

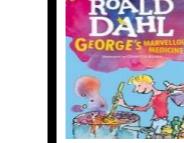
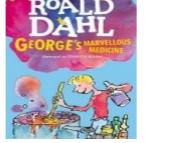
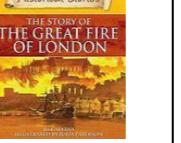


Roe Green Infant School

MEDIUM TERM PLANNING 2021-2022

YEAR 2-Home Sweet Home



	Week 1 4/1/22	Week 2 10/1/22	Week 3 17/1/22	Week 4 24/1/22	Week 5 31/2/22	Week 6 7/2/22	Week 7 21/2/22	Week 8 28/2/22	Week 9 7/3/22	Week 10 14/3/22	Week 11 21/3/22	Week 12 28/3/22
ENGLISH	<p>Key Text: White Owl Barn Owl</p>  <p>Mind map</p> <p>Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Key Text: White Owl Barn Owl</p>  <p>Research from different sources</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p>	<p>Key Text: White Owl Barn Owl</p>  <p>Look at non-fiction books re: layout Planning a report about owls (Owl Workshop)</p> <p>Skill: Writing for different purposes Planning or saying out loud what they are going to write about</p>	<p>Key Text: White Owl Barn Owl</p>  <p>Big write: Report about Owls</p> <p>Skill: Writing for different purposes Planning or saying out loud what they are going to write about</p>	<p>Key Text: George's Marvellous Medicine</p>  <p>Write a description of Grandma Make a 'wanted poster' for Grandma</p> <p>Skill: Participate in discussion about books, taking turns and listening to what others say Use expanded noun phrases to describe and specify</p>	<p>Key Text: George's Marvellous Medicine</p>  <p>Plan a recipe/potion Poster advertising Medicine</p> <p>Skill: Writing for different purposes Planning or saying out loud what they are going to write about</p>	<p>Key Text: George's Marvellous Medicine</p>  <p>Recipe/ potions Read Twits to compare text. and edit</p> <p>Skill: Writing for different purposes Planning or saying out loud what they are going to write about</p>	<p>Key Text: The story of the GFL</p>  <p>Descriptive sentences about the fire Great Fire of London Trip</p> <p>Skill: Apostrophes for contracted forms and the possessive (singular)</p>	<p>Key Text: The story of the GFL</p>  <p>To write a diary extract</p> <p>Skill: Use expanded noun phrases to describe and specify</p>	<p>Key Text: The story of the GFL</p>  <p>Big Write: Recount Assessment week Phonic checks</p>	<p>Key Text: Elements Poem</p>  <p>To write an element poem: earth, wind, fire and water</p> <p>Skill: Continuing to build up a repertoire of poems learnt by heart. Appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	
	Comprehension Barn Owls SPAG	Comprehension SPAG	Comprehension SPAG	Comprehension SPAG	Comprehension The Great Fire of London SPAG		Comprehension Practice SATs Papers SPAG	Comprehension SPAG	Comprehension SPAG	Comprehension SPAG		
SPaG:	Nelson Grammar Pupil Book 2 Unit 7 contractions-1	SPaG: Nelson Grammar Pupil Book 2 Unit 3 Collective Nouns	SPaG: Nelson Grammar Pupil Book 2 Unit 15 Commas	SPaG: Nelson Grammar Pupil Book 2 Unit 12 Sentences (question mark, exclamation mark)	SPaG: Nelson Grammar Pupil Book 2 Unit 14 Contraction -2	SPaG: Nelson Grammar Pupil Book 2 Unit 17 Possessive nouns	SPaG: Nelson Grammar Pupil Book 2 Unit 19 Verbs (present and past tense)	SPaG: Nelson Grammar Pupil Book 2 Unit 20 Adjectives	SPaG: Nelson Grammar Pupil Book 2 Unit 21 Adverbs	SPaG: Nelson Grammar Pupil Book 2 Unit 24 Confusing Words (Homophones)	SPaG: Nelson Grammar Pupil Book 2 Unit 25 Conjunctions (and, but, or)	SPaG: Nelson Grammar Pupil Book 2 Unit 27 Nouns (with suffixes)

