

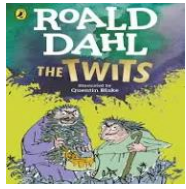
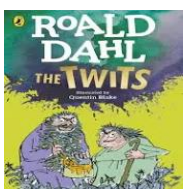
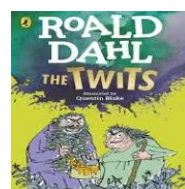
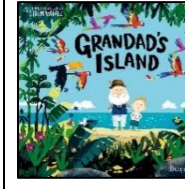
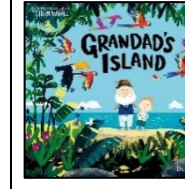

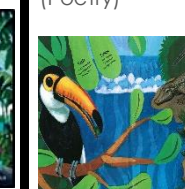

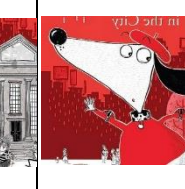
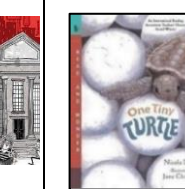

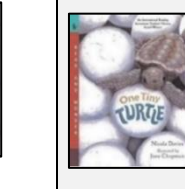



Roe Green Infant School

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
SUMMER	ENGLISH	<p>Key Text: The Twits</p> 	<p>Key Text: The Twits</p> 	<p>Key Text: Grandad's Island</p> 	<p>Key Text: Grandad's Island</p> 	<p>Key Text: Grandad's Island</p> 	<p>Key Text: Grandad's Island</p> 	<p>Key Text: Grandad's Island (Poetry)</p> 	<p>Key Text: Text related to France</p> 	<p>Key Text: Text related to France</p> 	<p>Key Text: One Tiny Turtle</p> 	<p>Key Text: One Tiny Turtle</p> 	<p>Key Text: One Tiny Turtle</p> 	<p>Key Text: One Tiny Turtle</p> 
		<p>Writing: To write a description of Mr Twit (short burst)</p> <p>Skill: Participate in discussion about books, taking turns and listening to what others say</p>	<p>Writing: Narrative How Mr Twit changes when Mrs Twit gives him some medicine (big write)</p> <p>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 sense proofreading to check for errors in spelling, grammar and punctuation</p>	<p>Writing: Letter to PC Plod (Short burst) Book review</p> <p>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.</p>	<p>Writing: An Island Story</p> <p>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</p>	<p>Writing: Big Write My magical island building on previous weeks' ideas/ Big write based on a journey.</p> <p>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</p>	<p>Writing: Editing and publishing</p> <p>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.</p>	<p>Writing: Animal Poetry sland Brochure Activity</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 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</p>	<p>Writing: Retell of Claude in Paris</p> <p>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</p>	<p>Writing: Writing Letters and postcards from France</p> <p>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</p>	<p>Writing: Writing questions about turtles prior to reading the book Shared reading and discussion of the text</p> <p>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</p>	<p>Writing: Sequence and describe the lifecycle of a turtle</p> <p>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</p>	<p>Writing: Make notes about how to take care of a turtle and contribute to a shared writing draft. Big write Write about how to take care of a turtle</p> <p>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 Sentence demarcation 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</p>	<p>Writing: How to look after the ocean</p> <p>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</p>

	<p>Comprehension: Catch a Little 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>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p>	FF	<p>Comprehension: I wonder</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>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p>	FF	<p>Comprehension: Leap Like a Leopard</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>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p>	FF	<p>Comprehension: Pupil Book 2 Unit 7 Finding facts Cats</p> <p>Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Answering and asking questions</p>	FF	<p>Comprehension: Pupil Book 2 Unit 7 Finding facts Pet cat facts</p> <p>Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Answering and asking questions</p>	FF	<p>Comprehension: Pupil Book 2 Unit 9 Understanding information texts Adventure world</p> <p>Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing their favourite words and phrases</p> <p>Answering and asking questions</p>	FF	<p>Comprehension: Pupil Book 2 Unit 9 Understanding information texts Planning a day out</p> <p>Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Answering and asking questions</p>
	<p>SPaG: Use expanded noun phrases to describe and specify</p> <p>Subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p>Present tense Contractions – he's</p>	<p>SPaG: Perhaps teach apostrophe for possession here (Grandad's Island)</p> <p>Past tense – past and progressive Comparative adjectives – bigger Expanded noun phrases Adverbs Coordination and subordination</p>	<p>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.</p> <p>Expanded noun phrases to describe and specify.</p> <p>Construction – there is/there are You can...</p>	<p>SPaG: Tense – past or present? Coordination and subordination Time adverbs Expanded noun phrases Adverbs</p>	<p>SPaG: Tenses Coordination and subordination Time adverbs Expanded noun phrases Adverbs</p>	<p>SPaG: Independent activity- a or an</p>	<p>SPaG: For poetry Expanded noun phrases Precise verbs Adverbs</p>	<p>SPaG: Tenses Coordination and subordination Time adverbs Expanded noun phrases Adverbs Apostrophe for possession</p>	<p>SPaG: Tenses – past and present including present progressive (I am having a nice time)</p>	<p>SPaG: Formulating questions</p>	<p>SPaG: Present tense – simple Coordination and subordination Time adverbs – first, next</p>	<p>SPaG: Command form Adverbs of manner Coordination Subordination</p>	<p>SPaG: Command form Adverbs of manner Coordination Subordination</p>
	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 1 - in join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 2 –ut join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 3 – ve join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 4 – ok join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 5 sh & es joins Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 6 –ri join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 7 – oa join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 8 – ee joins Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 9 – ow join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 10 – ky join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 11 – ha join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 12 – od join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 13 – er join Write sentences and rhymes</p>

