

## Roe Green Infant School MEDIUM TERM PLANNING 2023-2024



## YEAR 2 – Islands in the Sun

	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 Art week	Week 12 8/7/24	Week 13 15/7/24
	Writing: To write a description of Mr Twit  (short burst)	Writing: Narrative How Mr Twit changes when Mrs Twit gives him some medicine (big write)	Key Text: Grandad's Island  ROALD DAHL THE WITS  Writing: Letter to PC Plod (Short burst) Book review	Key Text: Grandad's Island  GRANDAD'S ISLAND ISLAND Writing: An Island Story	Writing: Big Write My magical island building on previous weeks' ideas/ Big write based on a journey.	Key Text: Grandad's Island  GRANDAD'S ISLAND  Writing: Editing and publishing	Key Text: Grandad's Island (Poetry)  Animal Poetry sland Brochure Activity	Key Text: Text related to France  Writing: Retell of Claude in Paris	Key Text: Text related to France  Writing: Writing Letters and postcards from France	Writing: Writing questions about turltes prior to reading the book Shared reading and discussion of the text	Key Text: One Tiny Turtle  Writing: Sequence and describe the lifecycle of a turtle	Writing: Make notes about how to take care of a turtle and contrubte to a shared writing draft.  Big write Write about how to take care of a turtle and contrubte to a shared writing draft.	Key Text: One Tiny Turtle  Writing: How to look after the ocean
SUMMER	Skill: Participate in discussion about books, taking turns and listening to what others say	Skill: Writing for different purposes Planning or saying out loud what they are going to write about Encapsulating what they want to say, sentence by sentence  Evaluating their writing with the teacher and other pupils  Rereading to check that their writing makes  proofreading to check for errors in spelling, grammar and punctuation	Skill: Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence.	Skill: Planning or saying out loud what they are going to write about.  Writing down ideas and/or key words, including new vocabulary.  Encapsulating what they want to say, sentence by sentence.  Expanded noun phrases to describe and specify.  Role play/freeze frames	Skill: Writing narratives about personal experiences and those of others (real and fictional). Commas in lists. Expanded noun phrases to describe and specify. Proofreading to check for errors in spelling, grammar and punctuation  Evaluating their writing with the teacher and other pupils	Skill: Evaluating their writing with the teacher and other pupils. Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proofreading to check for errors in spelling, grammar and punctuation.	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  continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Skill: Writing for different purposes Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary Evaluating their writing with the teacher and other pupils Rereading to check that their writing makes sense Proofreading to check for errors in spelling, grammar and punctuation	Skill: Writing for different purposes Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary	Skill: Being introduced to non-fiction books that are structured in different ways  Discussing the sequence of events in books and how items of information are related  Drawing on what they already know or on background information and vocabulary provided by the teacher	Skill: Writing for different purposes Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Writing down ideas and/or key words, including new vocabulary	Skill:  Writing down ideas and/or key words, including new vocabulary Planning or saying out loud what they are going to write about  Encapsulating what they want to say, sentence by sentence by sentence Gemarcation Commas in lists Apostrophes for omission & singular possession  Evaluating their writing with the teacher and other pupils  Rereading to check that their writing makes sense  Proofreading to check for errors in spelling, grammar and punctuation	Skill: Writing for different purposes  Planning or saying out loud what they are going to write about.  Writing down ideas and/or key words, including new vocabulary Rereading to check that their writing makes sense  Proofreading to check for errors in spelling, grammar and punctuation

Comprehension: Catch a Little Rhyme	FF	Comprehension: I wonder	FF	Comprehension: Leap Like a Leopard	FF	Comprehension: Pupil Book 2 Unit 7	FF	Comprehension: Pupil Book 2 Unit 7	FF	Comprehension: Pupil Book 2 Unit 9	FF	Comprehension: Pupil Book 2 Unit 9