	Nelson Handwriting Pupil Book 2 Revisit Unit 11 ha join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 12 od join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 13 er join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 14 ai join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 15 oy join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 16 re join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 17 fu join (Unit 18 Print)	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 19 ot join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 20 ai join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 20 ol join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 20 al join	
	Phonics: Squirrel Class: Bugclub Phase 5 unit 26 Phoneme /l/ written as 'le' and 'eer' Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr'	Phonics: Squirrel Class: Bugclub Phase 5 unit 27 Phoneme /ch/ written as 'tch' Phoneme /sh/ alternatives Phoneme /e/ written as 'ea' Phoneme /w/ written as 'wa' Phoneme /u/ written as 'o'	Phonics: Squirrel Class: Bugclub Phase 6 unit 28 Suffix ending 'ing' (a morpheme) Suffix ending 'ed' (a morpheme) Suffix ending split digraph silent 'e'+ing'-ed'	Phonics: Squirrel Class: Bugclub Phase 6 unit 29 Suffix ending '-s'(as plural morpheme) Suffix ending '-es' after 'ss', 'x' Suffix ending '-es' after 'ch', 'sh''tch'	Phonics: Squirrel Class: Bugclub Phase 6 unit 30 Prefix 're-' Prefix'un-' Prefix, root, suffix	Phonics: Squirrel Class: Bugclub Revision	Phonics: Squirrel Class: Bugclub Revision	Phonics: Squirrel Class: Bugclub Revision	Phonics: Squirrel Class: Bugclub Revision	Phonics: Squirrel Class: Bugclub Revision	Phonics: Squirrel Class: Bugclub Revision	
	Fox Class: Bugclub Phase 5 Unit 25 Phoneme /j/ written as 'g(e))' 'g(i)' 'g(y)' Phoneme /j/ written as 'dge'	Fox Class: Bugclub Phase 5 Unit 26 Phoneme /l/ written as 'le' and 'eer' Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr'	Fox Class: Bugclub Phase 5 Unit 27 Phoneme /ch/ written as 'tch' Phoneme /sh/ alternatives Phoneme /e/ written as 'ea' Phoneme /w/ written as 'wa' Phoneme /u/ written as 'o'	Fox Class: Bugclub Phase 5 Unit 28 Suffix ending 'ing' (a morpheme) Suffix ending 'ed' (a morpheme) Suffix ending split digraph silent 'e'+ing'-ed'	Fox Class: Bugclub Phase 5 Unit 29 Suffix ending '-s'(as plural morpheme) Suffix ending '-es' after 'ss', 'x' Suffix ending '-es' after 'ch', 'sh''tch'	Fox Class: Bugclub Phase 5 Unit 30 Prefix 're-' Prefix'un-' Prefix, root, suffix	Fox Class: Bugclub Revision	Fox Class: Bugclub Revision	Fox Class: Bugclub Revision	Fox Class: Bugclub Revision	Fox Class: Bugclub Revision	
	Badger Class: Bugclub phase 5 unit 16 Phoneme /igh/ written as 'ie' Phoneme /igh/ written as 'i-e' Phoneme /igh/ written as 'y' Phoneme /igh/ written as 'i'	Badger Class: Bugclub phase 5 unit 17 Phoneme /oa/ written as 'ow' Phoneme /oa/ written as 'o-e' Phoneme /oa/ written as 'o' and 'oe' Phoneme short /oo/ written as 'u' and 'oul'	Badger Class: Bugclub phase 5 unit 18 Phoneme long /oo/ written as 'ew' Phoneme long /oo/ written as 'aw' Phoneme long /oo/ written as 'ue' Phoneme long /oo/ written as 'u-e' Phoneme short /oo/ written as 'u' and 'oul'	Badger Class: Bugclub phase 5 unit 19 Phoneme /or/ written as 'ir' Phoneme /or/ written as 'au' Phoneme /or/ written as 'al'	Badger Class: Bugclub phase 5 unit 20 Phoneme /ur/ written as 'ou' Phoneme /ur/ written as 'er' Phoneme /ur/ written as 'ear'	Badger Class: Bugclub phase 5 unit 21 Phoneme /ow/ written as 'ere' and 'eer' Phoneme /oi/ written as 'oy'	Badger Class: Bugclub phase 5 unit 22 Phoneme /ear/ written as 'c' Phoneme /c/ written as 'k' Phoneme /air/ written as 'are' and 'ear'	Badger Class: Bugclub phase 5 unit 23 Phoneme /c/ written as 'c(e))' 'c(i)' 'c(y)' Phoneme /s/ written as 'sc' and st(l) Phoneme /s/ and /z/ written as 'dge'	Badger Class: Bugclub phase 5 unit 24 Phoneme /j/ written as 'g(e))' 'g(i)' 'g(y)' Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr'	Badger Class: Bugclub phase 5 unit 25 Phoneme /l/ written as 'le' and 'eer' Phoneme /sh/ alternatives Phoneme /e/ written as 'ea' Phoneme /w/ written as 'wa' Phoneme /u/ written as 'o'	Badger Class: Bugclub phase 5 Unit 26 Phoneme /ch/ written as 'tch' Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr'	Badger Class: Bugclub phase 5 Unit 27 Phoneme /ch/ written as 'tch' Phoneme /sh/ alternatives Phoneme /e/ written as 'ea' Phoneme /w/ written as 'wa' Phoneme /u/ written as 'o'
