


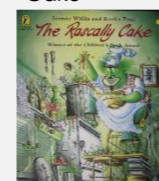



Roe Green Infant & Strathcona School

MEDIUM TERM PLANNING 2024-25

Year 1 - Out of the Ordinary (Spring)



	Week 1 06.01.25	Week 2 13.01.25	Week 3 20.01.25	Week 4 27.01.25	Week 5 03.02.25	Week 6 10.02.25	Week 7 24.02.25	Week 8 03.03.25	Week 9 10.03.25	Week 10 17.03.25	Week 11 24.04.25	Week 12 31.02.25
CURRICULAR ENGLISH	Text: Hansel and Gretel 	Text: Hansel and Gretel	Text: Hansel and Gretel	Text: Hansel and Gretel	Text: Hansel and Gretel	Text: The Rascally Cake 	Text: Jack and the Baked Beanstalk 	Text: Jack and the Baked Beanstalk	Text: Jack and the Baked Beanstalk	Assessments	Text: Jack and the Baked Beanstalk	Key Text: Jack and the Baked Beanstalk
	Writing: To become familiar with the story. Introduce Hansel and Gretel and discuss the book. To write a poem. Skill: To compose a sentence orally before writing it. To sequence sentences. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Discussing word meanings, linking new meanings to those already known. Saying out loud what they are going to write about. Re-reading what they have written to check that it makes sense.	Writing: To know how to use story language to verbally retell the story. Use a story map to sequence the events. Skill: To combine words to make sentences, including using conjunctions 'and', 'but', 'because' To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Sequencing sentences to form short narratives.	Writing: To explore retelling the story using past tense. Shared reading Hansel and Gretel. Skill: To spell words using phonic sounds taught so far. To apply simple spelling rules and guidance from Appendix 1 verb suffixes where root word is unchanged (-ing, -ed, -er) joining words and joining clauses using "and" expanded noun phrases to describe and specify To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Writing: To write the story with a clear beginning, middle and end. Skill: To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To use verb suffixes where root word is unchanged (-ing, -ed, -er) To combine 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 create a wanted poster. Features of a poster Skill: To use verb suffixes where root word is unchanged (-ing, -ed, -er) To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' To combine words to make sentences, including using conjunctions 'and', 'but', 'because' expanded noun phrases to describe and specify To re-read what they have written to check that it makes sense To discuss what they have written with the teacher or other pupils.	Writing: To know how to write instructions for a ghastly cake. Skill: Make a list Using technical vocabulary Using adjectives	Writing: To know how to re-tell a story. Skill: To spell words using phonic sounds taught so far. To say out loud what they are going to write about. To compose phrases orally before writing it. To leave spaces between words To begin to form lower-case letters in the correct direction, starting and finishing in the right place	Writing: To know how to use ambitious vocabulary. Skill: To say out loud what they are going to write about. To compose a sentence orally before writing it. To discuss what they have written with the teacher or other pupils. To spell words using phonic sounds taught so far. Sequence the events in chronological order	Writing: To know how to write sentences with 'and'. To know how to use exclamation marks and question marks. To know how to use verbs in the past tense. Skill: To spell some words with the prefix un- To spell some words with suffix -ing, -ed, -er and -est where no change is needed in the spelling of root words, To apply simple spelling rules and guidance from Appendix 1. To form capital letters To re-read what they have written to check that it makes sense. To join words and join clauses using "and".	Assessments: NTS (Spring Term) Write and read Common exception words Phonics check Assessments: PIRA (Spring Term) Write and read Common exception words Phonics check No guided reading and handwriting as the next week is a big write	Writing: To know how to write a story. Skill: To discuss what they have written with the teacher or other pupils. To spell some words with the prefix un- To spell some words with suffix -ing, -ed, -er and -est where no change is needed in the spelling of root words, To apply simple spelling rules and guidance from Appendix 1. To leave spaces between words To begin to form lower-case letters in the correct direction, starting and finishing in the right place To form capital letters To re-read what they have written to check that it makes sense. To join words and join clauses using "and".	Writing: To know how to publish. Skill: To read multisyllable words containing taught GPCs. To say out loud what they are going to write about. To compose a sentence orally before writing it. To spell some words with suffix -ing, -ed, -er and -est where no change is needed in the spelling of root words. To re-read what they have written to check that it makes sense.

