

## Roe Green Infant School MEDIUM TERM PLANNING 2024-25



## YEAR 2 – Autumn Term Theme Changes

					CT SPECIFIC VO										
	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
	Key Text: Little Red Riding Hood	Key Text: Little Red Riding Hood	Key Text: Little Red Riding Hood  Linte Red Riding Hood	Key Text: Little Red Riding Hood  Linte Red Riding Hood	Key Text: Wolf Story  Out the management of the Care Care Care Care Care Care Care Car	Key Text: The Wolf Story	Key Text: The Wolf Story  O rest to a read of Story little back and the first form of the case.	Key Text: Goldilocks and just one Bear	Key Text: Instructional Writing	Key Text: Goldilocks and just one Bear  Goldilock  Gold	Key Text: Goldilocks and just one Bear  Goldilock  Goldilock  JUST HOWE BEARS  Little  Little	Key Text: Owl who was afraid of the Dark  Jill Tomlinson  We Owl	Key Text: Owl who was afraid of the Dark  Jill Tomlinson The Owl	Key Text: Assessment Week	Key Text: Owl who was afraic of the Dai
	Writing: Read the book Sequence the main events of the story	Writing: Describe the forest scene.  Describe Little Red Riding Hood  Write a character description of LRRH	Writing: Whoosh Activity Oral retell of the story Story map	Writing: Retell the story by changing the ending	Writing: Read the story Whoosh exercise Describe the wolf Wolf comparison with the wolf in the traditional story  Skill: Expanded noun phrases to describe and specify	Writing: 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	Writing: Big Write: To write a letter from the wolf to the woodcutter  Skill: Encapsulating what they want to say, sentence by sentence	Writing: Read the orginal story of G and the TB  To write a poem about the orignal Goldilocks Read new story	Instructional writing: How to make a poppy  To write instructions about how to make a poppy	Writing: Whoosh Story map To describe a city setting. To write noun phrases (Bear fronm GJOB) To write different types of sentences	Writing: To plan a story To be able to change aspects of the main story (Closed procedure) Big Write: To write the story of Goldilocks and just the one bear with changes	Writing: Big Write To compare the hospital before and after Florence Nightingale improved them Letter/Diary extract  Whole Class Reading: The owl who was afraid of the dark (Jill Tomlinson)	Writing: Big Write Editing	Writing: NTS Assessment	Writing:
AUTUMN	Skill: 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	Skill: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Skill: Planning or saying out loud what they are going to write about  Encapsulating what they want to say, sentence by sentence  writing down ideas and/or key words, including new vocabulary	Skill: Discussing the sequence of events in books and how items of information are related  Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  Discussing the sequence of events in books		Skill: Planning or saying out loud what they are going to write about  Encapsulating what they want to say, sentence by sentence  writing down ideas and/or key words, including new vocabulary  Writing for different purposes	Writing for different purposes	Skill: writing poetry writing for different purposes	Skill: Recognise and use sentences with different forms: statement, question, exclamation, command Use the present consistently Writing for different purposes	To learn different words for 'said'  Skill: planning or saying out loud what they are going to write about  Writing down ideas and/or key words including new vocabulary	Skill: 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	Skill: 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	Skill: 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	Skill: Read for themselves making inferences on the basis of what is being said and done  Answering and asking questions	

	FF Week	Nelson Comprehension Pupil Book 2 Unit 3 Traditional tales Little Red Riding Hood	FF Week	Comprehension: Nelson Comprehension Pupil Book 2 Unit 3 Traditional tales Little Red Riding Hood Heather Amery version	FF Week	Comprehension:	FF Week	Comprehension: Nelson Comprehension Pupil Book 2 Unit 2 Instructions Making butter, making poppies	FF Week	Comprehension: The Christmas Truce	FF Week	Comprehension: Florence Nightingale	NTS Assessment
		Skill:  Answering and asking questions  Read for themselves making inferences on the basis of what is being said and done		Skill: Answering and asking questions  Read for themselves making inferences on the basis of what is being said and done		Skill:  Answering and asking questions Read for themselves making inferences on the basis of what is being said and done		making poppies  Skill: Being introduced to non-fiction books that are structured in different ways  Answering and asking questions		Skill:  Answering and asking questions Read for themselves making inferences on the basis of what is being said and done			Skill:  Answering and asking questions Read for themselves making inferences on the basis of what is being said and done
