

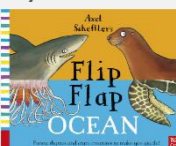








Roe Green Infant & Strathcona School

MEDIUM TERM PLANNING 2021-2022

YEAR 1 – Enchanted World



		Week 1 15/4/24	Week 2 22/4/24	Week 3 29/4/24	Week 4 6/5/24	Week 5 13/5/24	Week 6 20/5/24	Week 7 3/6/24	Week 8 10/6/24	Week 9 17/6/24	Week 10 24/6/24	Week 11 1/7/24	Week 12 8/7/24	Week 13 15/7/24
SUMMER	ENGLISH	Monday - INSET Key Text:  Flip Flap Ocean Flip Flap Jungle Flip Flap Safari	Key Text: 	Monday – Bank Holiday Key Text: 	Monday – bank holiday Key Text: 	Key Text: 	Key Text: 	Key Text: 	Key Text:	Key Text:	Key Text:	Key Text:	Key Text:	Key Text:
		Writing: To know how to describe an alien. Skill: <ul style="list-style-type: none"> To compose a sentence orally before writing it. 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. Read their writing aloud clearly enough to be heard by their peers and the teacher. 	Writing: To know how to write a riddle. Skill: <ul style="list-style-type: none"> To compose a sentence orally before writing it. 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. Read their writing aloud clearly enough to be heard by their peers and the teacher 	Writing: To know how a diary is organised. To know how to write sentences using past tense. To know how to choose time phrases. Skill: <ul style="list-style-type: none"> To combine words to make sentences, including using conjunctions 'and' To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' spell some words with suffix -ed, where no change is needed in the spelling of root words using appropriate time phrases 	Writing: To plan my diary. Skill: <ul style="list-style-type: none"> To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark . spell some words with suffix -ed, where no change is needed in the spelling of root words Use expanded noun phrases 	Writing: To write my diary. Skill: <ul style="list-style-type: none"> To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark . spell some words with suffix -ed, where no change is needed in the spelling of root words Use expanded noun phrases 	Writing: To know how to create an information leaflet. Skill: <ul style="list-style-type: none"> To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. To use regular plural noun suffixes (-s, -es) words to make sentences, including using conjunctions 'and', 'but', 'because To re-read what they have written to check that it makes sense 	Writing: To know how to describe my own superhero. To know how to write a persuasive poster. Skill: <ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/a dverbs to combine words to make sentences, including using conjunction 'and' Read their writing aloud clearly enough to be heard by their peers and the teacher. 	Writing: To know how to describe my own superhero. To know how to write a persuasive poster. Skill: <ul style="list-style-type: none"> To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. To use regular plural noun suffixes (-s, -es) words to make sentences, including using conjunctions 'and', 'but', 'because Read their writing aloud clearly enough to be heard by their peers and the teacher. 	Writing: To know how to retell a real event that happened in my life (recount – Chiltern Open Air Museum). Skill: <ul style="list-style-type: none"> To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. To use regular plural noun suffixes (-s, -es) words to make sentences, including using conjunctions 'and', 'but', 'because using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Read their writing aloud clearly enough to be heard by their peers and the teacher. 	Writing: To know how to retell a real event that happened in my life (recount – Chiltern Open Air Museum). Skill: <ul style="list-style-type: none"> To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. To use regular plural noun suffixes (-s, -es) words to make sentences, including using conjunctions 'and', 'but', 'because using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Read their writing aloud clearly enough to be heard by their peers and the teacher. 	Writing: To know how to talk about my favourite memories. To know how to write a letter. Skill: <ul style="list-style-type: none"> To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. To use regular plural noun suffixes (-s, -es) words to make sentences, including using conjunctions 'and', 'but', 'because using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Read their writing aloud clearly enough to be heard by their peers and the teacher. 	Assessments	Assessments