	<p>Handwriting: Nelson handwriting developing skills – Unit 10 ck</p> <p>Word level – sack,back</p> <p>Sentence level – Jack had a sack on his back.</p> <p>He packed all the gems in his sack.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills Unit 11 st</p> <p>Word level – still, step</p> <p>Sentence level – step up, step up to my stall.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills Unit 12 nk</p> <p>Word level – pink, junk</p> <p>Sentence level – What is in the sink?</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills – Unit 13 og</p> <p>Word level – dog, frog</p> <p>Sentence level – The frog is on the log.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills – Unit 14 re</p> <p>Word level- are, there</p> <p>Sentence level – Are there any apples on your apple there?</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills – Unit 15 oo</p> <p>Word level – moon, room</p> <p>Sentence level – The tiger crept into the room.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills Unit 16 wl</p> <p>Word level – growl, prowl</p> <p>Sentence level – He prowls in the dark.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills Unit 17 of</p> <p>Word level – off, soft</p> <p>Sentence level – I like soft toffees.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills – Unit 18 fl</p> <p>Word level – floor, flood</p> <p>Sentence level – Flip flop across the floor.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills – Unit 19</p> <p>Word level – be, poke</p> <p>Sentence level – Don't join a break letter.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills – Unit 20</p> <p>Practising capital letters</p> <p>Word level – Names</p> <p>Sentence level – Never join CAPITAL LETTERS.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	
	SPaG:	SPaG:	SPaG: To know how to use the conjunction 'and' To know how to use verbs in the past tense	SPaG:	SPaG:	SPaG:	SPaG:	SPaG: To use prepositional phrases.	SPaG:	SPaG:	SPaG:	
MATHS	<p>MathsBeat Term 2 – Unit 7 – Number and place value – week 1</p> <p>Skill:</p> <p>Developing flexible counting and ordering to 100.</p> <p>MathsBeat Term 2 – Unit 8 – Measurement – week 2</p> <p>Add by making 10</p> <p>Subtraction- not crossing 10</p> <p>Skill:</p> <p>working with money</p>	<p>MathsBeat Term 2 – Unit 9 – Addition and subtraction – week 3</p> <p>Skill:</p> <p>Adding and subtracting to and from teens by bridging 10.</p>	<p>MathsBeat Term 2 – Unit 9 – Addition and subtraction – week 4</p> <p>Skill:</p> <p>Finding the difference</p>	<p>MathsBeat Term 2 – Unit 9 – Addition and subtraction – week 5</p> <p>Skill:</p> <p>Adding and subtracting within 20</p>	<p>MathsBeat Term 2 – Unit 10 – Fractions week 6</p> <p>Skill:</p> <p>What does a half or a quarter look and feel like?</p>	<p>MathsBeat Term 2 – Unit 11 – Geometry Position and direction - week 7</p> <p>Skill:</p> <p>pond to and use the language of position and direction.</p>	<p>MathsBeat Term 2 – Unit 12- week 8 – Multiplication and division</p> <p>Skill:</p> <p>solving multiplication from arrays problems.</p>	<p>MathsBeat Term 2 – Unit 12- week 9 – Multiplication and division</p> <p>Skill:</p> <p>solving practically, division from arrays problems.</p>	<p>MathsBeat Term 2 – Unit 13 – Measurement – week 10</p> <p>Skill:</p> <p>Measuring mass (weight)</p>	Assessments	<p>MathsBeat Term 2 – Unit 13 – Measurement – week 11</p> <p>Skill:</p> <p>Time as duration of events</p>	Consolidation