SPaG: Revisit the concept of a sentence.	SPaG: Present tense of verb to be/have Single-clause sentences Full stop/capital letters Present tense of verb 'to be/to have' (3rd person singular) Adjectives She is tall/ she has black hair Pronouns it/she	SPaG: Verbs – past tense -ed suffix (to retell the story)	SPaG: Past simple tense Adjectives Coordination to join clauses (and) Time adverbs (then, later) Pronouns Exclamation sentences – what big ears you have!	SPaG: Present tense (including negative sentences) for when they compare the wolf He has/he doesn't have He likes/he doesn't like Coordinating conjunctions and/but Pronouns Adjectives/expanded noun phrases LA single clause sentences. Use pronoun – He Synonyms for wolf eg creature, beast, animal Sentences to compare using "but" HA use 'whereas, but' Practise is/have Are/have	SPaG: Sentence types – questions + punctuation  How to formulate questions Are you? Do you like? Why do you?	SPaG: Past tense Possibly in negative sentences eg I didn't eat I didn't want  Make lists of regular/irregular verbs past tense ed Identify from book practise sentences using these verbs	SPaG: You might need to put in something on nouns and adjectives which I took out of week 5 Noun phrase – determiner + adjective + noun	SPaG: Imperative Verbs Command form Time adverbs – first, next Coordination - and	SPaG: Present tense Constructions – there is/there are Adjectives Noun phrases Determiners a/an Prepositions – in/on/under/next to	SPaG: Past simple tense Past progressive (He was walking) Adjectives and noun phrases Coordination to join clauses (and) Time adverbs (then, later) Pronouns	SPaG: Past simple tense Adjectives Comparative - er suffix (cleaner) Coordination (and/but) Time adverbs (then, later) Pronouns	SPaG:	SPaG:
Handwriting: Practice writing numbers in words	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 1 - in join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 2 - ut join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 3 - ve join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 4 - ok join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 5 – sh and es join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 6 - ri join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 7 - oa join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 8 - ee join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 9 - ow join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 10 - ky join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit – Catch up	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit - Catch up	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit - Catch up

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

Unit 1: Number and Place Value  Skip counting in twos, threes, fives and tens	Unit 1: Number and Place Value Representing numbers using practical materials	Unit 2: Addition and Subtraction Representing simple addition and subtraction number sentences	Unit 2: Addition and Subtraction Addition and subtraction within and to 20	Unit 3: Multiplication and Division Multiplication as repeated addition	Unit 3: Multiplication and Division Missing number problems	Unit 4: Addition and Subtraction Reasoning about addition and subtraction in the concrete and the pictorial	Unit 4: Addition and Subtraction Reasoning about addition and subtraction in the abstract	Unit 5: Fractions Recognizing and finding unit and non-unit fractions	Unit 5: Fractions Representing fractions to solve problems	Unit 6: Measurement Measuring using non-standard and standard units	Unit 6: Measurement Comparing and ordering measurements	Assessment Week	Assessmer Week
Skill: 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.	Skill:  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.	Skill: 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	Skill: 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.	Skill: 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.	Skill: 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.	Skill: Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	Skill: Recognize and use the inverse relationship between addition and subtraction and use this to solve missing number problems.	Skill:  Recognize, find, name and write fractions 1/4, 1/2 and 3/4 of a length, shape, set of objects or quantity	Skill: Write simple fractions, for example ½ of 6 = 3.	Skill: Understand why we need standard units when measuring. Read scales to the nearest appropriate unit.	Skill: Compare and order lengths, mass, volume/capac ity and record the results using >, < and =.	Skill: Recap strategies to work out problems Show working out	Skill: Recap strategies work out problems Show working o
Local Habitats	Local Habitats	Local Habitats	Local Habitats	Local Habitats	Local Habitats	assessment	Choosing materials	Choosing	Choosing	Choosing materials	assessment		
Children observe alive, once alive never been alive	What lives in my tree?	What animals live in this wooded habitat?	What animals live in this grassy habitat?	What do animals that live in the woods eat?	What do animals that live in a pond eat?		Is that a good choice of material?	Which ball	Which material is	Who develops new materials?			
