







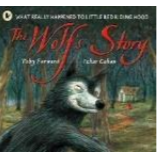

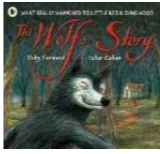



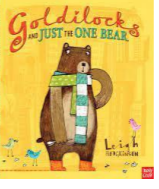



# Roe Green Infant School

## MEDIUM TERM PLANNING 2024-25

### YEAR 2 – Autumn Term Theme Changes



#### SUBJECT SPECIFIC VOCABULARY FOR EACH LESSON WILL BE SHOWN ON THE WEEKLY PLANS

		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 25/11/24	Week 13 2/12/24	Week 14 9/12/24	Week 15 16/12/24
AUTUMN	ENGLISH	<p><b>Key Text:</b> Little Red Riding Hood</p> 	<p><b>Key Text:</b> Little Red Riding Hood</p> 	<p><b>Key Text:</b> Little Red Riding Hood</p> 	<p><b>Key Text:</b> Little Red Riding Hood</p> 	<p><b>Key Text:</b> The Wolf Story</p> 	<p><b>Key Text:</b> The Wolf Story</p> 	<p><b>Key Text:</b> The Wolf Story</p> 	<p><b>Key Text:</b> Goldilocks and just one Bear</p> 	<p><b>Key Text:</b> Instructional Writing</p> 	<p><b>Key Text:</b> Goldilocks and just one Bear</p> 	<p><b>Key Text:</b> Goldilocks and just one Bear</p> 	<p><b>Key Text:</b> Owl who was afraid of the Dark</p> 	<p><b>Key Text:</b> Owl who was afraid of the Dark</p> 	<p><b>Key Text:</b> Assessment Week</p>	<p><b>Key Text:</b> Owl who was afraid of the Dark</p> 
		<p><b>Writing:</b> Read the book Sequence the main events of the story</p> <p><b>Writing:</b> Describe the forest scene. Describe Little Red Riding Hood Write a character description of LRRH</p> <p><b>Skill:</b> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing the sequence of events in books and how items of information are related Recognising simple recurring literary language in stories</p>	<p><b>Writing:</b> Whoosh Activity Oral retell of the story Story map</p> <p><b>Writing:</b> Describe the forest scene. Describe Little Red Riding Hood Write a character description of LRRH</p> <p><b>Skill:</b> Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<p><b>Writing:</b> Whoosh Activity Oral retell of the story Story map</p> <p><b>Writing:</b> Retell the story by changing the ending</p> <p><b>Writing:</b> Whoosh exercise Describe the wolf Wolf comparison with the wolf in the traditional story</p> <p><b>Skill:</b> Expanded noun phrases to describe and specify</p>	<p><b>Writing:</b> Read the story Whoosh exercise Describe the wolf Wolf comparison with the wolf in the traditional story</p> <p><b>Skill:</b> Planning or saying out loud what they are going to write about</p>	<p><b>Writing:</b> To ask questions linked to the text Other types of questions Hot seat LRRH Wolf asks her questions Practice to write a letter from Mr Wolf to LRRH</p> <p><b>Skill:</b> Encapsulating what they want to say, sentence by sentence writing down ideas and/or key words, including new vocabulary Writing for different purposes</p>	<p><b>Writing:</b> To write a letter from the wolf to the woodcutter</p> <p><b>Skill:</b> Encapsulating what they want to say, sentence by sentence writing down ideas and/or key words, including new vocabulary Writing for different purposes</p>	<p><b>Writing:</b> Read the original story of G and the TB To write a poem about the original Goldilocks Read new story</p> <p><b>Skill:</b> Encapsulating what they want to say, sentence by sentence writing for different purposes</p>	<p><b>Writing:</b> Instructional writing: How to make a poppy To write instructions about how to make a poppy</p> <p><b>Skill:</b> Recognise and use sentences with different forms: statement, question, exclamation, command Use the present consistently Writing for different purposes</p>	<p><b>Writing:</b> Whoosh Story map To describe a city setting. To write noun phrases (Bear from GJOB) To write different types of sentences To learn different words for 'said'</p> <p><b>Skill:</b> planning or saying out loud what they are going to write about Writing down ideas and/or key words including new vocabulary</p>	<p><b>Writing:</b> To plan a story To be able to change aspects of the main story (Closed procedure) <b>Big Write:</b> To write the story of Goldilocks and just the one bear with changes</p> <p><b>Skill:</b> Encapsulating what they want to say, sentence by sentence Writing narratives about personal experiences and those of others (real and fictional) Writing about real events</p>	<p><b>Writing:</b> Big Write To compare the hospital before and after Florence Nightingale improved them <b>Letter/Diary extract</b></p> <p><b>Whole Class Reading: The owl who was afraid of the