		SPaG:	SPaG:	SPaG: Verbs (Tenses)	SPaG: Conjunctions	SPaG: Proper nouns	SPaG: Adverbials of Time (Time phrases)	SPaG:	SPaG:	SPaG:	SPaG:	SPaG:	SPaG:	SPaG:
		Handwriting: Nelson Handwriting Developing Skills (Red) Unit 7	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 8	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 9	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 10	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 11	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 12	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 13	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 14	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 15	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 16	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 17	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 18	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 19 Check up 2 if time permits
		Class Phonics: Phase 5 Unit 19 on active learn primary Phoneme /or/ written as 'aw' Phoneme /or/ written as 'au' Phoneme /or/ written as 'al' Phonics will be streamed as part of Recovery Curriculum	Class Phonics: Phase 5 Unit 20 on active learn primary Phoneme /ur/ written as 'ir' Phoneme /ur/ written as 'er' Phoneme /ur/ written as 'ear'	Class Phonics: Phase 5 Unit 21 on active learn primary Phoneme /ow/ written as 'ou' Phoneme /oi/ written as 'oy' Unit 22 Phoneme /ear/ written as 'ere' Phoneme /ear/ written as 'eer'	Class Phonics: Phase 5 Unit 22 on active learn primary Phoneme /air/ written as 'are' Phoneme /air/ written as 'ear'	Class Phonics: Phase 5 Unit 23 on active learn primary Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Phoneme /c/ written as 'ck' Phoneme /c/ written as 'ch'	Phonics: Phase 5 Unit 24 on active learn primary Phoneme /s/ written as 'c(e)', 'c(l)', 'c(y)' Phoneme /s/s written as 'sc' and 'st(l)' Phoneme /s/ and /z/ written as 'se'	Phonics: Phase 5 Unit 25 on active learn primary Phoneme /j/ written as 'g(e)', 'g(l)', 'g(y)'. Phoneme /j/ written as 'dge'	Phonics: Phase 5 Unit 26 on active learn primary Phoneme /l/ written as 'le' Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr'	Phonics: Phase 5 Unit 27 on active learn primary Phoneme /ch/ written as 'tch' Phoneme /sh/ alternatives Phoneme /e/ written as 'ea' Phoneme /w/ /o/ written as 'wa' Phoneme /u/ written as 'o'	Phonics: Phase 5 Unit 28 on active learn primary Suffix ending '-ing' Suffix ending '-ed' Suffix ending split digraph silent 'e', '-ing', '-ed'	Phonics: Phase 5 Unit 29 on active learn primary Suffix ending '-s' Suffix ending '-es' after 'ss', 'x' Suffix ending 'es' after 'ch', 'sh' 'tch'	Phonics: Phase 5 Unit 30 on active learn primary Prefix 're-' Prefix 'un-' Prefix.root.suffix	
	MATHS	MathsBeat Term 3 – Unit 14 – Week 1 Number and Place Value Skill: Count in 10's to 100 and beyond independently. Being able to solve 1 step problems and finding missing numbers in ascending and descending order.	MathsBeat Term 3 – Unit 15 – Week 2 Addition and Subtraction Skill: Add and subtract 1 digit and 2 digit numbers to 20. Solve one step problems that involve addition and subtraction using concrete objects and pictorial information.	MathsBeat Term 3 – Unit 15 – Week 3 Addition and Subtraction Skill: Solve missing number problems. Add and subtract 1 digit and 2 digit numbers to 20, including 0.	MathsBeat Term 3 – Unit 16 – Week 4 Properties of Shapes Skill: Recognise and name 3 D and 2 D shapes, including pyramids, rectangles, circles, hexagons and triangles.	