Skill	Skill	Skill	Skill	Skill	Skill			highest?	dungarees?	Skill			
	Identifying and	Identifying and	Identifying and	Identifying and	Identifying and		Skill	Skill	Skill	Asking questions			
,9				1			Asking questions	Asking questions	Asking questions	I - '			
	Observing						Identifying and	Gathering and	Identifying and	classifying			
	Answering	Answering questions	Answering questions	Answering questions	Answering questions					Gathering and			
	questions	9003110113		9003110113	9003110113		Gathering and recording data	Observing	Gathering and recording data	recording data			1
		1	1	1	1	1	<ul> <li>recording data</li> </ul>	Performing tests	recording data	observing	1	1	1
	Skip counting in twos, threes, fives and tens  Skill: 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.  Local Habitats  Children observe alive, once alive never been alive	Place Value  Skip counting in twos, threes, fives and tens  Skill: 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.  Local Habitats  Children observe alive, once alive never been alive  Skill Identifying and classifying  Place Value Representing numbers using numbers using different represent digit in a 2-digit number (tens, ones). Identify and represent and estimate numbers using different representations. Read and write numbers to at least 100 in numerals and in words.  Local Habitats  Children observe alive, once alive never been alive  Skill Identifying and classifying Observing Answering	Skill: 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 using different represent and estimate numbers using different representations, including the number to at least 100 in numerals and in words.  Local Habitats Children observe alive, once alive never been alive Skill lentifying and classifying Skill subtraction Representing numbers using simple addition and subtraction number sentences  Skill: Add three 1-digit numbers using to be each digit in a 2-digit number do pose to be each digit in a 2-digit number unumber using different representations. Read and write numbers to at least 100 in numerals and in words.  Local Habitats Children observe alive, once alive never been alive Skill Identifying and classifying Observing Answering  Place Value Representing numbers using simple addition and subtraction number sentences  Skill: Add three 1-digit numbers using concrete objects, pictorial representations, and mentally. Add a 2-digit number and ones using concrete numbers to at least 100 in numerals and in words.  Local Habitats Children observe alive, once alive never been alive  Skill Identifying and classifying Observing Answering	Place Value  Skip counting in twos, threes, fives and tens  Skill:  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.  Skill Coal Habitats  Children observe alive, once alive never been alive  Skill Identifying and classifying  Observing  Answering  Addition and Subtraction Addition and subtraction and subt	Place Value  Skip counting in twos, fhrees, fives and tens  Skill:  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 infiltrent representations, including the numbers to a least 100 in numerals and in words.  Local Habitats  Children observe alive, one ce alive never been alive?  Skill:  Children observe alive, one ce alive never been alive?  Skill:  Addition and Subtraction within and subtraction and subtraction and subtraction facts for numbers using content to 20 fluentity. Show that addition and subtraction facts for numbers using content to 20 fluentity. Show that addition of any order (commutative) and subtraction facts for number and representations, including the numbers to at least 100 in numerals and in words.  Local Habitats  Children observe alive, once alive never been alive?  Skill is able to the content of the state o	Place Value  Skip counting in twos, threes, five and tens  Skill:  Court 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), leantify and episcent numbers using different numbers using different representations, including the least 100 in numerals and in words.  Local Habitats  Charles National Counting and classifying and policy and tens and t	Skip counting in how, threes, fives and tens  Skill: Count in deps of 2, 3, and 5 ham 0, and in tens from any number, flowands and bockwards, Recognize the place value of each digit in a 2-digit number (lens, ones), Identify, represent and estimate numbers using different numbers using different representations, including the numbers to at least 100 in numerals and in words.  Local Habitats  Children Observing Acrowering and Classifying and classifying and classifying of Deserving Observing Arnwering and revening and classifying of Deserving Observing Arnwering and revening and classifying and classifying of Deserving Observing Arnwering and revening and processing subtraction and Subtraction	Place Value  Skip counting in Next, threat, five and tens or 1 count in steps of 2, 3 and 5 from 3 and 5 from 2, 3 and 5 from 4 and 5	Place Value  Skip counting in vivos heros, fivos ord tens from any formatics.  Skill:  Count in steps of 2, 3, and 5 from 1, on an it are steps and backwards, Recognize the place value of each digit in 2-digit number (flers, ones), eligible represent and estimate numbers using different representations, including the methods on the local tool in numerics and in vivos.  Local Kabillati  Local Kabillati  Children observe dilv, one cellule and without local in vivos to local tipo in numerics and in vivos.  Local Kabillati  Local K	Morae Value  Sign causting in No grounding on the first of the first o	State counting in the control of the	Place Volume from the part of	State County of the control of the control of the county o