dark (Jill Tomlinson)</b></p> <p><b>Skill:</b> Encapsulating what they want to say, sentence by sentence writing for different purposes Writing narratives about personal experiences and those of others (real and fictional) Writing about real events</p>	<p><b>Writing:</b> Big Write Editing</p> <p><b>Skill:</b> Evaluating their writing with the teacher and other pupils Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently. Proofreading to check for errors in spelling, grammar and punctuation Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p><b>Writing:</b> <b>NTS Assessment</b></p> <p><b>Skill:</b> Read for themselves making inferences on the basis of what is being said and done Answering and asking questions</p>	<p><b>Writing:</b></p>	



			<p><b>Phonics: Bugclub phase 5 unit 13</b> Phoneme /w/ written as 'wh' 'ph'</p>	<p><b>Phonics: Bugclub phase 5 unit 14</b> Phoneme /ai/ written as 'ay' Phoneme /ai/ written as 'a-e' Phoneme /ai/ written as 'eigh' 'ey' 'ei'</p>	<p><b>Phonics: Bugclub phase 5 unit 15</b> Phoneme /ee/ written as 'ea' Phoneme ee/ written as 'e-e' Phoneme /ee/ written as 'ie' 'ey' 'y'</p>	<p><b>Phonics: Bugclub phase 5 unit 16</b> Phoneme /igh/ written as 'ie' Phoneme /igh/ written as 'i-e' Phoneme /igh/ written as 'y' Phoneme /igh/ written as 'i'</p>	<p><b>Phonics: Bugclub phase 5 unit 17</b> Phoneme /oa/ written as 'ow' Phoneme /oa/ written as 'o-e' Phoneme /oa/ written as 'o' and 'oe'</p>	<p><b>Phonics: Bugclub phase 5 unit 18</b> Phoneme long/oo/ written as 'ew' Phoneme long/oo/ written as 'ue' Phoneme long/oo/ written as 'o' and 'u-e' Phoneme short/oo/ written as 'u' and 'oul'</p>	<p><b>Phonics: Bugclub phase 5 unit 19</b> Phoneme /or/ written as 'aw' Phoneme /or/ written as 'au' Phoneme /or/ written as 'al'</p>	<p><b>Phonics: Bugclub phase 5 unit 20</b> Phoneme /ur/ written as 'ir' Phoneme /ur/ written as 'er' Phoneme /ur/ as 'ear'</p>	<p><b>Phonics: Bugclub phase 5 unit 21</b> Phoneme /ow/ written as 'ou' Phoneme /oi/ written as 'oy'</p>	<p><b>Phonics: Bugclub phase 5 unit 22</b> Phoneme /ear/ written as 'ere' and 'eer' Phoneme /air/ written as 'are' and 'ear'</p>	<p><b>Phonics: Bugclub phase 5 unit 23</b> Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Phoneme /c/ written as 'ck' Phoneme /c/ written as 'ch'</p>	<p><b>Phonics: Bugclub phase 5 unit 24</b> Phoneme /s/ written as 'c(e)' c(i)' c(y)' Phoneme /s/ written as 'sc' and st(l)' Phoneme /s/ and /z/ written as 'se'</p>	<p><b>Phonics: Bugclub phase 5 unit 25</b> Phoneme /j/ written as 'g(e)' g(i)' g(y)' Phoneme /j/ written as 'dge'</p>	<p><b>Phonics: Bugclub phase 5 unit 26</b> Phoneme /l/ written as 'le' Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr'</p>
		<p><b>Library:</b> Library Fairy Tales Read, discuss and retell fairy tales</p> <p><b>Skill:</b> Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognising simple recurring literary language in stories and poetry</p>	<p><b>Library:</b> Fairy Tales Compare different fairy tales</p> <p>Read, discuss and retell fairy tales</p> <p><b>Skill:</b> Alternative Fairy Tales Compare alternative tales with their original version</p>	<p><b>Library:</b> Fairy Tales Compare different fairy tales</p> <p><b>Skill:</b> Discussing their favourite words and phrases</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><b>Library:</b> Fairy Tales Compare different fairy tales</p> <p><b>Skill:</b> Discussing their favourite words and phrases</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><b>Library:</b> Alternative Fairy Tales Read alternative fairy tales</p> <p><b>Skill:</b> Discussing the sequence of events in books and how items of information are related</p> <p>Making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p>	<p><b>Library:</b> Alternative Fairy Tales</p> <p>Read alternative fairy tales</p> <p><b>Skill:</b> Discussing the sequence of events in books and how items of information are related</p> <p>Making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read</p>	<p><b>Library:</b> Alternative Fairy Tales</p> <p>Read alternative fairy tales</p> <p><b>Skill:</b> Discussing the sequence of events in books and how items of information are related</p> <p>Making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read</p>	<p><b>Library:</b> Alternative Fairy Tales</p> <p>Read alternative fairy tales</p> <p><b>Skill:</b> Discussing the sequence of events in books