<p>Naming and Describing Materials</p> <p>How can we group objects made of different materials?</p> <p>Skill:</p> <ul style="list-style-type: none"> recognise and name different types of materials suggest reasons why an object might have been made from more than one type of material suggest how and why a particular material is used in an object sort objects according to their source material, recognising when overlapping sorting rings are needed for objects made of several materials sort objects made of single materials as natural and manufactured, explaining in simple terms why they belong to each group 	<p>Properties and uses of materials</p> <p>Can the same object be made from different materials?</p> <p>Skill:</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Gathering and recording data to help in answering questions. suggest why different materials might be used to make the same object suggest why some materials are not suitable for making a particular object. 	<p>Properties and uses of materials</p> <p>What properties do materials have?</p> <p>Skill:</p> <ul style="list-style-type: none"> use appropriate property-related vocabulary and the term 'property' correctly recognise that materials can have more than one property complete the table correctly 	<p>Properties and uses of materials</p> <p>Does it bend or stretch</p> <p>Skill:</p> <ul style="list-style-type: none"> use appropriate property-related vocabulary to describe the physical properties of materials suggest how the properties of materials might make them useful for certain purposes. follow instructions to carry out the test construct a paper strip bar chart showing the results of their test correctly use the results to make comparisons of materials tested, for example, identifying which material stretched the most and the least 	<p>Properties and uses of Materials</p> <p>Do all materials get wet?</p> <p>Skills:</p> <ul style="list-style-type: none"> use appropriate property-related vocabulary to describe the physical properties of materials explain how they know that a material absorbs water or is waterproof suggest how absorbent and waterproof properties might make material useful for certain purposes. make observations and comparisons of those materials, for example, identifying which materials absorb water and which don't correctly record their results in a table 	<p>Materials</p> <ul style="list-style-type: none"> Assessment 	<p>Animals (vertebrates)</p> <p>Who's who in the animal world?</p> <p>Skill:</p> <ul style="list-style-type: none"> state that reptiles are one of the five vertebrate groups identify and name at least three reptiles describe and compare the structure of some reptiles state that all reptiles lay eggs on land and have scaly skin state that many reptiles have four legs, claws, teeth and live on land state that reptiles' diets vary between types of reptile provide reasons for their groupings of animals 	<p>Animals (vertebrates)</p> <p>What's so special about birds?</p> <p>Skill:</p> <ul style="list-style-type: none"> state that birds are one of the five vertebrate groups identify and name at least three birds describe and compare the structure of some birds state that all birds lay eggs and have beaks, claws, wings and feathers state that most birds can fly state that some birds can swim or spend time underwater state that birds' diets vary between types of bird compare different birds, stating what is the same and what is different about them 	<p>Trip to the walled Garden</p> <p>Are all flowers the same?</p>	<p>Animals (vertebrates)</p> <p>What makes an amphibian an amphibian?</p> <p>Skill:</p> <ul style="list-style-type: none"> state that amphibians are one of the five vertebrate groups identify and name at least two amphibians state that all amphibians lay eggs and live on land and in water state that amphibians' diets change with their changing stages of life compare different amphibians, stating what is the same and what is different about them. 	<p>Animals (vertebrates)</p> <p>Do fish have fingers?</p> <p>Skill:</p> <ul style="list-style-type: none"> state that fish are one of the five vertebrate groups identify and name at least four different fish state that all fish lay eggs and have eyes, mouth, gills, fins and tail state that some fish have scales compare the structure of different fish, stating what is the same and what is different about them 	<p>Animals (vertebrates)</p> <p>Are humans mammals?</p> <p>Skills</p> <p>Skill:</p> <ul style="list-style-type: none"> state that mammals are one of the five vertebrate groups identify and name at least four mammals state that all mammals have hair/fur, give birth to live young, produce milk for offspring, nurture their offspring, look like younger version of their parents and have a range of movement compare different mammals, stating what is the same and what is different about them identify and name some animals that are herbivores, omnivores and carnivores group animals into the five vertebrate groups