	GEOGRAPHY United Kingdom	GEOGRAPHY United Kingdom	GEOGRAPHY United Kingdom	GEOGRAPHY United Kingdom	GEOGRAPHY Remembrance	HISTORY Remembrance	HISTORY Remembrance	HISTORY Remembrance	HISTORY End of Unit Quiz	HISTORY Florence	HISTORY Florence	HISTORY Florence	HISTORY Florence	HISTORY Florence	End of Uni
	To be able to identify the countries and capital cities of the UK.	To name the seas and oceans of the UK.	To find out about the features and characteristics of the countries.	To identify the physical and human features of each country of the UK and its key facts.	Think about why we remember things and why we wear poppies.  To find out about Armistice and the origins of Remembrance Day.	To think who we remember on Remembrance Day.	To find out what happens on Remembrance Day and why?	Remembrance To think about why it is important to remember.		Nightingale To find out who Florence Nightingale was and when she lived.	Nightingale  To know the conditions of hospital in Scutari when Florence Nightingale got there.	Nightingale To find out how Florence Nightingale improved the conditions at the Scutari hospital	Nightingale  To order events in the life of Florence Nightingale.	Nightingale To identify similarities and differences between medical care now and in the Victorian times.	<b>Q</b> 012
HUMANITIES	Skills: Name locate and identify four countries and capital cities of UK and surrounding seas.  Children encouraged to ask simple geographical questions, e.g. Where is this place? What is it like? How has it changed?  Investigate their surroundings  Make simple comparisons between features of different places.  Use maps, atlases and globes to identify the UK and its countries, continents and oceans. Use 4 Compass points N, S, E, W and use directional language  Use an infant atlas to locate places	Skills: Name locate and identify four countries and capital cities of UK and surrounding seas.  Use maps, atlases and globes to identify the UK and its countries, as well as continents and oceans.  Use an infant atlas to locate seas and oceans	Skills:  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? Make simple comparisons between features of different places.  Use aerial photographs and plans to recognise landmarks and human and physical features	Skills:  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?  Make simple comparisons between features of different places.  Use aerial photographs and plans to recognise landmarks and human and physical features  End of Unit Quiz	Skills: 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.	Skills: Identifying similarities and differences between ways of life at different times.  Develop an awareness of the past.	Skills: Recognise why people did things, why events happened and what happened as a result	Skills: Recognise why people did things, why events happened and what happened as a result	Skills: Recall information from the unit	Skills: 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	Skills: Recognise why people did things why events happened and what happened as a result Identify differences between ways of life at different times	Skills: Recognise why people did things, why events happened and what happened as a result  Identify differences between ways of life at different times	Skills: chronology- Sequencing photographs from different periods of her life  Using common words and phrases relating to the passing of time	Skills: what happened as a result of a significant individual	Skills: Recall informat from the

		What Do Muslims believe about God?	Why do Muslims pray?	The Five Pillars	The use of symbols - What's the hidden meaning?	Why is headwear important? (Jewish faith)	Can you wear your heart on your sleeve, or head? (Jewish faith)	How can we tell Jesus is special from the Easter story?	Why is light used as a symbol for Jesus?	Why is light used as a symbol for Jesus?	Why are their different crosses and crucifixes?	Is God the same in all religions?	How can what we wear show what some believe God is like?	End of Unit Quiz
RE	Assembly Caring for Each Other To consider who	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identify and belonging.  Assembly Caring for Each Other To consider the	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.  Assembly Caring for Each Other To understand	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.  Assembly Caring for Each Other To respond to	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.  Assembly Harvest To know why Christians, celebrate Harvest	Skills: Recount beliefs, practices and sources with correct vocabulary.  Recount with correct vocabulary the actions, symbols and features of identity and belonging.  Assembly Caring for Each Other To reflect on the	Skills: Recount beliefs, practices and sources with correct vocabulary.  Recount with correct vocabulary the actions, symbols and features of identity and belonging.  Assembly Light Diwali Hindu festival	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.  Assembly Light To consider the	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.  Assembly Light	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.  Assembly Light	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging  Assembly Light	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging  Assembly Light	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging  Assembly Light To reflect on	Assembly Light