and how items of information are related</p> <p>Making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read</p>	<p><b>Library:</b> Alternative Fairy Tales</p> <p>Read alternative fairy tales</p> <p><b>Skill:</b> Discussing the sequence of events in books and how items of information are related</p> <p>Making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read</p>	<p><b>Library:</b> Non-Fiction Significant Figures</p> <p>Shared reading and answering questions about a significant figure</p> <p><b>Skill:</b> Discussing the sequence of events in books and how items of information are related</p> <p>Making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read</p>	<p><b>Library:</b> Alternative Fairy Tales</p> <p>Compare alternative tales with their original version</p> <p><b>Skill:</b> Participate in discussion about books, that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</p>	<p><b>Library:</b> Non-Fiction Significant Figures Research on Florence Nightingale using books</p> <p><b>Skill:</b> Being introduced to non-fiction books that are structured in different ways</p> <p>Explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves</p>	<p><b>Library:</b> Non-Fiction Significant Figures Research on Florence Nightingale using books</p> <p><b>Skill:</b> Being introduced to non-fiction books that are structured in different ways</p> <p>Explain and discuss their understanding of book and other material, both those that they listen to and those that they read for themselves</p>	<p><b>Library:</b> Non-Fiction Significant Figures Link to History</p> <p><b>Skill:</b> Participate in discussion about books &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</p>	

MATHS	Unit 1: Number and Place Value  Skip counting in twos, threes, fives and tens  <b>Skill:</b> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forwards and backwards. Recognize the place value of each digit in a 2-digit number (tens, ones). Identify, represent and estimate numbers using different representations, including the number line. Read and write numbers to at least 100 in numerals and in words.	Unit 1: Number and Place Value  Representing numbers using practical materials  <b>Skill:</b> Recognize the place value of each digit in a 2-digit number (tens, ones). Identify and represent numbers using different representations. Read and write numbers to at least 100 in numerals and in words.	Unit 2: Addition and Subtraction  Representing simple addition and subtraction number sentences  <b>Skill:</b> Add three 1-digit numbers using concrete objects, pictorial representations, and mentally. Add a 2-digit number and ones using concrete objects, pictorial representations, and mentally	Unit 2: Addition and Subtraction  Addition and subtraction within and to 20  <b>Skill:</b> Represent and use number bonds within 20. Recall and use addition and subtraction facts to 20 fluently. 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 solve missing number problems.	Unit 3: Multiplication and Division  Multiplication as repeated addition  <b>Skill:</b> Recall and use multiplication facts for the 2-multiplication table, and begin practising counting in 3s. Recall and use multiplication facts for the 5 and 10 multiplication tables. Recognize odd and even numbers.	Unit 3: Multiplication and Division  Missing number problems  <b>Skill:</b> Recall and use multiplication and division facts for the 2-multiplication table, and begin practising counting in threes. Recall and use multiplication and division facts for the 5 and 10 multiplication tables. Solve problems involving multiplication and division, using materials and arrays, including problems in contexts.	Unit 4: Addition and Subtraction  Reasoning about addition and subtraction in the concrete and the pictorial  <b>Skill:</b> Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	Unit 4: Addition and Subtraction  Reasoning about addition and subtraction in the abstract  <b>Skill:</b> Recognize and use the inverse relationship between addition and subtraction and use this to solve missing number problems.	Unit 5: Fractions Recognizing and finding unit and non-unit fractions  <b>Skill:</b> Recognize, find, name and write fractions $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	Unit 5: Fractions Representing fractions to solve problems  <b>Skill:</b> Write simple fractions, for example $\frac{1}{2}$ of 6 = 3.	Unit 6: Measurement Measuring using non-standard and standard units  <b>Skill:</b> Understand why we need standard units when measuring. Read scales to the nearest appropriate unit.	Unit 6: Measurement Comparing and ordering measurements  <b>Skill:</b> Compare and order lengths, mass, volume/capacity and record the results using $>$ , $<$ and $=$ .	Assessment Week  <b>Skill:</b> Recap strategies to work out problems Show working out	Assessment Week  <b>Skill:</b> Recap strategies to work out problems Show working out