		Skill:		Skill:		<b>Finding facts</b> Cats		Finding facts Pet cat facts		Understanding information texts Adventure world		Understanding information texts Planning a day ou
Skill:		Listening to,		Listening to,						/ taremere mena		1
Listening to,		discussing and		discussing and		Skill:		Skill:		Skill:		Skill:
discussing and		expressing views		expressing views		Discussing and		Discussing and		Discussing and		Discussing and
expressing views		about a wide range		about a wide range		clarifying the		clarifying the		clarifying the		clarifying the
about a wide range		of contemporary and		of contemporary and		meanings of words,		meanings of words,		meanings of words,		meanings of words
9		classic poetry, stories				•				linking new meanings		
of contemporary and				classic poetry, stories		linking new meanings		linking new meanings				linking new meani
classic poetry, stories		and non-fiction at a		and non-fiction at a		to known vocabulary		to known vocabulary		to known vocabulary		to known vocabul
and non-fiction at a		level beyond that at		level beyond that at								
level beyond that at		which they can read		which they can read		Drawing on what		Drawing on what		Drawing on what		Drawing on what
which they can read		independently		independently		they already know or		they already know or		they already know or		they already know
independently						on background		on background		on background		on background
		Discussing and		Discussing and		information and		information and		information and		information and
Discussing and		clarifying the		clarifying the		vocabulary provided		vocabulary provided		vocabulary provided		vocabulary provi
clarifying the		meanings of words,		meanings of words,		by the teacher		by the teacher		by the teacher		by the teacher
meanings of words,		linking new meanings		linking new meanings		by mo reaction		by me reaction		by mo reaction		by mo loacher
linking new meanings		to known vocabulary		to known vocabulary		Being introduced to		Checking that the		Being introduced to		Being introduced
-		10 KHOWIT VOCADULARY		10 known vocabolary		•						
to known vocabulary						non-fiction books		text makes sense to		non-fiction books		non-fiction book
ļ		Checking that the		Checking that the		that are structured in		them as they read		that are structured in		that are structure
Checking that the		text makes sense to		text makes sense to		different ways		and correcting		different ways		different ways
text makes sense to		them as they read		them as they read				inaccurate reading				
them as they read		and correcting		and correcting		Answering and	1	Ī		Discussing their		Answering and
and correcting		inaccurate reading		inaccurate reading	1	asking questions	1	Being introduced to	1	favourite words and	I	asking questions
inaccurate reading						5 4	1	non-fiction books		phrases		
maccorate reading		Making inferences on		Making inferences on				that are structured in		Priidoos		
Making informace on		the basis of what is								Anavoring and		
Making inferences on				the basis of what is				different ways		Answering and		
the basis of what is		being said and done		being said and done				1		asking questions		
being said and done								Answering and				
ļ		Answering and		Answering and				asking questions				
Answering and		asking questions		1			1	1		I		
asking questions												
SpaG: Use expanded noun phrases to describe and specify Subordination (using when, if, that, or because) and	SpaG: Perhaps teach apostrophe for possession here (Grandad's Island)  Past tense – past and progressive Comparative	SpaG: SpaG Test 5 This term looks as if you are getting the children ready for a SPAG test and not about application in writing.  Expanded noun	SpaG: Tense – past or present? Coordination and subordination Time adverbs Expanded noun phrases Adverbs	SpaG: Tenses Coordination and subordination Time adverbs Expanded noun phrases Adverbs	SpaG: Independent activity- a or an	SpaG: For poetry Expanded noun phrases Precise verbs Adverbs	SPaG: Tenses Coordination and subordination Time adverbs Expanded noun phrases Adverbs Apostrophe for possession	SPaG: Tenses – past and present including present progressive (I am having a nice time)	SPaG: Formulating questions	SPaG: Present tense – simple Coordination and subordination Time adverbs – first, next	SPaG: Command form Adverbs of manner Coordination Subordination	SPaG: Command form Adverbs of man Coordination Subordination