	we care for and who cares for us	interdependenc e of people in a community  Computing	and respond to the practices of some traditions which express beliefs and promote caring for others	stories from some traditions which express ways of caring for others	Non FF	effects of not caring for others  Computing systems	of Light	qualities and effects of light and darkness	To reflect on the changing seasons from autumn to winter and winter to spring	To become aware that some traditions have festivals which relate to seasonal change of light	To know about and respond to some ways that light and fire play an important part in the teachings and practices of many religions	To understand how light is often used to symbolise positive values e.g. good, truth, wisdom etc.	what brings 'light' into their own lives	Christmas story
COMPUTING	NON FF	systems and networks 1: What is a computer?	NOTI FF	systems and networks 1: What is a computer?	NOT FF	and networks 1:  What is a computer?  Technology safari	NON FF	Online Safety  What happens when I post online?	NOII FF	Online Safety  How do I keep my things safe online?	NONFF	Online Safety  Who should I ask?	NOII FF	Online Safety  It's my choice
COM		Computer parts  To recognise the parts of a computer		Inputs  To recognise how technology is controlled		To recognise technology		I know what happens to information posted online		To know how to keep things safe and private online		To explain what should be done before sharing information online		To explain why I have the right to say no and deny

	Gymnastics FF Unit 1 Lesson 1 Use prior learning to create a 4- element sequence Combine balance, rolling, jumping, rocking and spinning  Perform using a recognised start and finish shape	Gymnastics FF Unit 1 Lesson 2 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	Gymnastics FF Unit 1 Lesson 3 Define how gymnastic elements can link smoothly and continuously  Explore transitions between elements  Compare linking movements that improve a performance	Gymnastics FF Unit 1 Lesson 4 Define in simple terms flexibility  Demonstrate in shapes their full range of flexibility  Choose, adapt and perform shapes at different levels	Gymnastics FF Unit 1 Lesson 5 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	Gymnastics FF Unit 1 Lesson 6 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	Gymnastics FF Unit 1 Lesson 4 Define in simple terms flexibility  Demonstrate in shapes their full range of flexibility  Choose, adapt and perform shapes at different levels	Gymnastics FF Unit 2 Lesson 8 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	Gymnastics FF Unit 2 Lesson 9 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.)	Gymnastics FF Unit 2 Lesson 10 Introduce frog jump and L-sit Play a variety of competitive games using leapfrog jumps Refine leap from movements	Gymnastics FF Unit 2 Lesson 11 Demonstrate distance and control in broad jump  Accurately replicate pike and use in short sequence  Link previous learning to transition elements	Gymnastics FF Unit 2 Lesson 12 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	
PE	Skill: Develop short sequences on their own.  Have a clear start, middle and end.  Form simple sequences of different actions using floor and apparatus.  Use imagination to find different ways of using apparatus.	Skill:  Develop balance, agility and co- ordination. of travelling, stillness, jumping, timing, changing shape, size, direction	Skill:  Develop short sequences on their own.  Have a clear start, middle and end.  Describe what they have done and what they have seen.	Skill:  Develop balance, agility and coordination. of travelling, stillness, jumping, timing, changing shape, size, direction  Describe what they have done and what they have seen.	Skill:  Develop balance, agility and coordination. of travelling, stillness, jumping, timing, changing shape, size, direction  Describe what they have done and what they have seen.	Skill: Develop short sequences on their own.  Have a clear focus when watching others perform.  Say when a movement or skill is performed well (aesthetic appreciation)  Describe what they have done and what they have seen.  Use simple gymnastics scoring and judging	Skill:  Develop balance, agility and coordination. of travelling, stillness, jumping, timing, changing shape, size, direction  Describe what they have done and what they have seen.	Skill: Develop balance, agility and coordination. of travelling, stillness, jumping, timing, changing shape, size, direction  Describe what they have done and what they have seen.	support and crab actions  Skill: Develop balance, agility and coordination. of travelling, stillness, jumping, timing, changing shape, size, direction  Describe what they have done and what they have seen  Form simple sequences of different actions using floor and apparatus.	Skill: participate in team games,  Develop balance, agility and co- ordination. of travelling, stillness, jumping, timing, changing shape, size, direct	Skill: Develop balance, agility and co- ordination. of travelling, stillness, jumping, timing, changing shape, size, direction  Develop short sequences on their own.  Form simple sequences of different actions using floor and apparatus.	Skill: 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).	