MathsBeat Term 3 – Unit 17 – Week 5 Measurement Skill: Compare, describe and solve practical problems for capacity and volume (for example full/empty, more than, less than, half, half full, quarter). Measure and begin to record capacity and volume.	MathsBeat Term 3 – Unit 17 – Week 6 Measurement Skill: Measure and begin to record lengths and heights.	MathsBeat Term 3 – Unit 18 – Week 7 Multiplication and Division Skill: Solve one-step problems involving multiplication using concrete objects, pictorial representations and arrays.	MathsBeat Term 3 – Unit 18 – Week 8 Multiplication and Division Skill: Solve one-step problems involving division using concrete objects, pictorial representations and arrays.	MathsBeat Term 3 – Unit 19 – Week 9 Fractions Skill: Recognize, find and name half as one of two equal parts of an object, shape or quantity. Recognize, find and name quarter as one of four equal parts of an object, shape or quantity.	MathsBeat Term 3 – Unit 19 – Week 10 Fractions Skill: Recognize, find and name half as one of two equal parts of an object, shape or quantity. Recognize, find and name quarter as one of four equal parts of an object, shape or quantity.	CONSOLIDATION	ASSESSMENTS	ASSESSMENTS
	SCIENCE	<u>Everyday Materials</u> What's it like? Skill: observe and use equipment (written)	<u>Everyday Materials</u> Wembley Stadium Trip	<u>Everyday Materials</u> Does it bend or stretch? Skill: gathering, recording and answering questions (written)	<u>Everyday Materials</u> How wet can you get? Skill: simple tests (Floor Book)	<u>Everyday Materials</u> What properties do ice and water have? (Floor Book) Skill: Performing simple tests	<u>Assessment</u>	Plant Detectives What garden and wild plants can we find around our school? (Practical and Written) Bean Diary Skill: Observing and using equipment	Plant Detectives What is the same and different about the plants around us? (Floor book) Bean Diary Skill: Identifying and classifying	Plant Detectives What is happening beneath our plants? (Written) Bean Diary Skill: Observations and questions	Plant Detectives What makes a tree a tree? (Written) Bean Diary Skill: Gathering, recording and answering questions	Plant Detectives Assessment Bean Diary	Our Changing World- Sensing Seasons Trip to Walled Garden	

HUMANITIES	<p>To identify physical and human features in aerial photos.</p> <p>As part of our trip to Wembley stadium.</p> <p>Look at aerial photographs of the stadium in Ecuador and the Wembley stadium. Look at the map to travel to the stadium. When we come back look at the map and draw a map to get to Wembley stadium.</p> <p>Skill:</p> <ul style="list-style-type: none"> Use aerial photographs and plans to recognise landmarks and human and physical features 	<p>To visit our local landmark – Wembley Stadium</p> <ul style="list-style-type: none"> Children will recap the features of maps and identify the importance of using a key. They are then challenged to create a map of their own to show their journey to school or to show a given journey. Skill: Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. Investigate their surroundings Make observations where things are, e.g. within school or local area Use own symbols on imaginary map Use a simple map to move around the school. Use observational skills to study the geography of their school and its grounds and human and physical features of its surrounding environment. 	<p>History Investigate and identify a variety of homes today.</p> <p>Children will identify different types of modern housing. They will use appropriate vocabulary to describe different types of houses and identify features common to all modern homes.</p> <p>Skill:</p> <ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society 	<p>Investigate similarities and differences between homes.</p> <p>Children will take a closer look at the main features of different types of homes. They start to describe the similarities and differences between different houses and record their observations using drawings and descriptions.</p> <p>Skill:</p> <ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society Develop an awareness of the past 	<p>Explore homes built a long time ago and identify their features.