coordination (using or, and, or but)	adjectives – bigger Expanded noun phrases	phrases to describe and specify.					,					
Present tense Contractions – he's	Adverbs Coordination and subordination	Construction – there is/there are You can										
Handwriting:	Handwriting:	Handwriting:	Handwriting:	Handwriting:	Handwriting:	Handwriting:	Handwriting:	Handwriting:	Handwriting:	Handwriting:	Handwriting:	Handwriting:
Nelson Handwriting	Nelson Handwriting	Nelson Handwriting	Nelson Handwriting	Nelson Handwriting	Nelson Handwriting	Nelson Handwriting	Nelson Handwriting	Nelson Handwriting	Nelson Handwriting	Nelson Handwriting	Nelson Handwriting	Nelson Handwrit
Pupil Book 2	Pupil Book 2	Pupil Book 2	Pupil Book 2	Pupil Book 2	Pupil Book 2	Pupil Book 2	Pupil Book 2	Pupil Book 2	Pupil Book 2	Pupil Book 2	Pupil Book 2	Pupil Book 2
Revisit Unit 1- in join	Revisit Unit 2 –ut join	Revisit Unit 3 – ve join	Revisit Unit 4 – ok join	Revisit Unit 5 sh & es	Revisit Unit 6 –ri join	Revisit Unit 7 – oa join	Revisit Unit 8 – ee	Revisit Unit 9 – ow join	Revisit Unit 10 – ky	Revisit Unit 11 – ha	Revisit Unit 12 – od	Revisit Unit 13 –
Write sentences and	Write sentences and	Write sentences and	Write sentences and	joins	Write sentences and	Write sentences	joins	Write sentences and	join	join	join	Write sentences
rhymes	rhymes	rhymes	rhymes	Write sentences	rhymes	and rhymes	Write sentences and	rhymes	Write sentences	Write sentences	Write sentences	and rhymes
				and rhymes			rhymes		and rhymes	and rhymes	and rhymes	
							I	1	1	1	1	

Phonics: LCP Phase 6 Week 2 Suffix ed	Phonics: LCP Phase 6 Week 3 Past tense irregular	Phonics: LCP Phase 6 Week 4 Verb meaning when ing suffix is added	Phonics: LCP Phase 6 Week 5 How to add ing suffix	Phonics: LCP Phase 6 Week 6 How to add the er suffix	Phonics: LCP Phase 6 Week 7 How to add the er suffix	Phonics: LCP Phase 6 Week 8 How to proof read	Phonics: LCP Phase 6 Week 9 How to ad the est suffix	Phonics: LCP Phase 6 Week 10 Teach contraction using the common exception words	Phonics: LCP Phase 6 Week 11 How to add the s/es suffix as plurals	Phonics: LCP Phase 6 Week 12 Teach spelling guidelines	Phonics: LCP Phase 6 Week 13 Teach spelling guidelines	Phonics: LCP Phase 6 Week 14 Teach how to add ly suffix
Library: Fiction Activity: Whole class shared reading of a fiction text (SATS revision)	Library: Fiction Activity: Whole class shared reading of a fiction text (SATS revision)	Library: Fantasy books/ Fiction Acivity: Look at the structure/settings of fantasy books Acivity: Look at the structure/settings of fantasy books	Library: Fantasy books/ Fiction Acivity: Look at the structure/settings of fantasy books Acivity: Look at the structure/settings of fantasy books	Library: Fantasy books/ Fiction Whole class book review of key text in English	Library: Poetry	Library: Non-fiction books Compare the teatures of non fiction books in pairs . Noting down if it has a contents page, glossary etc.	Library: Non-fiction books Link to English . Locate and use books about turtles	Library: Non-fiction books Explore the use of headings and subheading in non fiction books (link to English)	Library: Non-fiction books Compare the features of instructional texts (link to Engilish)	Library: Non-fiction books Share reports from English with peers . Children To read reports, ask and answer questions in pairs	Library: Non-fiction books Write a book review (link to English)	Library: Non-fiction books Write a book review on your chosen book (link to English)
Skill: Predicting what might happen on the basis of what has been read so far	Skill:  Making inferences on the basis of what is being said and done  Answering and asking questions	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	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	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 Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking tums and listening to what others say	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	Skill: Being introduced to non-fiction books that are structured in different ways	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	Skill: Being introduced to non-fiction books that are structured in different ways	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	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 Answering and asking questions	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	Skill: Participate in discussion about books, poems & other works that are read to them & thos that they can read for themselves, takin turns and listening to what others say