	Dance Unit 1 Lesson 1FF 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  Skill: Remember and repeat simple		Dance Unit 1 Lesson 2 FF 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  Skill: Remember and repeat simple dance phrases.		Dance Unit 1 Lesson 3 FF 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  Skill: Perform dance in duets and formations  Evaluate and	Remember and repeat simple dance phrases.	Dance Unit 1 Lesson 4 FF Explore the theme of Penguin Small's adventure  Create a short dance solo which demonstrates changes in direction and speed  Skill: Evaluate and improve a dance performance by recording and viewing their rehearsals.  Identify and describe good-		Dance Unit 1 Lesson 5 FF Explore footwork creatively, based on a visual stimulus  Use movement imaginatively, responding to the music with some attempt at musicality  Change the speed, level and direction of movements  Skill: Remember and repeat simple dance phrases.		Dance Unit 1 Lesson 6 FF Select actions as a group to create a short dance phrase which reflects rhythmic qualities  Explore formations through the dance sequence  Perform dance phrases that express ideas and feelings  Skill: Perform dance in	they have done  and movement  Evaluate and improve a dance performance by recording and viewing their rehearsals	Dance Unit 2 Lesson 7 FF Pupils can perform short dances reflecting different emotions and moods  Able to say what actions define contrasting emotions  Able to identify in others & themselves dynamics within the dance  Skill: Remember and

				performance by	quality form and		duets and	repeat
				recording and	movement		formations	simple
				viewing their				dance
				rehearsals.				phrases.
				'				
		FF	FF	FF Art Scheme	Dī	Kapow FF .	Kapow DT Scheme	Kapow DT
			Art Scheme		Make a poppy	Art Scheme		Scheme
		Drawing: Tell a		Drawing: Tell a story	(Linked to		Structures-Baby	
		story	Drawing: Tell a	Lesson 3: My toy	•	Drawing: Tell a	bears chair.	Structures-
		Lesson 1:	story	story.	Humanities)	story	To explore the	Baby bear's
		Charcoal mark	Lesson 2:	To develop	Mixed Media	Lesson 5	concept and	chair.
		making.	Creating texture.	observational	Poppies.	To develop	features of	To explore
		To develop a range of mark	To explore and experiment with	drawing.	Children use their	illustrations to tell	structures and the	strength in
		making	mark-making to			a story.		
		techniques.	create textures.		previous skills of		stability of different	different
		icei ii iiqoos.	Ground Toxiolog.		mark making to		shapes	structure
		Skills:			draw poppies for			Skills
		Experiment with	Skills:	Skills:	Remembrance	Skills:	Skills:	То
		charcoal to draw	Describe how an	Recognise and	adding detail and	Recount a		understand
		different marks,	object feels.	describe shapes in	outlines with	familiar story and	Identify natural and	that the
		understand a	Try out different	an object to start a	markers and chalk.	select key	man-made	shape of the
		word and explain	drawing	drawing.		events.	structures	structure
		how to can draw	materials.	Look carefully to		Create and draw	Understand what is	affects its
		it.	Experiment with	add details.		imaginary scenes		strength.