	SCIENCE	<b>Local Habitats</b>  <b>Children observe alive, once alive never been alive</b>  <b>Skill</b> Identifying and classifying	<b>Local Habitats</b>  <b>What lives in my tree?</b>  <b>Skill</b> Identifying and classifying Observing Answering questions	<b>Local Habitats</b>  <b>What animals live in this wooded habitat?</b>  <b>Skill</b> Identifying and classifying Observing Answering questions	<b>Local Habitats</b>  <b>What animals live in this grassy habitat?</b>  <b>Skill</b> Identifying and classifying Observing Answering questions	<b>Local Habitats</b>  <b>What do animals that live in the woods eat?</b>  <b>Skill</b> Identifying and classifying Observing Answering questions	<b>Local Habitats</b>  <b>What do animals that live in a pond eat?</b>  <b>Skill</b> Identifying and classifying Observing Answering questions	assessment	Choosing materials  <b>Is that a good choice of material?</b>  <b>Skill</b> Asking questions Identifying and classifying Gathering and recording data observing	Choosing materials  <b>Which ball bounces the highest?</b>  <b>Skill</b> Asking questions Gathering and recording data Observing Performing tests	Choosing materials  <b>Which material is best for toddlers dungarees?</b>  <b>Skill</b> Asking questions Identifying and classifying Gathering and recording data observing	Choosing materials  <b>Who develops new materials?</b>  <b>Skill</b> Asking questions Identifying and classifying Gathering and recording data observing	<b>assessment</b>	
More able pupils will be challenged through deeper learning activities for individual lessons. See primary science document ' Challenging The More Able'														

<b>HUMANITIES</b>	<p><b>GEOGRAPHY</b> <b>United Kingdom</b></p> <p>To be able to identify the countries and capital cities of the UK.</p> <p><b>Skills:</b> Name locate and identify four countries and capital cities of UK and surrounding seas.</p> <p>Children encouraged to ask simple geographical questions, e.g. Where is this place? What is it like? How has it changed?</p> <p>Investigate their surroundings</p> <p>Make simple comparisons between features of different places.</p> <p>Use maps, atlases and globes to identify the UK and its countries, as well as continents and oceans.</p> <p>Use 4 Compass points N, S, E, W and use directional language</p> <p>Use an infant atlas to locate places</p>	<p><b>GEOGRAPHY</b> <b>United Kingdom</b></p> <p>To name the seas and oceans of the UK.</p> <p><b>Skills:</b> Name locate and identify four countries and capital cities of UK and surrounding seas.</p> <p>Use maps, atlases and globes to identify the UK and its countries, as well as continents and oceans.</p> <p>Use an infant atlas to locate seas and oceans</p>	<p><b>GEOGRAPHY</b> <b>United Kingdom</b></p> <p>To find out about the features and characteristics of the countries.</p> <p><b>Skills:</b> Make simple comparisons between features of different places Name locate and identify four countries and capital cities of UK Show understanding by describing the places and features they study using simple geographical vocabulary, Children encouraged to ask simple geographical questions, e.g. Where is this place? What is it like? How has it changed?</p> <p>Children encouraged to ask simple geographical questions, e.g. Where is this place? What is it like? How has it changed?</p> <p>Make simple comparisons between features of different places.</p> <p>Use aerial photographs and plans to recognise landmarks and human and physical features</p>	<p><b>GEOGRAPHY</b> <b>United Kingdom</b></p> <p>To identify the physical and human features of each country of the UK and its key facts.</p> <p><b>Skills:</b> Name locate and identify four countries and capital cities of UK Show understanding by describing the places and features they study using simple geographical vocabulary, Children encouraged to ask simple geographical questions, e.g. Where is this place? What is it like? How has it changed?