	Maths Beat Unit 14 Number and place value	Maths Beat Unit 15 Measurement Time to five minutes	Maths Beat Unit 16 Addition and subtraction	Maths Beat Unit 17 Multiplication and division	Maths Beat Unit 18 Geometry: position and direction	Maths Beat Unit 19 Statistics	Maths Beat Unit 20 Fractions	Maths Beat Unit 21 Addition and subtraction	Maths Beat Unit 22 Multiplication and division	Maths Beat Unit 22 Multiplication and division	Consolidation and Investigations	Consolidation and Investigations	Consolidation and Investigations
MATHS	Skill: Identify, represent and estimate numbers using different representations, including the number line.  Compare and order numbers from 0 up to 100; use <, > and = signs.	Skill: Compare and sequence intervals of time.  Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.	Skill: Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures  applying their increasing knowledge of mental and written methods.  Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.  Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and ones  a 2-digit number and tens  two 2-digit numbers adding three 1-digit numbers.  Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognize the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Skill: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	skill: Order and arrange combinations of mathematical objects in patterns and sequences.  Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).	Skill: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.  Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.	Skill: Recognize, find, name and write fractions $\frac{1}{4}$ , $\frac{1}{4}$ , and $\frac{1}{4}$ of a length, shape, set of objects or quantity.  Write simple fractions, for example, $\frac{1}{4}$ of 6 = 3 and recognize the equivalence of $\frac{2}{4}$ and $\frac{1}{4}$ .	Skill: Solve problems with addition and subtraction:  using concrete objects and pictorial representations, including those involving numbers, quantities and measures  applying their increasing knowledge of mental and written methods.  Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.  Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and ones  a 2-digit number and tens  two 2-digit numbers.  Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognize and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	Skill: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Skill: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Skill: Use strategies to solve problems of the day	Skill: Use strategies to solve problems of the day	Skill: Use strategies to solve problems of the day
	The Apprentice Gardener Mind map - what do we know about seeds and plants?	The Apprentice Gardener What will our seeds grow into?	The Apprentice Gardener What do gardeners need to grow?	The Apprentice Gardener How should we plant the seeds?	The Apprentice Gardener What is happening to our seeds?	The Apprentice Gardener How tall will they grow?	The Apprentice Gardener How can we care for our plants?	The Apprentice Gardener What happens when a seed germinates?	The Apprentice Gardener Does it matter how we plant the seeds? Investigation	The Apprentice Gardener What is happening to our seeds?	The Apprentice Gardener How expert are we? Assessment	The Apprentice Gardener What have we grown?	The Apprentice Gardener Cooking and tasting food using the grown vegetables.
SCIENCE	Piditisa	Skill: Observing closely, using simple equipment Grouping and classifying	Skill: Asking simple questions Observing changes over time	Skill: Performing simple tests	Skill: Gathering and recording data Observing changes over time Carrying out simple comparative tests	<b>Skill:</b> Gathering and recording data Noticing patterns	Skill: Using observations to answer questions Observing changes over time	Skill: Observing closely using simple equipment Observing changes over time	Skill: Carrying out simple tests Gathering and recording data	Skill: Observing changes over time Carrying out simple tests Gathering and recording data	Skill: Using observations and ideas to answer questions	Skill: Using observations to answer questions. Observing changes over time.	Skill: Using senses of taste and smell.