		Express the	making different	Use mark-making		for a storybook.	meant by stability	Know the
		meaning of	marks to make	techniques to add		Use mark making	and can identify	meaning of
		words using	texture.	texture.		to show different	when a structure is	the words
		charcoal mark	Vocabulary.	Vocabulary.		textures.	more or less stable	strength,
		making	Blending, feel	Mark-making,		Vocabulary	than another	stiffness and
		techniques. Vocabulary.	Hatching, mark Scribbling,	observation, outline		character concertina,	Know that shapes	stability
	<b>—</b>	charcoal	stippling,			frame	and structures with	Know there
1	DI	lines, marks	Texture, tool			re-tell, story	wide, flat bases or	are different
	<del>ං</del> ර්	mark-making,	touch			storyboard		ways paper
ļ	R	thick				Cross Curricular:	legs are the most	can be folded to
	₹	thin				English story	stable	improve its
							Vocabulary	strength and
						writing	Design criteria	stiffness
							Man-made	Build a strong
							Natural	and stiff
							Properties	structure by
							Structure	folding
							Stable, shape	paper
							Cross Curricular:	Test the
							Maths, geometry,	strength of
							measurement	my structure
							THE GOOD OF THE HE	
								Vocabulary
								Design
								criteria
								Man-made
								Natural
								Properties
								Structure
								Stable,
								shape
								Cross
								Curricular:
								Science:
								materials, (testing)
								(16311/19)

		Session 1		Session 2		Session 3	T	Session 4		Session 5		Session 6		Session 7	
		Start to		Start to		Learn a big song		Learn a big song		Learn a big song		Learn a big song		Learn a big	
		understand how to follow verbal		understand how to follow verbal		(with phrases)		(with phrases)		(with phrases)		(with phrases)		song (with phrases)	
		and		and		Start to understand		Understand how to		Start to		Start to understand			
		sung cues.		sung cues.		how to move and react to music		follow non-verbal and sung cues.		understand the difference		the difference between high and		Understand the	
		Understand how		Start to		physically.				between high		low as opposed to		difference	
		to keep the beat on our bodies.		understand how to keep the beat		Start to understand		Understand loud and quiet; singing,		and low; Soh La and Do notes		loud/quiet.		between loud/quiet as	
				(using percussion		how to keep the		chanting, speaking,		and signs.		Start to understand		opposed to	
		Understand how to sing, recognise		instruments)		beat (using percussion		listening and playing.		Start to		how to keep the beat using		high/low.	
		Soh, Mi La notes		Understand how		instruments)				understand how		glockenspiels		Understand	
		and signs.		to sing, recognise Soh, Mi La and		Start to understand		Start to understand how to talk about		to recognise different rhythmic		Start to understand		how to maintain the	
		Start to understand how		Do notes and signs.		how to talk about different elements		different elements of music: Pitch,		patterns.		how to recognise and recall rhythms		beat using sticks,	
		to talk about				of music:		Duration (Rhythm).		Start to		(patterns).		percussion	
		different elements of		Start to understand how		Pitch, Duration (Rhythm)				understand how to reflect on				and glockenspiels	
		music: Dynamics		to talk about		(Kriyiriiri)				music heard.				·	
		Tempo		different elements of										Understand	
				music: Dynamics										how to	
				Tempo										recognise and recall	
		Activities and		Activities and		A ativities and		Activities and		Activities and				rhythms	
		<u>Songs</u>		Songs		Activities and Songs		Activities and Songs		Songs				(patterns).	