	Hedgehog Class Phase 4 unit 12 Adjacent Consonants (cvcc) Adjacent Consonants (ccvc) Adjacent Consonants (ccvcc/cccvc/cccvc)	Hedgehog Class Phase 5 unit 13 Phoneme /zh/ written as 's' Phoneme /w/ written as 'wh' Phoneme /f/ written as 'ph'	Hedgehog Class Phase 5 unit 14 Phoneme /ai/ written as 'ay' Phoneme /ai/ written as 'a-e' Phoneme /ai/ written as 'eigh', 'ey', 'ei'	Hedgehog Class Phase 5 unit 15 Phoneme /ee/ written as 'ed' Phoneme /ee/ written as 'e-e' Phoneme /ee/ written as 'ie'	Hedgehog Class Phase 5 unit 16 Phoneme /igh/ written as 'ie' Phoneme /igh/ written as 'i-e' Phoneme /igh/ written as 'y'	Hedgehog Class Phase 5 unit 17 Phoneme /oa/ written as 'ow' Phoneme /oa/ written as 'o-e' Phoneme /oa/ written as 'o' and 'oe'	Hedgehog Class Phase 5 unit 18 Phoneme /long/oo/ written as 'ew' Phoneme /long/oo/ written as 'au' Phoneme /long/oo/ written as 'u-e'	Hedgehog Class Phase 5 unit 19 Phoneme /or/ written as 'ir' Phoneme /or/ written as 'au' Phoneme /or/ written as 'o' and 'oe'	Hedgehog Class Phase 5 unit 20 Phoneme /ur/ written as 'ou' Phoneme /ur/ written as 'er' Phoneme /ur/ as 'ear'	Hedgehog Class Phase 5 unit 21 Phoneme /ow/ written as 'ere' and 'eer' Phoneme /ou/ written as 'oy'	Hedgehog Class Phase 5 unit 22 Phoneme /air/ written as 'are' and 'ear'	Hedgehog Class Phase 5 unit 23 Phoneme /c/ written as 'c' Phoneme /k/ written as 'ck' Phoneme /ch/ written as 'ch'

	<p>Library- Focus non-fiction Research and use books about owls</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Library- Focus non-fiction Research and use books about owls</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Library- Focus non-fiction Look at glossaries</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Library- Focus non-fiction Share reports about owls with peers</p> <p>Skill: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Skill: Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say</p>	<p>Library- Fiction Looking at different Roald Dahl book/ rotten rhymes</p> <p>Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Skill: Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say</p>	<p>Library- Fiction Looking at different Roald Dahl book/ rotten rhymes</p> <p>Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Skill: Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say</p>	<p>Library- Fiction Looking at different Roald Dahl book/ rotten rhymes</p> <p>Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Skill: Recognising simple recurring literary language in stories and poetry</p> <p>Skill: Discussing their favourite words and phrases</p>	<p>Library- Fiction Looking at different Roald Dahl book/ rotten rhyme</p> <p>Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Skill: Recognising simple recurring literary language in stories and poet</p> <p>Skill: Discussing their favourite words and phrases</p>	<p>Library- Fiction Looking at different Roald Dahl Rotten Rhymes</p> <p>Skill: Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Skill: Discussing their favourite words and phrases</p>	<p>Library- Fiction Looking at poem for poem assembly</p> <p>Skill: Recognising simple recurring literary language in stories and poetry</p>		