		St Lucia Getting There		St Lucia Weather, climate and temperature	St Lucia St Lucia Flag making activity	St Lucia Rainforest and its wildlife		St Lucia Compare houses in St Lucia to those in England (Kingsbury)		St Lucia Compare schools in St Lucia to England's		St Lucia Compare fruits and vegetables in St Lucia to those in England (link to science)	<b>St Lucia</b> Quiz
HUMANITIES		Skill: Asking simple geographical questions, e.g. Where is this place? What is it like? How has it changed? Using maps, atlases and globes to identify countries, continents and oceans.		Skill: Identifying some similarities and differences and simple patterns in the environment. Identifying the location of hot and cold areas of the world in relation to the equator and North and South Poles		Skill: Using geographical language to describe human and physical features e.g. rainforest, climate, woodland, forest, wildlife.		Skill:  Making simple comparisons between human features of places in different continents.		Skill: Making simple comparisons between human features of places in different continents.		Skill: Making simple comparisons between human and physical features of places in different continents.	
		How do people celebrate births?		How do people celebrate births?		How do people celebrate births?	How do people celebrate births?	How do people celebrate births?	How do people celebrate births?	How do people celebrate births?	How do people celebrate births?	How do people celebrate births?	Assessment Quiz
RE		Why is a new baby often celebrated?		What has Brahman got to do with it?		What has Brahman got to do with it?	What has Jesus got to do with it?	What has Jesus got to do with it?	Why is a baby being washed in a font?	What promises are made for the baby?	Catch up	Catch up	
COMPUTING	Non FF	Programming 1: Algorithms and debugging  Using ScratchJr  To explore a new application.	Non FF	Creating an animation  To create an animation.	Non FF	Making a musical instrument  To use characters as buttons.	Non FF	Data handling: Introduction to data  Homes in space To understand how computers can help humans survive in space	Non FF	Space bag  To create a digital drawing of essential items for life in space	Non FF	Warmer, colder  To understand the role of sensors on the ISS	Non FF

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	Run Jump throw Unit 1	Run Jump throw Unit 1	Run Jump throw Unit 1	Run Jump throw Unit 1	Run Jump throw Unit 1	Run Jump throw Unit 1	Run Jump throw Unit 2	Run Jump throw Unit 2	Run Jump throw Unit 2	Run Jump throw Unit 2	Run Jump throw Unit 2	Run Jump throw Unit 2	Assessment of running, jumping and
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	throwing skills.
	Play with a partner to gather objects from	Recognise powerful actions	Participate in obstacle relay	Participate in three different throwing	Copy and repeat actions with	Perform a variety of static and dynamic	cooperatively to	Attempt to throw	Throw and catch	Practise bean bag	Practise target throw.	Practise Hurdle relay.	
	around the room	Explore different	Modify movements	games	accuracy	balances	complete a jumping	with accuracy	through moving	race.	Tracise ranger milew.	Traciise Horale relay.	
	Count objects gathered to record a	ways to generate power to start	to adapt to the task, e.g. doing a burpee	Use a variety of different throws	Analyse performance to judge differences	Identify the difference between	and throwing task		target		Sports Day Practice	Sports Day Practice	
	score	different actions such	and then jumping on	according to the	in the game at the	a static and dynamic				Sports Day Practice	Sports Day Fractice	sports buy fractice	Sports Day Practice
	Be aware of others around when running	as running, jumping, hopping, striding	a box top.	game Explore which throws	beginning and end	balance Devise own static							
	diodria wrierrioriiling	nopping, sinding		are better for		and dynamic							
				accuracy, which are better for distance		balance sequence							
				and which are better									
	Skill:			for height									
	Recognise how they	Skill:	Skill:	Skill:	Skill:	Skill:	Skill				Skill:	Skill:	Skill:
	work best with their partner.	Develop balance, agility and co-	Develop balance, agility and co-	Recognise what is successful and how	Recognise what is successful and how	Use static and dynamic balances	Describe what they have done and what	<b>Skill</b> Recognise how they	Skill: Recognise the best	Skill: Participate in team	Describe what they see and ask to copy	Jump for distance and height	Able to perform skills correctly.