</p> <p>Children will find out about the fashions and building styles in homes across four key periods in British history: Medieval, Tudor, Georgian and Victorian. They will find out about some features of homes built a long time ago, such as thatched roofs. Children will start to think about how homes have changed over time.</p> <p>Brent Museum Homes from the past workshop.</p> <p>Skill:</p> <p>Recognise the difference between past and present in their own and others' lives.</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>TRIP to Chiltern Victorian workshop</p>	<p>Find out what Victorian homes were like inside.</p> <p>Children are introduced to Queen Victoria and the Victorian era. They will investigate what the interior of Victorian homes were like. Using photos of reconstructions as well as photographs of rooms taken in Victorian times, they will start to identify some features of Victorian homes.</p> <p>Skill:</p> <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives. Talk about who was important e.g. in a simple historical content <p>Know where all people/events studied fit into a chronological framework</p>	<p>HISTORY Investigate and identify a variety of homes today.</p> <p>Children will identify different types of modern housing. They will use appropriate vocabulary to describe different types of houses and identify features common to all modern homes.</p> <p>Skills:</p> <p>Historical Knowledge and Understanding</p> <p>Changes within living memory</p>	<p>Investigate similarities and differences between homes.</p> <p>Children will take a closer look at the main features of different types of homes. They start to describe the similarities and differences between different houses and record their observations using drawings and descriptions</p> <p>Skills:</p> <p>Historical Knowledge and Understanding</p> <p>Changes within living memory</p>	<p>Explore homes built a long time ago and identify their features.</p> <p>Children will find out about the fashions and building styles in homes across four key periods in British history: Medieval, Tudor, Georgian and Victorian. They will find out about some features of homes built a long time ago, such as thatched roofs. Children will start to think about how homes have changed over time.</p> <p>Skills:</p> <p>Historical Knowledge and Understanding</p> <p>Changes within living memory</p> <p>Historical Enquiry</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Chronology</p> <p>Develop an awareness of the past</p> <p>Use common words and phrases relating to the passing of time.</p> <p>Know where all people/events studied fit into a chronological framework</p>	<p>Find out what Victorian homes were like inside.</p> <p>Children are introduced to Queen Victoria and the Victorian era. They will investigate what the interior of Victorian homes were like. Using photos of reconstructions as well as photographs of rooms taken in Victorian times, they will start to identify some features of Victorian times.</p> <p>Skills:</p> <p>Historical Knowledge and Understanding</p> <p>Changes within living memory</p> <p>Historical Enquiry</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Chronology</p> <p>Develop an awareness of the past</p> <p>Use common words and phrases relating to the passing of time.</p> <p>Know where all people/events studied fit into a chronological framework</p>	<p>Identify and explore objects in a Victorian home and their uses.</p> <p>Children will identify that most Victorian homes did not have electricity and establish how this would have made Victorian homes different to modern homes. They will explore some common objects found in Victorian homes, such as bellows and mangles. They will continue to identify similarities and differences between Victorian and modern homes.</p> <p>Skills:</p> <p>Historical Enquiry</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Chronology</p> <p>Develop an awareness of the past</p> <p>Use common words and phrases relating to the passing of time.</p> <p>Know where all people/events studied fit into a chronological framework</p>	Assessment	Assessment