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Humanities	<p>History Find out when Christopher Columbus lived and what he was trying to achieve. Children will find out who Christopher Columbus was, when he lived and what he was trying to achieve by sailing west from Europe. They will discover what life was like in the 15th century and how it differs to life today, as well as discovering further facts about Columbus and his life.</p>	<p>Find out about Christopher Columbus's journey and what he discovered. Children will find out that Christopher Columbus landed in America instead of Asia as intended. They will explore what a sea voyage at this time would have been like and how this differs to a modern sea voyage. They will find out about the challenges of the famous voyage of 1492 and what they found when found land.</p>	<p>Explore the impact of Columbus's voyages and what he brought back to Europe. Children will recap the facts they have learnt about Columbus so far. They will find out why the discovery of the Americas was so significant and how this impacted people's lives in Europe. They will also explore some of the objects he brought back and meet some of the other explorers who explored America after him.</p>	<p>Fresh Water Theatre coming in on the 30th</p>	<p>Find out who Neil Armstrong is and why he is remembered today. Children will look at pictures of both Columbus and Armstrong to identify differences. They will find out how exploration of the world changed after Columbus and think about other possibilities in exploration. They will find out facts about Neil Armstrong and explore what the world was like in the 1960s.</p>	<p>Find out about Neil Armstrong's landing on the moon and the impact this had on the world. Children will find out about the Apollo 11 mission and man's first landing on the moon. They will be encouraged to think about how Armstrong and the other astronauts might have felt and discover what everyday items have been developed thanks to space exploration. Compare the lives and achievements of Columbus and Armstrong. (Quiz) Children will use what they have found out about Columbus and Armstrong to compare the two men, their lives and their achievements. They use different ways to portray their understanding, such as Venn diagrams and role-play.</p>	<p>Geography – My World and Me L2 - Compare the land features and climate of the UK and Ecuador. Children will use a world map to identify the location of the UK and Ecuador. They will use photos to help them identify a variety of physical features and compare examples of these features in Ecuador and the UK</p>	<p>L3 - Compare the capital cities of the UK and Ecuador. Children will identify Quito as the capital of Ecuador and London as the capital of the UK. They will explore ways in which the two cities and similar to and different from each other in terms of buildings, jobs, schools, food and more</p>	<p>L4 - To find out where different animals live in the world Children will recap where the equator and poles are on a globe and world map. They will explore a variety of wild animals and identify where in the world they live and whether they are found in a hot or a cold climate.</p>	<p>L5 - To identify physical and human features in aerial photos. Children will identify a variety of geographical features, such as cliffs, valleys, mountains, rivers and lakes. They will use aerial photos of different cities around these world to identify geographical features and landmarks.</p>	<p>Identify physical and human features in aerial photos. As part of our trip to Wembley stadium. 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>Trip to Wembley stadium</p>	<p>Map skills look at the map and draw a map to get to Wembley stadium.</p>	