		ordination. of	ordination, of	to use this	to use this	a,a	they have seen.	work best with their	ways to score points	games	others' ideas, skills	and noight	
		travelling, stillness, jumping, timing,	travelling, stillness, jumping, timing,	knowledge.	knowledge. Compare their		Recognise how they work best with their	partner	and stop points being scored.		and tactics.		
		changing shape, size,	changing shape, size,		performances with		partner.						
		direction	direction		previous ones and demonstrate								
묘					improvement to								
					achieve their personal best.								Fun ball Games
		Send and Return (FF) Unit 1		Send and Return		Sand and Dahum (FE)		Send and Return		Send and Return		Send and Return (FF) Unit 2	
		Lesson 1		(FF) Unit 1		Send and Return (FF) Unit 1		(FF) Unit 2		(FF)		Lesson 6	
		Players to identify their dominant and		Lesson 2 Develop agility in		Lesson 3 Able to self-feed to		Lesson 4 Use a long high ball		Unit 2 Lesson 5		Play in a volleyball style game	
		non-dominant side		isolated challenges		send a ball to a		to reach the back of		Serving into specified		Play as an individual	
		for sending a ball Play a modified		Perform with increased agility in a		partner using a racquet		the court Send a low short ball		area Use a range of		or with partner Develop greater	
		game to send and		conditioned game		Attempt to combine		to the front of the		sending skills to serve		control of the ball	
		return using dominant and non-				skills to perform a rally		court		Play out point from serve			
		dominant sides								35.10			
		Skill: Understand the basic		Skill: Understand the basic		Skill:		Skill:				Skill:	Skill:
		net game rules and		net game rules and		Bowl, bat and team		participate in team		Skill:		Play competitive	Following instructions and participating.
		skills, such as boundary line		skills, such as boundary lines		field Recognise how they		games,		Develop balance, agility and co-		games, modified where appropriate	
		booridary line		booridary lines		work best with their				ordination. of		Describe what they	
						partner				travelling, stillness, jumping, timing,		have done and what they have seen.	
										changing shape, size,		mey have seen.	
										direction			
		DT FF		ART FF		ART FF		ART FF		ART		Art:	
		Continue with Binka		St. Lucia collage.		St. Lucia collage inspired by a holiday		Matisse. French artist		Continue Matisse. French artist		Finishing off art work and sketch book	
		samplers.				poster. Pupils to						review	
		CVIII C.		Skill:		complete St. Lucia collage.						DT Complete Binka	
		SKILLS: Children to develop		Develop skills of		Add details and		DT Cooking				sampler	
DI		their skills to securely		overlapping and overlaying to create		further flowers and palm leaves/trees.		Binka sampler Assess progress.		Skill:			
oŏ ⊢		thread needles and develop stitches.		effects		Use oil pastels.		. 3					
ART		Add finishing to 3D		Use various collage materials to make a		Assemble collage using glue.							
		maps if applicable.		specific picture		Skill: DT							
				DT		Binka sampler							
		<b>DT</b> Cooking		Cooking Binka sampler									
		Class tbc		Dilling Squiplet									

	Start to understand	Start to understand	Start to understand	Start to understand	Start to understand	Understand how to
	how to move from	how to play note C	how to play Soh Mi	how to create	how to create and	create a tune.
	note B to A on	and G.	La Doh, Re notes on	rhythms.	read melody	Played/sung/written.
	recorder and how to		glockenspiels.	(spoken/written)		
	read them.	Start to how to move			Start to understand	Understand how to
		from note B to A on	Understand how to	Understand how to	how to use music to	create rhythms,
	Start to understand	the recorder.	play TA and TITI	play Soh Mi La Doh,	tell a story.	written, spoken,
	how to play note C.		rhythms on	Re notes on		played.