</p> <p>Make simple comparisons between features of different places.</p> <p>Use aerial photographs and plans to recognise landmarks and human and physical features</p> <p><b>End of Unit Quiz</b></p>	<p><b>GEOGRAPHY</b> <b>Remembrance</b></p> <p>Think about why we remember things and why we wear poppies.</p> <p>To find out about Armistice and the origins of Remembrance Day.</p> <p><b>Skills:</b> Recognising why people did things and why events happened Identify similarities and differences between ways of life at different times. Observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p><b>HISTORY</b> <b>Remembrance</b></p> <p>To think who we remember on Remembrance Day.</p> <p><b>Skills:</b> Identifying similarities and differences between ways of life at different times. Develop an awareness of the past.</p>	<p><b>HISTORY</b> <b>Remembrance</b></p> <p>To find out what happens on Remembrance Day and why?</p> <p><b>Skills:</b> Recognise why people did things, why events happened and what happened as a result</p>	<p><b>HISTORY</b> <b>Remembrance</b></p> <p>To think about why it is important to remember.</p> <p><b>Skills:</b> Recognise why people did things, why events happened and what happened as a result</p>	<p><b>HISTORY</b> <b>End of Unit Quiz</b></p> <p><b>Skills:</b> Recall information from the unit</p>	<p><b>HISTORY</b> <b>Florence Nightingale</b></p> <p>To find out who Florence Nightingale was and when she lived.</p> <p><b>Skills:</b> Identify differences between ways of life at different times Talk about who was important e.g. in a simple historical content Develop an awareness of the past observe or handle sources to answer questions about the past on the basis of simple observations</p>	<p><b>HISTORY</b> <b>Florence Nightingale</b></p> <p>To know the conditions of hospital in Scutari when Florence Nightingale got there.</p> <p><b>Skills:</b> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times</p>	<p><b>HISTORY</b> <b>Florence Nightingale</b></p> <p>To find out how Florence Nightingale improved the conditions at the Scutari hospital</p> <p><b>Skills:</b> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times</p>	<p><b>HISTORY</b> <b>Florence Nightingale</b></p> <p>To order events in the life of Florence Nightingale.</p> <p><b>Skills:</b> <b>chronology-</b> Sequencing photographs from different periods of her life Using common words and phrases relating to the passing of time</p>	<p><b>HISTORY</b> <b>Florence Nightingale</b></p> <p>To identify similarities and differences between medical care now and in the Victorian times.</p> <p><b>Skills:</b> what happened as a result of a significant individual</p>	<p><b>End of Unit Quiz</b></p> <p><b>Skills:</b> Recall information from the unit</p>
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	RE		<p>What Do Muslims believe about God?</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p> <p><b>Assembly Caring for Each Other</b> To consider who we care for and who cares for us</p>	<p>Why do Muslims pray?</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p> <p><b>Assembly Caring for Each Other</b> To understand and respond to the practices of some traditions which express beliefs and promote caring for others</p>	<p>The Five Pillars</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p> <p><b>Assembly Caring for Each Other</b> To respond to stories from some traditions which express ways of caring for others</p>	<p>The use of symbols - What's the hidden meaning?</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p> <p><b>Assembly Harvest</b> To know why Christians, celebrate Harvest</p>	<p>Why is headwear important? (Jewish faith)</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p> <p><b>Assembly Caring for Each Other</b> To reflect on the effects of not caring for others</p>	<p>Can you wear your heart on your sleeve, or head? (Jewish faith)</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p> <p><b>Assembly Light</b> Diwali Hindu festival of Light</p>	<p>How can we tell Jesus is special from the Easter story?</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p> <p><b>Assembly Light</b> To consider the qualities and effects of light and darkness</p>	<p>Why is light used as a symbol for Jesus?