	RE	<p>Unit: How Do We Know we Are Special?</p>	<p>What makes a person special?</p>	<p>How can we show that a person is special through pictures?</p>	<p>Who was Jesus? →</p>	<p>How can we tell from the Nativity story that Christians believe Jesus is special?</p>	<p>What makes Muhammad special to Muslims?</p>	<p>How do the birth stories show that Sikhs believe Guru Nanak is special?</p>	<p>How might the birth stories of an avatar help Hindus try to be better people? →</p>	<p>How can we show they are special?</p>			

COMPUTING	Digital Literacy Lesson 1 How does my garden grow? Busy Things (Gardener activity)	Digital Literacy Lesson 2 How does my garden grow? Busy Things (Parts of a plant)	Computer Science Lesson 1 I'm a problem solver Busy Things (Block-a-doodle-do)	Computer Science Lesson 2 I'm a problem solver Busy Things (Direction of the car)	Computer Science Lesson 3 I'm a problem solver Busy Things (Trial and error)		Information Technology Lesson 1 Design a plate Busy Things Goldilocks and the three bears (Read the story)	Information Technology Lesson 2 Design a plate Busy Things Goldilocks and the three bears (add text and character)	Information Technology Lesson 3 Design a plate Busy Things Goldilocks and the three bears (design a plate for one of the characters)	Computer Science Lesson 1 Journeys – Bee-bot Garden (moving the Bee-bot)	Computer Science Lesson 2 Journeys – Bee-bot Garden (create a Bee-bot mat)	Computer Science Lesson 3 Journeys – Bee-bot Garden (use the Bee-bot map)	Computer Science Lesson 4 Journeys – Bee-bot Garden (record the route, using symbols) Skill: Understanding an algorithm and how to debug
	Skill: Navigating a website	Skill: Navigating a website	Skill: Understanding instructions	Skill: Understanding instructions	Skill: Understanding instructions		Skill: Playing the online activities, and using text to help design	Skill: Playing the online activities, and using text to help design	Skill: Playing the online activities, and using text to help design	Skill: Understanding an algorithm and how to debug	Skill: Understanding an algorithm and how to debug	Skill: Understanding an algorithm and how to debug	Skill: Understanding an algorithm and how to debug

PE	<p>Run Jump Throw Unit 1</p> <p>Lesson 1</p> <p>Ll:</p> <ul style="list-style-type: none"> Discover ways to move objects quickly. Identify which ways to move objects is quickest. Experience a variety of ways to move between hoops. <p>SC: I can:</p> <ul style="list-style-type: none"> I can use quick feet to move beanbags. <p>I can pick beanbags up and place them down quickly by watching the beanbag I want to move</p> <p>Skill: Starting and stopping at speed</p> <p>Send and Return (CC) Unit 1 Lesson 1 To slide a beanbag/ball over an opponent's goal line.</p> <p>Skill: Sliding and receiving a ball/beanbag.</p>	<p>Run Jump Throw Unit 1</p> <p>Lesson 2</p> <p>Ll:</p> <ul style="list-style-type: none"> Run in a straight line at different speeds. Show power at the start of a run. Perform runs as part of a team <p>SC: I can:</p> <ul style="list-style-type: none"> I can change the speeds at which I am running. I can run quickly from a stationary start. I can work hard to run for my team. <p>Skill: Arm movement in running</p> <p>Send and Return (CC) Unit 1 Lesson 2 To explore different ways of sending a ball.</p> <p>Skill: Hitting</p>	<p>Unit 1 – Run Jump Throw Unit 1 Lesson 3</p> <p>Ll:</p> <ul style="list-style-type: none"> Experience a variety of jumps. Perform a standing long jump. Identify how to take off. <p>SC: I can:</p> <ul style="list-style-type: none"> I can use arm swings to help myself jump farther. I can jump in a variety of ways. I can jump using different combinations. <p>Skill: Take off on two feet</p> <p>Send and Return (CC) Unit 1 Lesson 3 To get into positions to return balls to partners.