		Start to understand	percussion	glockenspiels.	Start to understand	
	Understand how to	how to sing Soh Mi	instruments.		how to sing in two-	Understand how to
	sing and recognise	La Do and Re		Start to understand	parts.	talk about different
	Soh Mi La Do notes	notes.	Start to understand	how to talk about	l'	elements of music
			how to talk about	different elements of		Tempo, Dynamics,
	Start to understand	Understand how to	different elements of	music: Tempo,	Understand how to	Pitch, Rhythm.
	how to read TA and	read TA and TITI	music: Tempo,	Dynamics, Pitch,	play B, A C and G	
	TITI rhythms	rhythms.	Dynamics, Pitch,	Rhythm.	on recorder.	
			Rhythm.			
		Start to understand		Start to understand		
		what programme	Start to understand	how to sing		
		music is.	how to sing a round.	independently		
	Activities and					
MUSIC	Songs					
<u>S</u>		Activities and	Activities and		Activities and	
<b> </b>   <b> </b>	CA Samba	Songs	<u>Songs</u>		<u>Songs</u>	Activities and
	Police Car Coming			Activities and		<u>Songs</u>
	Pineapples Are	CA Samba	Hot Cross Buns	<u>Songs</u>	Mary Had A Little	
	Juicy	Police Car Coming	(easy)		Lamb	Mary Had A Little
		Police Car Going	Police Car Going	Hot Cross Buns		Lamb
	Hot Cross Buns	Pineapples Are	CA Samba	(easy)	Lemonade (greeting	
	Nanuma	Juicy	on Gamba		song/game)	Lemonade (greeting
	Bele Mama		Bele Mama	Sansa Kroma	Jambo Bwana	song/game)
	Hickety Tickety	Hot Cross Buns	Hicketv Ticketv	Lemonade (greeting	Rockin and a Rollin'	Jambo Bwana
		Nanuma		1 (0 0 1	Sansa Kroma	Rockin and a Rollin'
	John Adams: Short	Bele Mama	Jambo Bwana	song/game)	Garisa Nioma	Sansa Kroma
	Ride in a Fast	Hickety Tickety	Sansa Kroma	Jambo Bwana	DD0 D;; ; M ;	Gansa Noma
	Machine				BBC Bitesize Music	DD0 D(s. )
		John Adams: Short	Don't Clap This One	Don't Clap This One	for the stage and	BBC Bitesize:
		Ride in a Fast	Back (children lead)	Back (children lead)	screen	Talking About Music
		Machine	` <b>1</b>	[ ` ' ]	Nicolat	
			BBC Bitesize video	BBC Bitesize video	Night	Night
			Dynamics Rhythm	Pitch, Tempo	Ferry/Sorcerer's	Ferry/Sorcerer's
			Dynamics Knymin	Filcii, Tempo	Apprentice	Apprentice
				=		
			Flight Of The	Flight Of The		
			Bumblebee	Bumblebee		
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	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships	Changing Me	Changing Me	Changing Me	Changing Me	Changing Me	Changing Me	Changing Me
	Families Identify different	Keeping Safe- Exploring physical	Friends and Conflict To identify some of	Secrets To understand that	Trust and Appreciation	Celebrate my special relationships	Life Cycles in Nature To recognise cycles	Growing from Young to Old	The Changing Me To recognise how my	Boys' and Girls' Bodies	Assertiveness To understand that	Looking Ahead. To identify what I am	Looking Ahead. Meeting the new
	members of my	contact	the things that cause	sometimes it is good	To recognise and	To express my	of life in nature.	To know the nature	body has changed	To recognise the	there are different	looking forward to	teacher and visiting
	family, understand	To understand that	conflict with my	to keep a secret and	appreciate people	appreciation for the		process of growing	snice I was a baby	physical differences	types of touch and	when I move to my	new classes.
	my relationship with	there are lots of forms	friends.	sometimes it is not	who can help me in	people in my special	To understand that	from young to old	and where I am in	between boys and	can tell you which	next class.	