MATHS	<p>Multiplication and Division To make doubles Make equal groups-sharing Make equal groups-grouping</p> <p>Skill: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>Multiplication and Division 2 times tables 5 times tables 10 times tables Use arrays</p> <p>Skill: Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p>	<p>Multiplication and Division Make equal groups sharing make equal groups grouping</p> <p>Skill: Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p>	<p>Multiplication and Division Divide by 2 Odd and Even numbers Divide by 5 Divide by 10 O'clock and half past</p> <p>Skill: Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p>	<p>Statistics and Geometry Draw pictograms (2,5,10) Interpret pictograms (2,5,10) Block diagrams Recognise 2D and 3D shapes Count sides on 2D shapes</p> <p>Skill: Interpret and present data using bar charts, pictograms and tables. Identify and describe the properties of 2D shapes.</p>	<p>Statistics and Geometry Draw pictograms (2,5,10) Interpret pictograms (2,5,10) Block diagrams Recognise 2D and 3D shapes Count sides on 2D shapes</p> <p>Skill: Interpret and present data using bar charts, pictograms and tables. Identify and describe the properties of 2D shapes.</p>	<p>Geometry: Properties of Shape and Fractions Make patterns with 3D shapes Make equal parts Recognise a half Find a half Mental Maths</p> <p>Skill: Compare and sort common 2-D and 3-D shapes and everyday objects. Identify and describe the properties of 2D shapes.</p>	<p>Geometry: Properties of Shape Count vertices on 2D shapes Draw 2D shapes Lines of symmetry Sort 2D shapes Mental Maths</p> <p>Skill: Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p>	<p>Geometry: Properties of Shape Make patterns with 2D shapes Count faces on 3D shapes Count edges on 3D shapes Count Vertices on 3D shapes Sort 3 D shapes,</p> <p>Skill: Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p>	<p>Fractions Recognise a quarter Find a quarter Recognise a third Find a third Unit fractions</p> <p>Skill: 1/4 of a length, shape, set of objects or quantity Recognise, find, name and write fractions 1/3, 1/4 of a length, shape, set of objects or quantity Recognise, find, name and write fractions 1/3, 1/4 of a length, shape, set of objects or quantity</p>	<p>Fractions Non-unit fractions Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ Find $\frac{1}{4}$ Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>Skill: Recognise, find, name and write fractions 1/3, 1/4 of a length, shape, set of objects or quantity Recognise, find, name and write fractions 1/3, 1/4 of a length, shape, set of objects or quantity</p>	<p>Assessment Week</p> <p>Skill: Use and apply skills that have previously been taught</p>

SCIENCE	<p>What is in your habitat Lesson 1 Mind map Year 1 Lesson catch up What animals come out at night?</p> <p>Skills: Observing , classifying & grouping</p>	<p>What is in your habitat Lesson 2 What did the different animals eat Food chain</p> <p>Skills: Gathering and recording data Using secondary sources</p>	<p>What is in your habitat Lesson 3 Where can I live</p> <p>Skills: using observations and ideas grouping and classifying</p>	<p>What is in your habitat Lesson 4 Owl life cycle</p> <p>Skills: Observing changes over time</p>	<p>Our changing world Are all offspring the same as their parents?</p> <p>Skills: using observations and ideas to answer questions Observing changes over time</p>	<p>What is in your habitat Habitat Assessment</p> <p>Skills: Identifying and classifying Grouping and classifying</p>	<p>Good choices: Materials Lesson 1 Can you describe an object</p> <p>Skills: Identifying and classifying Grouping and classifying</p>	<p>Good choices: Materials Lesson 2 What is it made of?