</p> <p>Skill: Moving towards and returning balls</p>	<p>Unit 1 – Run Jump Throw Unit 1 Lesson 4</p> <p>Ll:</p> <ul style="list-style-type: none"> Throw a range of objects over distance. Adapt throwing styles to different objects. Identify some differences in throwing styles <p>SC: I can:</p> <ul style="list-style-type: none"> I can throw using a variety of different throws. I can use my non-throwing arm to direct my throws. I can use different techniques to throw different pieces of equipment. <p>Skill: Using the leading arm to direct throw.</p> <p>Send and Return (CC) Unit 1 Lesson 4 To work with a partner to receive and return balls to score points against opposition.</p> <p>Skill: Working together to send and return</p>	<p>Unit 2– Run Jump Throw Unit 1 Lesson 5</p> <p>Ll:</p> <ul style="list-style-type: none"> To explore and refine basic agility, balance and coordination skills. Perform and show improvement. <p>SC: I can:</p> <ul style="list-style-type: none"> I can balance objects and move at speed to score points. I can move quickly between objects. I can pass on objects to teammates precisely. <p>Skill: Work collaboratively to improve</p> <p>Send and Return (CC) Unit 1 Lesson 5 To play in a rally with a partner.</p> <p>Skill: Basic rally.</p>	<p>Unit 2 M Run Jump Throw Unit 1 Lesson 6</p> <p>Ll:</p> <ul style="list-style-type: none"> Use running, throwing and jumping skills Compete with others. Say how you could have improved. <p>SC: I can:</p> <ul style="list-style-type: none"> I can recall and use jumping and throwing techniques to compete. I can run as an individual and as a team. I can think about my events and decide how I could do better 	<p>Run Jump Throw Unit 2 Lesson 1 To perform running challenges in set times.</p> <p>Skill: Agile moves (push off right leg to change direction).</p> <p>Send and Return (CC) Unit 2 Lesson 1 To track movement of a ball to be able to return over the bench or net.</p> <p>Skills: Feeding the ball over the net</p>	<p>Run Jump Throw Unit 2 Lesson 2 To select the best movement to use.</p> <p>Skill: Recognise when to start and stop the activity.</p> <p>Send and Return (CC) Unit 2 Lesson 2 To use a variety of movements to track balls in different ways.</p> <p>Skill: Tracking.</p>	<p>Run Jump Throw Unit 2 Lesson 3 To negotiate obstacles whilst running.</p> <p>Skill: Negotiating obstacles.</p> <p>Send and Return (CC) Unit 2 Lesson 3 To hit a moving ball from a sitting position.</p> <p>Skill: Body control on mats.</p>	<p>Run Jump Throw Unit 2 Lesson 4 To practise & perform a wide variety of core strength movements.</p> <p>Skill: Core based exercises.</p> <p>Send and Return (CC) Unit 2 Lesson 4 To send objects from a variety of positions such as sitting, kneeling, and standing.</p> <p>Skill: Sending the ball from different positions</p>	<p>Run Jump Throw Unit 2 Lesson 5 To throw with accuracy and to develop stamina through jumping.</p> <p>Skill: Jumping and bounding.</p> <p>Send and Return (CC) Unit 2 Lesson 5 To identify tactics to outwit an opponent.</p> <p>Skill: How to identify space.</p>	<p>Run Jump Throw Unit 2 Lesson 6 To choose the quickest position for start a run.</p> <p>Skill: Different starting positions.</p> <p>Send and Return (CC) Unit 2 Lesson 6 To use skills learned in more challenging situations against others.</p> <p>Skill: Body position behind the ball.</p>	<p>Run Jump Throw Unit 1/2 Assessment Send and Return (CC) Unit 1/2 Assessment</p>
	ART & DT	<p>F: ART International womens day. Printing flowers in pairs and drawing tulips.</p>		<p>FF: ART Picasso abstract aliens. Looking at the art work of Picasso and create their own alien in his style.</p>	<p>DT: To design a rocket</p>	<p>FF: ART Dale Chihuly Sculpture. Looking at Dale's artwork and designing their own bowl in sketchbooks.</p>	<p>DT: To make a rocket</p>	<p>FF: ART Dale Chihuly. Add their designs to the acetate. Mould into bowls.</p>	<p>DT: Design London Landmarks</p>	<p>FF: ART Superheroes Design a superhero.</p>	<p>DT: Design London Landmarks</p>	<p>FF: ART Using Roy Lichenstein inspired comic art, add superhero to the background.</p>	<p>DT: Design London Landmarks</p>

