to sing a round. Activities and Sonas Hot Cross Buns (easy) Police Car Going CA Samba Bele Mama Hickety Tickety Jambo Bwana Sansa Kroma Don't Clap This One Back (children lead)	Skill: Understand that their actions affect themselves and others Able to empathise with another viewpoint Recognise their own and other people's feelings Voice differences of opinion sensitively and courteously. That people's bodies and feelings can be hurt. Understands that relationships need to be worked at. Understands there	Skill: Children can make simple choices about some aspects of their health and well- being. (for example the benefits of physical activity, rest, healthy eating and dental care)	Skill: Recognise worth in others and say why someone is special to them Understands what it means to have an active lifestyle and taking responsibility for the choices we make.	Skill: Children can make simple choices about some aspects of their health and well-being. (for example the benefits of physical activity, rest, healthy eating and dental care) Understands what it means to have an active lifestyle and taking responsibility for the choices we make.	Skill: Consider social and moral dilemmas that they come across everyday That people's bodies and feelings can be hurt	Skill: That people's bodies and feelings can be hurt. Understands the importance of keeping ourselves safe and that there are consequences for their actions.	Skill: Make new friends and cope with losing friends Understands the importance of friendships and how to build positive relationships. Contribute to the life of the class and school
	Assembly Good to be me	Assembly Lost	Assembly Physical activity	Assembly Information technology	BBC Bitesize video Dynamics Rhythm Flight Of The Bumblebee	are consequences if the relationship is negative or unsafe. Assembly Time management	Assembly Environment	Assembly Family	Assembly Last half term	Assembly New beginnings Talk about going into Year 3-new teacher new beginning/first impressions	Assembly Summer holidays	Assembly Temptation Buckingham Palace, Changing of the Guard, Picnic in St James' Park
OUT OF SCHOOL TRIPS							Visit Gurdwara (Sikh place of worship)	Theatre Lion King	Theatre Loin King			
IN SCHOOL WORKSHOPS												