</p> <p>Skills: Observing Performing simple tests Gathering and recording data to answer questions Carrying out comparative and fair tests</p>	<p>Good choices: Materials Lesson 3 What fabric will make a bedroom dark? (waterproofing)</p> <p>Skills: Observing Performing simple tests Gathering and recording data to answer questions Carrying out comparative and fair tests</p>	<p>Good choices: Materials Materials assessment</p> <p>Skills: Planting seeds</p>	<p>Apprentice Gardner Lesson 1 what will our seeds grow into? practical Planting seeds</p> <p>Skills: Planting and watering seeds.</p>
HUMANITIES	<p>Local Area Study Look at a map of Roe Green Village using Google maps, aerial images and photographs. Visitor talk (Debbie Nyman)</p> <p>Skill: Identify places using maps, atlases, aerial images. Use aerial photographs and plans to recognise landmarks and human and physical features</p> <p>Use 4 Compass points N, S, E, W and use directional language</p> <p>Use an infant atlas to locate places</p>	<p>Local Area Study To visit Roe Green Village To look at pictures/photos of Roe Green Village</p> <p>Skill: Develop knowledge and understanding of the local area. Investigating their surroundings</p> <p>Use observational skills to study the geography of their local area in a close proximity to the school</p> <p>Use geographical vocabulary to refer to the physical features and human features</p> <p>Use 4 Compass points N, S, E, W and directional language</p> <p>Follow a route on a map</p> <p>Use class agreed symbols to make a simple key on a map</p> <p>Use an infant atlas to locate places</p>	<p>Local Area Study To draw simple map of a local area</p> <p>Skill: Identify differences between ways of life at different times</p> <p>Talk about who was important e.g. in a simple historical content</p> <p>Use geographical vocabulary to refer to the physical features and human features</p> <p>Use 4 Compass points N, S, E, W and directional language</p> <p>Follow a route on a map</p> <p>Observe or handle sources to answer questions about the past on the basis of simple observations</p> <p>Use class agreed symbols to make a simple key on a map</p> <p>Use an infant atlas to locate places</p>	<p>Local Area Study To understand the impact Amy Johnson had on the importance of women as pionteers (The lives of Significant individuals in the local area)</p> <p>Skill: Recognising why people did things and what happened as a result (Impact)</p> <p>Know where all people/events studied fit into a chronological framework</p> <p>Develop an awareness of the past</p>	<p>Local Area Study Local Area Assessment Quiz.</p> <p>Skill: Recalling facts of the local area.</p>	<p>Great Fire of London Lesson 1 Life in the Seventeenth century</p> <p>Lesson 2 London - Then & now</p> <p>Skill: Identifying similarities and differences between ways of life at different times</p> <p>Skill: Developing knowledge and understanding of an area.</p>	<p>Great Fire of London Lesson 2 How the Great Fire of London happened</p> <p>Skill: Chronology-Sequencing artefacts/events and checking with reference books</p> <p>Skill: Make simple observations about different types of events, within a society</p>	<p>Great Fire of London Lesson 3 Great Fire of London trip</p> <p>Skill: Developing knowledge and understanding of an area.</p> <p>Skill: Investigating their surroundings</p>	<p>Great Fire of London Lesson 4 To know about Samuel Pepys diary</p> <p>Skill: Recognise why people did things, why events happened</p> <p>Skill: Using sources to answer questions about the past on the basis of simple observations</p>	<p>Great Fire of London Lesson 5 How do we know about the fire</p> <p>Skill: Observing or handling sources to answer questions about the past (Enquiry)</p>	<p>Great Fire of London Lesson 6 What have you learnt about the GFL</p> <p>Skill: Recognising why people did things and what happened as a result (Impact)</p>