</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p> <p><b>Assembly Light</b> To reflect on the changing seasons from autumn to winter and winter to spring</p>	<p>Why is light used as a symbol for Jesus?</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p> <p><b>Assembly Light</b> To become aware that some traditions have festivals which relate to seasonal change of light</p>	<p>Why are their different crosses and crucifixes?</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p> <p><b>Assembly Light</b> To know about and respond to some ways that light and fire play an important part in the teachings and practices of many religions</p>	<p>Is God the same in all religions?</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p> <p><b>Assembly Light</b> To understand how light is often used to symbolise positive values e.g. good, truth, wisdom etc.</p>	<p>How can what we wear show what some believe God is like?</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p> <p><b>Assembly Light</b> To reflect on what brings 'light' into their own lives</p>	<p><b>End of Unit Quiz</b></p> <p><b>Assembly Light</b> Christmas story</p>
		COMPUTING	<p><b>Non FF</b></p> <p>Computing systems and networks 1:</p> <p>What is a computer?</p> <p>Computer parts</p> <p>To recognise the parts of a computer</p>	<p><b>Non FF</b></p> <p>Computing systems and networks 1:</p> <p>What is a computer?</p> <p>Inputs</p> <p>To recognise how technology is controlled</p>	<p><b>Non FF</b></p> <p>Computing systems and networks 1:</p> <p>What is a computer?</p> <p>Technology safari</p> <p>To recognise technology</p>	<p><b>Non FF</b></p> <p>Online Safety</p> <p>What happens when I post online?</p> <p>I know what happens to information posted online</p>	<p><b>Non FF</b></p> <p>Online Safety</p> <p>How do I keep my things safe online?</p> <p>To know how to keep things safe and private online</p>	<p><b>Non FF</b></p> <p>Online Safety</p> <p>Who should I ask?</p> <p>To explain what should be done before sharing information online</p>	<p><b>Non FF</b></p> <p>Online Safety</p> <p>It's my choice</p> <p>To explain why I have the right to say no and deny permission</p>						

<p><b>Gymnastics FF Unit 1 Lesson 1</b> Use prior learning to create a 4-element sequence Combine balance, rolling, jumping, rocking and spinning  Perform using a recognised start and finish shape</p> <p><b>Skill:</b> Develop short sequences on their own.</p> <p>Have a clear start, middle and end.</p> <p>Form simple sequences of different actions using floor and apparatus.</p> <p>Use imagination to find different ways of using apparatus.</p> <p><b>Dance Unit 1 Lesson 1FF</b> Explore the whole movements for performance  Body actions to create linked shapes and balances  Apply the idea of a theme to a dance  Compose a dance phrase which responds to the visual stimulus</p> <p><b>Skill:</b> Remember and repeat simple</p>	<p><b>Gymnastics FF Unit 1 Lesson 2</b> Recognise how to create power in jumps  Participate in strength challenges (squat challenge, jumping distance and endurance challenge)  Show ways to jump with power and control</p> <p><b>Skill:</b> Develop balance, agility and co-ordination. of travelling, jumping, timing, changing shape, size, direction</p>	<p><b>Gymnastics FF Unit 1 Lesson 3</b> Define how gymnastic elements can link smoothly and continuously  Explore transitions between elements  Compare linking movements that improve a performance</p> <p><b>Skill:</b> Develop short sequences on their own.</p> <p>Have a clear start, middle and end.</p> <p>Describe what they have done and what they have seen.</p> <p><b>Dance Unit 1 Lesson 3 FF</b> Create a sequence of movements for performance with starting and finishing positions  Demonstrate comprehension of the story through dance  Work cooperatively to improve and adapt sequence</p> <p><b>Skill:</b> Remember and repeat simple dance phrases.</p>	<p><b>Gymnastics FF Unit 1 Lesson 4</b> Define in simple terms flexibility  Demonstrate in shapes their full range of flexibility  Choose, adapt and perform shapes at different levels</p> <p><b>Skill:</b> Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p>Describe what they have done and what they have seen.</p>	<p><b>Gymnastics FF Unit 1 Lesson 5</b> Perform various travel movements at different speeds  Identify suitable speeds for different types of travel  Show how these speeds apply to different moves in a sequence</p> <p><b>Skill:</b> Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p>Describe what they have done and what they have seen.