MUSIC		SONGS Soh- Mi Greeting		<u>songs</u>		<u>songs</u>		<u>songs</u>		SONGS					
VO		Hello Everyone		Soh- Mi Greeting		Soh- Mi Greeting		Soh- Mi Greeting		Soh-Mi Greeting					
<		See Saw		Extended Hello Everyone		Ext Hello Everyone		Ext Hello Everyone		Ext Hickety Tickety		Activities and Songs		Activities and	
				See Saw		See Saw '		See Saw		Cherry Pie				Songs	
						Cuckoo H-E-L-C		Cuckoo Cherry Pie		Cuckoo		SONGS Soh-Mi Greeting Ext		<u>songs</u>	
						RED RIDING		H-E-L-L-O		Carol of The Bells		Hickety Tickety Cherry Pie		Soh-Mi Greeting Ext	
						HOOD:Wolfie		RED RIDING		(ostinato sung)		Cuckoo		Hickety	
						Blues/Stay On The Path/What Big Eyes		HOOD:Wolfie Blues/Stay On The		RED RIDING HOOD:Wolfie		Santa Is His Name- O		Tickety Cherry Pie	
						You've Got		Path/What Big Eyes		Blues/Stay On				Cuckoo	
								You've Got		The Path/What Big Eyes You've				Santa Is His Name-O	
										Got/I Love Red				Cuckoo	
												ACTIVITIES			
		ACTIVITIES Hungarian		ACTIVITIES Hungarian		ACTIVITIES		ACTIVITIES		ACTIVITIES		C+R Ta and TiTi		ACTIVITIES Trepak	
		Dance No 5		Dance No 5		Trepak		Trepak		Trepak		Carol of The Bells			
		LISTENING		LISTENING		Hey My Name Is		Witch Witch		C+R Ta and TiTi		(ostinato sung and		C+R Ta and TiTi	
		O Fortunas		O Fortuna;		Joe		Young Person's		Witch Witch		played)		Carol of The	
		O Fortuna; Carmina Burana		Carmina Burana LISTENING		Young Person's		Guide To The Orchestra/		Carol of The Bells				Carol of The Bells (ostinato	
		LISTENING		H. M. M		Guide To The Orchestra/Overture		Overture to Carmen Bizet		LISTENING				sung and played)	
		BBC MUSIC KS1		Hey My Name Is Joe		to Carmen Bizet		LISTENING						playear	
		SINGING IN DIFFERENT WAYS,				LISTENING									
		WHY WE SING													
		Balan a AA	Balan Aki ti Ak	Bain a AA . I . A	Daimer Market Market	Bain a At 1	Balan Market	Calabas	Calabas Pas	Calabarit	Calabarina	Calabatin	Calabar	Calabori	
		Being Me in My World	Being Me in My World	Being Me in My World	Being Me in My World Puzzle 4 - Rewards and	Being Me in My World	Being Me in My World	Celebrating Differences Puzzle 1	Celebrating Differences Puzzle 2	Celebrating Differences	Celebrating Differences	Celebrating Differences Puzzle 5	Celebrating Differences	Celebrating Differences	
		Puzzle 1 - Being Me	Puzzle 2- Rights and	Puzzle 3 - Rewards and	Consequences I can listen to other	Puzzle 5 - Our Learning Charter	Puzzle 6 - Owning our Learning	- Boys and Girls Accept that	- Boys and Girls Include others	Puzzle 3 -Why does bullying	Puzzle 4 - Standing up for	-Gender Diversity Try to use kind	Puzzle 6 - Celebrating	Assessment	
		To identify some	responsibilities	Consequences	people and contribute	I understand how	Charter	everyone is	when working and	happen?	myself and others	words	differences		
		of my hopes and fear for the year	I understand the rights and	I understand the rights and	my own ideas about rewards and	following the Learning Charter	I can recognise the choices I make	different I am starting to	playing I am starting to	Know how to help if someone	Try to solve problems	I understand that it is OK to be different	and still being friends		
뿌			responsibilities for	responsibilities for	consequences	will help me and	and understand	understand that	understand that	is being bullied	LI: I can	from other people	Know how to		
PSHE		Recognise when I feel worried and	being a member of my class and	being a member of my class		others learn	the consequences	sometimes people make assumptions	sometimes people make assumptions	LI: I understand that bullying is	recognise what is right and wrong	and to be friends with them	give and receive		
		know who to ask	school					about boys and	about boys and	sometimes about	and know how to		compliments		
		for help						girls (stereotypes)	girls (stereotypes)	difference	look after myself		LI: I can tell you some ways I		
													am different		
													from my friends		
PO															
OUT															
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HOPS					Christmas Theatre Production	
WORKS						
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