	RE	<p>UNIT 1B WHO DO WE THANK? What makes our world wonderful?</p>	<p>How do some Christians celebrate Harvest?</p>	<p>Why do some Christians celebrate Harvest?</p>	<p>How do some Jewish people celebrate Harvest?</p>	<p>Why do some Jewish people celebrate Harvest?</p>	<p>Why do some Hindus say thank you?</p>	<p>How do some Hindus say thank you?</p>	<p>Are people more Important than animals?</p>	<p>Why should we be grateful and careful for our world?</p>	<p>Assessment</p>		
	COMPUTING	<p>Non FF</p>	<p>Programming 1: Algorithms unplugged</p> <p>What is an algorithm?</p>	<p>Non FF</p>	<p>Programming 1: Algorithms unplugged</p> <p>Algorithm pictures</p>	<p>Non FF</p>	<p>Rocket to the moon</p> <p>Rocket materials</p>	<p>Non FF</p>	<p>Rocket to the moon</p> <p>Rocket design</p>	<p>Non FF</p>	<p>Rocket to the moon</p> <p>Rocket building instructions</p>	<p>Non FF</p>	

PE	<p>Hit catch and Run</p> <p>Unit 1</p> <p>Lesson 1</p> <p>L.I To select a space to throw or roll a ball into.</p> <p>Activity – Assessment for learning task</p> <p>Skill: Using communication skills to work with others to return a ball to hoop</p>	<p>Hit catch and Run</p> <p>Unit 1</p> <p>Lesson 2</p> <p>L.I To track and collect a rolling ball.</p> <p>Activity – Ball coming towards, chasing a ball, the ball coming from behind, piggy in the middle</p> <p>Skill: Communicating with their partner to track and stop the ball</p>	<p>Hit catch and Run</p> <p>Unit 1</p> <p>Lesson 3</p> <p>L.I To catch a ball to stop an opponent from scoring.</p> <p>Activity – Quick throwing/catching games</p> <p>Skill: Communicating and mastering catching skills with a variety of balls and beanbags.</p>	<p>Hit catch and Run</p> <p>Unit 1</p> <p>Lesson 4</p> <p>L.I To use our hands to hit a ball.</p> <p>Activity – Hitting into hoops in small teams</p> <p>Skill: Children beginning to Feed movement and body position</p>	<p>Hit catch and Run</p> <p>Unit 1</p> <p>Lesson 5</p> <p>L.I To run between bases to score points.</p> <p>Activity – AFL – change to running, hitting, kicking to strike</p> <p>Skill: Moving to score</p>	<p>Hit catch and Run</p> <p>Unit 1</p> <p>Lesson 6</p> <p>L.I To work as a team to score points.</p> <p>Activity – AFL – task in teams</p> <p>Skill: Fielding and hitting in teams.</p>	<p>Send and Return</p> <p>Unit 2</p> <p>Lesson 1</p> <p>L.I. To send the ball over a net to our partner.</p> <p>Activity – Assessment for learning</p> <p>Skill: Feeding the ball over the net</p>	<p>Send and Return</p> <p>Unit 2</p> <p>Lesson 2</p> <p>L.I. To track and stop a moving object using both hands.</p> <p>Activity – chasing and bilateral moving games.</p> <p>Skill: Tracking</p>	<p>Send and Return</p> <p>Unit 2</p> <p>Lesson 3</p> <p>L.I. Why different muscles are important when playing games.</p> <p>Activity – 2 V 2 on mats</p> <p>Skill: Body control on mats.</p>	<p>Send and Return</p> <p>Unit 2</p> <p>Lesson 4</p> <p>L.I. To send balls accurately from different positions, e.g. kneeling or sitting</p> <p>Activity – Introduction to goalball</p> <p>Skill: Sending the ball from different positions</p>	<p>Send and Return</p> <p>Unit 2</p> <p>Lesson 5</p> <p>L.I. To spot space in the playing area and hit the ball there.</p> <p>Activity – Bean bags, tennis and space hoops</p> <p>Skill: How to identify space</p>	<p>Send and Return</p> <p>Unit 2</p> <p>Lesson 6</p> <p>L.I. To play a game with partner.</p> <p>Activity – A tournament attempting AFL task.</p> <p>Skills: Body control and body position</p>	