</p> <p><b>Dance Unit 1 Lesson 2 FF Lesson 3 FF</b> Create a duet based on the relationship between the penguin and the snowman  Explore, unison, levels and cannon within the choreography  Discuss how others could develop their performances</p> <p><b>Skill:</b> Perform dance in duets and formations</p> <p>Evaluate and improve a dance</p>	<p><b>Gymnastics FF Unit 1 Lesson 6</b> Choose and apply to a simple sequence element from unit 1  Perform a sequence of between 4 and 6 elements  Select appropriate elements to get maximum points</p> <p><b>Skill:</b> Develop short sequences on their own.</p> <p>Have a clear focus when watching others perform.</p> <p>Say when a movement or skill is performed well (aesthetic appreciation)</p> <p>Describe what they have done and what they have seen.</p> <p>Use simple gymnastics scoring and judging</p> <p>Remember and repeat simple dance phrases.</p>	<p><b>Gymnastics FF Unit 1 Lesson 4</b> Define in simple terms flexibility  Demonstrate in shapes their full range of flexibility  Choose, adapt and perform shapes at different levels</p> <p><b>Skill:</b> Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p>Describe what they have done and what they have seen.</p> <p><b>Dance Unit 1 Lesson 4 FF</b> Explore the theme of Penguin Small's adventure  Create a short dance solo which demonstrates changes in direction and speed</p> <p><b>Skill:</b> Evaluate and improve a dance performance by recording and viewing their rehearsals.</p> <p>Identify and describe good-</p>	<p><b>Gymnastics FF Unit 2 Lesson 8</b> Identify which muscles they are using in their core to control movement  Copy and repeat arch and dish shapes  Work collaboratively to move a hoop along a line of rolling children</p> <p><b>Skill:</b> Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p>Describe what they have done and what they have seen.</p>	<p><b>Gymnastics FF Unit 2 Lesson 9</b> With a partner, make as many bridges and tunnels as they can with body control  Travel over, under and through your partner's shapes in a variety of ways (sliding, jumping, rolling, etc.)  Introduce back support and crab actions</p> <p><b>Skill:</b> Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p>Describe what they have done and what they have seen</p> <p>Form simple sequences of different actions using floor and apparatus.</p> <p>Change the speed, level and direction of movements</p> <p><b>Skill:</b> Remember and repeat simple dance phrases.</p>	<p><b>Gymnastics FF Unit 2 Lesson 10</b> Introduce frog jump and L-sit Play a variety of competitive games using leapfrog jumps Refine leap from movements</p> <p><b>Skill:</b> participate in team games,</p> <p>Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direct</p>	<p><b>Gymnastics FF Unit 2 Lesson 11</b> Demonstrate distance and control in broad jump  Accurately replicate pike and use in short sequence  Link previous learning to transition elements</p> <p><b>Skill:</b> Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p>Develop short sequences on their own.</p> <p>Form simple sequences of different actions using floor and apparatus.</p> <p>Describe what they have done</p> <p>and movement Evaluate and improve a dance performance by recording and viewing their rehearsals</p> <p>Explore formations through the dance sequence</p> <p>Perform dance phrases that express ideas and feelings</p> <p><b>Skill:</b> Perform dance in</p>	<p><b>Gymnastics FF Unit 2 Lesson 12</b> Combine all ten elements of the Unit 2 body management in order  Refine and develop routine to ensure it is aesthetically pleasing  Perform with rhythm and control</p> <p><b>Skill:</b> Develop short sequences on their own. Form simple sequences of different actions using floor and apparatus. Have a clear focus when watching others perform. Say when a movement or skill is performed well (aesthetic appreciation). Describe what they have done</p> <p><b>Dance Unit 2 Lesson 7 FF</b> Pupils can perform short dances reflecting different emotions and moods  Able to say what actions define contrasting emotions  Able to identify in others &amp; themselves dynamics within the dance</p> <p><b>Skill:</b> Remember and</p>
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