RE	<p>Who am I?</p> <p>Assembly New Year Goals</p>	<p>Who am I?</p> <p>Assembly Importance of having a balanced diet</p>	<p>When am I?</p> <p>Assembly Chinese New Year</p>	<p>When am I?</p> <p>Assembly Keeping healthy for a healthy mind</p>	<p>Where does life come from?</p> <p>Assembly Keeping Healthy Walk to school (Mr John)</p>	<p>Where does life come from?</p> <p>Assembly Lent</p>	<p>How might some believers look after their souls?</p> <p>Assembly Shrove Tuesday</p>	<p>How might some believers look after their souls?</p> <p>Assembly</p>	<p>What is a 'human'?</p> <p>Assembly</p>	<p>What is a 'human'?</p> <p>Assembly St Patrick's day (17th March)</p>	<p>Assembly Looking after our environment</p>
COMPUTING	<p>E-safety</p> <p>Skill: Can talk about key online safety rules</p>	<p>Finding out about Roe Green Village [IT]</p> <p>Skill: Show an awareness of the range of inputs to a computer (IWB, mouse, keyboard, microphone, touchscreen etc.)</p>	<p>Finding out about Roe Green Village [IT]</p> <p>Skill: Begin to understand internet services and WWW.</p>	<p>Map work of RG Village [DL & IT]</p> <p>Skill: Control a device on and off the screen.</p>	<p>Cross-Curricular Linked to maths. Using JIIT-creating pictograms</p> <p>Skill: Can use a programme to answer questions and create content for a clear purpose (block chart, bar chart, pie chart, line graph)</p>	<p>Cross-Curricular Linked to maths. Using JIIT-creating a block graph</p> <p>Skill: Can use a programme to answer questions and create content for a clear purpose (block chart, bar chart, pie chart, line graph)</p>	<p>Demolition Turtle [CS] (lesson 1) Creating algorithms, human beebot (pairs-instruct your partner)</p> <p>Skill: Use logical reasoning to predict simple behaviours</p>	<p>Demolition Turtle [CS] (lesson 2) Creating algorithms and controlling a floor robot beebot</p> <p>Skill: Control a device on and off the screen.</p>	<p>Demolition Turtle [CS] (lesson 3) Creating algorithms and controlling On screen</p> <p>Skill: Create and debug simple programmes</p>	<p>Demolition Turtle [CS] (lesson 4) Creating algorithms and controlling On screen</p> <p>Skill: Understand that programs execute by following precise instructions</p>	<p>Demolition Turtle [CS] (lesson 5) Creating algorithms and controlling On screen</p> <p>Skill: Recognise common uses of Information technology beyond school</p>

PE	Hit catch run Unit 1 Lesson 1 Work as a team to field a ball back to a base	Hit catch run Unit 1 Lesson 2 Sprint to correct areas to score points	Hit catch run Unit 1 Lesson 3 Use underarm throwing skills to feed/bowl a ball to a player	Hit catch run Unit 1 Lesson 4 Experiment with different bats to see which are easier and harder to hit with	Hit catch run Unit 1 Lesson 5 Stand in positions ready to catch a ball	Hit catch run Unit 1 Lesson 6 Play as part of a team to field and hit to score	Hit catch run Unit 2 Lesson 7 Work as a team to return a ball to a base	Hit catch run Unit 2 Lesson 8 Make decisions about directions to send the ball.	Hit catch run Unit 2 Lesson 9 Outwit bowler to kick in different directions	Hit catch run Unit 2 Lesson 10 Recognise the role of a wicketkeeper	Hit catch run Unit 2 Lesson 11 Recognise the role of a backstop	Hit catch run Unit 2 Lesson 12 Work as a team to score points as batters