	ART & DT	N/A	<p>Spring Tulips. Year One</p> <p>L.I: Looking at patterns and using light and dark colours to accentuate the patterns.</p> <p>SC: I can design patterns and add detail</p> <p>I can use light and dark shades</p>		<p>Continue Tulips</p>		<p>DT Exploring animals and the way they move. Create a mindmap of ideas for animal puppet.</p> <p>Introduce Binka Cooking</p>		<p>DT DT Designing a puppet</p> <p>Lesson 2 Kapow</p> <p>To use a template to create a design</p> <p>Binka Cooking</p>		<p>DT C DT Joining fabric</p> <p>Lesson 1 Kapow</p> <p>Join fabrics together using different methods ooking</p> <p>Binka Cooking</p>		
	MUSIC		<p>WEEK 1</p> <p>17/1</p> <p>Understand how to follow verbal and sung cues.</p> <p>Start to understand how to play to the beat.</p> <p>Start to understand how to play and sing Soh Mi.</p> <p>Activities and Songs</p> <p>Soh- Mi Greeting</p> <p>Bonjour Mes Amis</p> <p>Rain Rain</p> <p>Vivaldi - Spring</p>		<p>WEEK 2</p> <p>31/1</p> <p>Start to understand duration; recognising, playing and singing long and short sounds.</p> <p>Start to understand how to play to the beat.</p> <p>Start to understand how to play and sing Soh Mi.</p> <p>Activities and Songs</p> <p>Soh- Mi Greeting</p> <p>Bonjour Mes Amis</p> <p>Rain Rain</p> <p>Copy Cat</p> <p>Some Sounds Are Long</p> <p>Vivaldi - Spring</p>		<p>WEEK 3</p> <p>21/2</p> <p>Start to understand duration; recognising long and short sounds.</p> <p>Start to understand how to play to the beat.</p> <p>Start to understand how to play and Soh Mi.</p> <p>Activities and Songs</p> <p>Soh- Mi Greeting</p> <p>Bonjour Mes Amis</p> <p>Rain Rain</p> <p>Copy Cat</p> <p>The Long and The Short Of It</p> <p>Vivaldi - Spring</p>		<p>WEEK 4</p> <p>6/3</p> <p>Start to understand how to sing simple call and response songs.</p> <p>Start to understand duration; Reading graphic representations of long and short notes.</p> <p>Start to understand tempo; fast and slow.</p> <p>Activities and Songs</p> <p>Soh- Mi Greeting</p> <p>Bonjour Mes Amis</p> <p>Warm-Up and Stomp.</p> <p>Cuckoo</p> <p>Zimbole</p> <p>Grieg - In The Hall of The Mountain King</p>		<p>WEEK 5</p> <p>20/3</p> <p>Start to understand how to sing simple call and response songs.</p> <p>Start to understand duration; Reading graphic representations of long and short notes.</p> <p>Start to understand tempo; fast and slow.</p> <p>Activities and Songs</p> <p>Soh- Mi Greeting</p> <p>Warm-Up and Stomp.</p> <p>Cuckoo</p> <p>Zimbole</p> <p>Grieg - In The Hall of The Mountain King</p>		

PSHE	<p>Dreams and goals To understand what success is.</p> <p>Skill: Reflect on and evaluate their own experiences to set simple goals</p>	<p>Dreams and goals To be able to set a goal.</p> <p>Skill: Understands that they learn from their mistakes.</p>	<p>Dreams and goals To be able to work with a partner.</p> <p>Skill: To understands how to work co-operatively with others.</p>	<p>Dreams and goals To be able to tackle a challenge.</p> <p>Skill: Understands what it means to be positive, have confidence and to try new things.</p>	<p>Dreams and goals To identify and overcome obstacles.</p> <p>Skill: Work together as a class or group on a project</p>	<p>Dreams and goals To celebrate success.</p> <p>Skill: Recognise what they are good at from what others say</p>	<p>Healthy me To know the difference between being healthy and unhealthy.</p> <p>Skill Understands what it means to have an active lifestyle and make some choices on how do it.</p>	<p>Healthy me To know about a healthy balanced diet. To make healthy choices</p> <p>Skill Children can make simple choices about some aspects of their health and well-being(healthy eating</p>	<p>Healthy me To know how to keep myself clean, healthy and safe</p> <p>Skill To know the importance of, and how to, maintain personal hygiene. (Clothing)</p>	<p>Healthy me To understand that medicines can help me and to know how to use them safely.</p> <p>Skill To understand the importance of keeping ourselves safe.</p>	<p>Healthy me To know how to keep safe when crossing the road. To recognise when I feel frightened and to know who to ask for help.</p> <p>Skill To understand rules for keeping safe in the environment.</p>
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