	each of them and know why it is	of physical contact within a family and	To demonstrate how	good to keep a secret.	my family, my school and my community.	relationships.	there are some changes that are	and to understand that this is not in my	the continuum from young to old.	girls. Use the correct names for the parts	one I like and don't like.	To start to think about	
	important to share	that some of this is	to use the positive	seciei.	and my commonly.	To feel comfortable	outside that are	control.	young to old.	of the body and	IIKE.	changes I will make	
	and cooperate.	acceptable and	problem-solving	To know how it feels	To understand how it	accepting	outside of my control	001111011	To feel proud about	appreciate some	To be confident to	when I am in Year 3	
		some is not.	technique to resolve	to be asked to keep	feels to trust	appreciation from	and to recognise	To identify people, I	becoming more	parts of my body are	say what I like and	and know how to go	
	To accept that	Ta lua accordatala de un an	conflicts with my	a secret I do not	someone.	others.	how you feel about this.	respect who are	independent.	private.	don't like and can	about this.	
	everyone's family is different and	To know which types of physical contact I	friends.	want to keep and to know who to talk to			Triis.	older than me.		To tell you what I	ask for help.		
	understand that most	like and don't like		about this.						like/don't like about			
	people value their	and can talk about								being a boy/girl			
	family.	this.				Skill:				Skill:			
				Skill:	Skill:	Understand that their	Skill:		Skill:	Consider social and		Skill:	
		Skill:	Skill:	Understand that their	Consolidate	actions affect	Children can make	Skill:	Children can make	moral dilemmas that		Make new friends	
	Skill:	Understand that their	Understand that their	actions affect	understanding of	themselves and	simple choices about	Recognise worth in	simple choices about	they come across	Skill:	and cope with losing	
	Understand that their actions affect	actions affect themselves and	actions affect themselves and	themselves and others	differences and similarities between	others Able to empathise	some aspects of their health and well-	others and say why someone is special to	some aspects of their health and well-	everyday That people's bodies	That people's bodies and feelings can be	friends	
	themselves and	others	others	The differences	people	with another	beina.	them	beina.	and feelings can be	hurt.	Understands the	
PSHE	others	Recognise their own	Able to empathise	between secrets and	Consider social and	viewpoint	(for example the		(for example the	hurt		importance of	
PS	Consolidate	and other people's	with another	nice surprises and the	moral dilemmas that	Recognise their own	benefits of physical	Understands what it	benefits of physical		Understands the	friendships and how	
	understanding of differences and	feelings That people's bodies	viewpoint Recognise their own	importance of not keeping any secrets	they come across every day.	and other people's feelings	activity, rest, healthy eating and dental	means to have an active lifestyle and	activity, rest, healthy eating and dental		importance of keeping ourselves	to build positive relationships.	
	similarities between	and feelings can be	and other people's	that makes them feel	Voice differences of	Voice differences of	care)	taking responsibility	care)		safe and that there	retationships.	
	people	hurt.	feelings	uncomfortable,	opinion sensitively	opinion sensitively	,	for the choices we	,		are consequences	Contribute to the life	
			Voice differences of opinion sensitively	anxious or afraid	and courteously.	and courteously. That people's bodies		make.	Understands what it		for their actions.	of the class and	
			and courteously.			and feelings can be			means to have an active lifestyle and			school	
						hurt.			taking responsibility				
						Understands that			for the choices we				
						relationships need to be worked at.			make.				
						Understands there							
						are consequences if							
						the relationship is							
						negative or unsafe. <b>Assembly</b>							
						Time management							
										Assembly	Assembly	Assembly Temptation	Assembly
	Assembly			Assembly Information	Assembly		Assembly	Assembly	Assembly	New beginnings	Summer holidays	Buckingham Palace,	Year 2 Leavers
	Good to be me	Assembly Lost	Assembly Physical activity	technology	Emergencies		Environment	Family	Last half term	Talk about going into Year 3-new teacher		Changing of the Guard, Picnic in St	assembly
		LOSI	Friysical activity							new beginning/first		James' Park	
										impressions			
					VC-1 Construction				The selection for the selection of the s	The section for the second			
TRIPS					Visit Gurdwara (Sikh place of				Theatre Frozen	Theatre Frozen			
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