	Run and touch cones to score points	Work to better runs scored	Position body to perform stepping action for bowling	Make choices about where you are going to hit the ball	Field to catch and throw to teammates to stop opponent scoring runs	Apply simple tactics to gameplay	Work individually to score runs	Use a variety of kicking techniques to send the ball.	Use both feet to kick the ball	Position yourself to stop balls	Attempt to track and stop balls as the backstop	Work as a team to restrict runs
	Participate in a variety of roles	Use kicking to send a ball to score points	Use bowling/ feeding skills in a game situation			Play in different roles and positions	Increase running pace to score runs and stay 'safe.'	Experience the role of the backstop.	Kick a ball bowled in a variety of ways	Practise the role of wicketkeeper and attempt to stump players out		Demonstrate skills learnt in wicket keeping or backstop
	Skill: Bowl, bat and team field	Skill: Understand and develop tactics for attacking and defending. Recognise the best ways to score points and stop points being	Skill: Bowl, bat and team field	Skill: Bowl, bat and team field	Skill: Make it difficult for opponents.	Skill: Participate in team games.	Skill: Participate in team games.	Skill: Bowl, bat and team field	Skill: Make it difficult for opponents.	Skill: Make it difficult for opponents.	Skill: Bowl, bat and team field	
	Attack/Defence/ Shoot CC Unit 1 Lesson 1 Send the ball with feet by kicking	Attack/Defence/ Shoot CC Unit 1 Lesson 2 Receive and stop the ball with feet	Attack/Defence/ Shoot CC Unit 1 Lesson 3 Working as a team to keep possession in a defined area	Attack/Defence/ Shoot CC Unit 1 Lesson 4 Play in a game with defined areas	Attack/Defence/ Shoot CC Unit 1 Lesson 5 To move the ball using basketball-style dribbling	Attack/Defence/ Shoot CC Unit 1 Lesson 6 Play with and against others	Attack/Defence/ Shoot CC Unit 2 Lesson 8 To send and receive moving into space	Attack/Defence/ Shoot CC Unit 2 Lesson 9 To work with a partner to progress towards a target	Attack/Defence/ Shoot CC Unit 2 Lesson 10 Examine the role of a goalkeeper	Attack/Defence/ Shoot CC Unit 2 Lesson 11 Show awareness of opponents and teammates in a game	Attack/Defence/ Shoot CC Unit 2 Lesson 12 Implement basic goalkeeping, attacking play and intercepting in games	
	Send the ball varying distances using harder and softer kicks	Pass the ball to another player	Play the ball for accuracy	Move the ball independently by bouncing	Link bouncing and passing	Make some attempt at attacking collaboratively	Play with a variety of balls	Move into space in a game situation	Perform defensively as an individual in a game	Explore the concept of intercepting in invasion games	Make early decisions in games	Practise to improve existing skills
	Skill: Dribble and pass balls	Skill: Dribble and pass balls	Skill: Dribble and pass balls	Skill: Understand and develop tactics for attacking and defending	Skill: Dribble and pass balls	Skill: Understand and develop tactics for attacking and defending	Skill: Play competitive games, modified where appropriate	Skill: Use different rules and tactics for invasion games.	Skill: Attempt to use simple attacking play in a game	Skill: Use the goalkeeping principles	Skill: Make it difficult for opponents.	Skill: Understand and develop tactics for attacking and defending.
				Participate in team games.	Participate in team games.	Participate in team games.		Skill: Use different rules and tactics for invasion games.	Understand and develop tactics for attacking and defending			Use the goalkeeping
						Use different rules and tactics for invasion games.			Recognise how they work best with their partner.			