	MUSIC	<p>Music's Cool lessons START TO UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. (Keezy for SEND?) START TO UNDERSTAND HOW TO CLAP RHYTHMIC PATTERNS. (TA, TITI, SHH) START TO UNDERSTAND HOW TO SING SONGS USING SOLFEGE AS WELL AS WORDS. (SMLD) (Solfège flashcards for SEND) DEVELOP COORDINATION - DANCING SINGING GAMES.</p> <p>Skill: Take part in singing showing awareness of melody. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing.</p>	<p>Music's Cool lessons START TO UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. (Keezy for SEND?) START TO UNDERSTAND HOW TO CLAP RHYTHMIC PATTERNS. START TO UNDERSTAND HOW TO SING SONGS USING SOLFEGE AS WELL AS WORDS. (SMLD) (Solfège flashcards for SEND) DEVELOP COORDINATION - DANCING, SINGING GAMES WITH MOVEMENT.</p> <p>Skill: Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking. Listen for different types of sounds.</p>	<p>Music's Cool lessons START TO UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. (Keezy for SEND?) START TO UNDERSTAND HOW TO CLAP RHYTHMIC PATTERNS. START TO UNDERSTAND HOW TO SING SONGS USING SOLFEGE AS WELL AS WORDS. (SMLD) (Solfège flashcards for SEND) DEVELOP COORDINATION - DANCING SINGING GAMES WITH MOVEMENT.</p> <p>Skill: Listen for different types of sounds. Create a simple rhythm by clapping or using percussion instruments.</p>	<p>Music's Cool lessons START TO UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. (Keezy for SEND?) START TO UNDERSTAND HOW TO CLAP RHYTHMIC PATTERNS. START TO UNDERSTAND HOW TO PLAY SONGS USING SOLFEGE AS WELL AS WORDS. (SM) DEVELOP COORDINATION - DANCING SINGING GAMES WITH MOVEMENT.</p> <p>Skill: Listen for different types of sounds.</p>	<p>Music's Cool lessons START TO UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. (Keezy for SEND?) START TO UNDERSTAND HOW TO CLAP RHYTHMIC PATTERNS. START TO UNDERSTAND HOW TO PLAY SONGS USING SOLFEGE AS WELL AS WORDS. (SM) (Keezy for SEND?) DEVELOP COORDINATION - DANCING SINGING GAMES WITH MOVEMENT.</p> <p>Skill: Listen to a piece of music, describing if it is fast or slow, happy or sad. Listen for different types of sounds. Hear different moods in music.</p>	<p>Music's Cool lessons UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. (Keezy for SEND?) START TO UNDERSTAND HOW TO PLAY RHYTHMIC PATTERNS. (Keezy for SEND) START TO UNDERSTAND HOW TO SING SONGS USING SOLFEGE AS WELL AS WORDS. (SM + DRM) DEVELOP COORDINATION - DANCING/SINGING GAMES WITH MOVEMENT. (Responding to music)</p> <p>Skill: Identify texture one sound or several sounds? Hear the pulse in music.</p>	<p>Music's Cool lessons UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. START TO UNDERSTAND HOW TO PLAY RHYTHMIC PATTERNS. (Keezy for SEND) START UNDERSTAND HOW TO SING SONGS USING SOLFEGE AS WELL AS WORDS. (DRM/SML) DEVELOP COORDINATION - DANCING/SINGING GAMES WITH MOVEMENT. (Responding to music)</p> <p>Skill: Listen to a piece of music, describing if it is fast or slow, happy or sad. Listen for different types of sounds. Hear different moods in music.</p>	<p>Music's Cool lessons UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. START TO UNDERSTAND HOW TO CREATE RHYTHMIC PATTERNS. (Flashcards for SEND) START UNDERSTAND HOW TO SING+PLAY SONGS USING SOLFEGE AS WELL AS WORDS. (DRM/SML) DEVELOP COORDINATION - DANCING/SINGING GAMES WITH MOVEMENT. (Responding to music)</p> <p>Skill: Create short musical patterns. Create sequences of long and short sounds-rhythmic patterns (duration) in different ways – e.g. hitting, blowing, shaking, clapping.</p>	<p>Music's Cool lessons UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. START TO UNDERSTAND HOW TO CREATE RHYTHMIC PATTERNS. (DRM/SML) DEVELOP COORDINATION - DANCING/SINGING GAMES WITH MOVEMENT. (Responding to music)</p> <p>Skill: Begin to represent sounds with drawing. Listen to a piece of music, describing if it is fast or slow, happy or sad. Hear different moods in music.</p>	<p>Music's Cool lessons Consolidation</p>	<p>Music's Cool lessons Consolidation</p>	<p>Music's Cool lessons Consolidation</p>	
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