ART & DT	<p>Art- Owl Winter Scene Lesson 1 Investigate wintery night scenes and discuss colours that are used. Sketch out plans in sketch book. (x 2 Classes)</p> <p>Skill: Work out ideas through drawing.</p>	<p>Art- Owl Winter Scene Lesson 1 Investigate wintery night scenes and discuss colours that are used. Sketch out plans in sketch book. (x 2 Classes)</p> <p>Skill: Work out ideas through drawing</p>	<p>Art- Owl Winter Scene Lesson 2 Create a background and add lines using black paint or oil pastel. (x 2 Classes)</p> <p>Skill: Begin to discuss use of shadows, the use of light and dark</p>	<p>Art- Owl Winter Scene Lesson 3 Draw the owl silhouette and cut out and add to the picture adding highlights of snow. (x2 Classes)</p> <p>Skill: Cutting detailed shape. Use of light and dark to create shadow.</p>	<p>Art- Owl Winter Scene Lesson 3 Draw the owl silhouette and cut out and add to the picture adding highlights of snow. (x2 Classes)</p> <p>Skill: Cutting detailed shape. Use of light and dark to create shadow.</p>	<p>Art- Owl Winter Scene Lesson 1 Look at Japanese blossom images. Draw detailed sketches from observation. (x 2 Classes)</p> <p>Skill: Refine skills in drawing and painting.</p>	<p>Art-Spring blossom Lesson 1 Look at Japanese blossom images. Draw detailed sketches from observation. (x 2 Classes)</p> <p>Skill: Refine skills in drawing and painting.</p>	<p>Art-Spring blossom Lesson 2 Paint spring blossoms and add detail using oil pastels. (x 2 Classes)</p> <p>Skill: Refine skills in drawing and painting.</p>	<p>Art-Spring Blossom Lesson 2 Paint spring blossoms and add detail using oil pastels. (x 2 Classes)</p> <p>Skill: Observational drawing using chalk and charcoal Paper collage</p>	<p>Art-Architecture Old & New Lesson 1 Stimulus: Tudor/Stuart Architecture: St Pauls Cathedral/ Churches/ (x 2 Classes)</p> <p>Art-Architecture Old & New Lesson 1 Stimulus: Tudor/Stuart Architecture: St Pauls Cathedral/ Churches/ (x 2 Classes)</p>
MUSIC	Music's Cool	Music's Cool	Music's Cool	Music's Cool	Music's Cool	Music's Cool	Music's Cool	Music's Cool	Music's Cool	Music's Cool
PSHE	<p>Dreams & Goals Choose a realistic goal and think about how to achieve it</p> <p>Tell you things I have achieved and say how it makes me feel</p> <p>Skill: Understands what it means to be independent. Understands that we all have feelings and that feelings change depending on how we feel.</p>	<p>Dreams & Goals I carry on (persevere) even when I find things difficult</p> <p>I can tell you some of my strengths as a learner</p> <p>Skill: Understands that we all have feelings and that feelings change depending on how we feel.</p>	<p>Dreams & Goals I can recognise who I work well with and who it is more difficult for me to work with.</p> <p>How I feel working with others</p> <p>Skill: Understands what it means to be positive, have confidence and to try new things.</p>	<p>Dreams & Goals I can work well in a group</p> <p>I can work with others to solve a problem</p> <p>Skill: Understands what it means to be positive, have confidence and to try new things.</p> <p>To understands how to work co-operatively with others.</p>	<p>Dreams & Goals I can tell you some ways I worked well with my group.</p> <p>I can tell you how I felt working in a group.</p> <p>Skill: To understands how to work co-operatively with others</p>	<p>Dreams & Goals I know how to share success with other people</p> <p>I can tell you how being part of a successful group feels and store these feelings</p> <p>Skill: To understands how to work co-operatively with others</p>	<p>Healthy Me I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>Skill: Children can make simple choices about some aspects of their health and well-being. (for example the benefits of physical activity, rest, healthy eating and dental care)</p> <p>Understands what it means to have an active lifestyle and taking responsibility for the choices we make.</p>	<p>Healthy Me I know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p>Skill: Children can make simple choices about some aspects of their health and well-being. (for example the benefits of physical activity, rest, healthy eating and dental care)</p> <p>Understands what it means to have an active lifestyle and taking responsibility for the choices we make.</p>	<p>Healthy Me I can tell you my knowledge and attitude towards drugs</p> <p>Skill: Children can make simple choices about some aspects of their health and well-being. (for example the benefits of physical activity, rest, healthy eating and dental care)</p> <p>Understands the importance of keeping ourselves safe and that there are consequences for their actions.</p>	<p>Healthy Me I can identify when something feels safe or unsafe</p> <p>Skill: Children can make simple choices about some aspects of their health and well-being. (for example the benefits of physical activity, rest, healthy eating and dental care)</p> <p>To know the importance of, and how to, maintain personal hygiene. (Clothing)</p> <p>Understands what it means to have an active lifestyle and taking responsibility for the choices we make.</p>