		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 Activity: Look at the structure/settings of fantasy books Activity: Look at the structure/settings of fantasy books	Library: Fantasy books/ Fiction Activity: Look at the structure/settings of fantasy books Activity: 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 English)	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 turns 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 & those that they can read for themselves, taking turns and listening to what others say

MATHS	<p>Maths Beat Unit 14 Number and place value</p> <p>Skill: Identify, represent and estimate numbers using different representations, including the number line.</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs.</p>	<p>Maths Beat Unit 15 Measurement Time to five minutes</p> <p>Skill: Compare and sequence intervals of time.</p> <p>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.</p>	<p>Maths Beat Unit 16 Addition and subtraction</p> <p>Skill: Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>applying their increasing knowledge of mental and written methods.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and ones</p> <p>a 2-digit number and tens</p> <p>two 2-digit numbers</p> <p>adding three 1-digit numbers.</p> <p>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.</p>	<p>Maths Beat Unit 17 Multiplication and division</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>Maths Beat Unit 18 Geometry: position and direction</p> <p>Skill: Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>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 anti-clockwise).</p>	<p>Maths Beat Unit 19 Statistics</p> <p>Skill: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>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.</p>	<p>Maths Beat Unit 20 Fractions</p> <p>Skill: Recognize, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions, for example, $\frac{1}{2}$ of 6 = 3 and recognize the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Maths Beat Unit 21 Addition and subtraction</p> <p>Skill: Solve problems with addition and subtraction:</p> <p>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>applying their increasing knowledge of mental and written methods.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and ones</p> <p>a 2-digit number and tens</p> <p>two 2-digit numbers.</p> <p>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</p>	<p>Maths Beat Unit 22 Multiplication and division</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>Maths Beat Unit 22 Multiplication and division</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>Consolidation and Investigations</p> <p>Skill: Use strategies to solve problems of the day</p>	<p>Consolidation and Investigations</p> <p>Skill: Use strategies to solve problems of the day</p>	<p>Consolidation and Investigations</p> <p>Skill: Use strategies to solve problems of the day</p>
	SCIENCE	<p>The Apprentice Gardener Mind map - what do we know about seeds and plants?</p>	<p>The Apprentice Gardener What will our seeds grow into?</p> <p>Skill: Observing closely, using simple equipment Grouping and classifying</p>	<p>The Apprentice Gardener What do gardeners need to grow?</p> <p>Skill: Asking simple questions Observing changes over time</p>	<p>The Apprentice Gardener How should we plant the seeds?</p> <p>Skill: Performing simple tests</p>	<p>The Apprentice Gardener What is happening to our seeds?</p> <p>Skill: Gathering and recording data Observing changes over time Carrying out simple comparative tests</p>	<p>The Apprentice Gardener How tall will they grow?</p> <p>Skill: Gathering and recording data Noticing patterns</p>	<p>The Apprentice Gardener How can we care for our plants?</p> <p>Skill: Using observations to answer questions Observing changes over time</p>	<p>The Apprentice Gardener What happens when a seed germinates?</p> <p>Skill: Observing closely using simple equipment Observing changes over time</p>	<p>The Apprentice Gardener Does it matter how we plant the seeds? Investigation</p> <p>Skill: Carrying out simple tests Gathering and recording data</p>	<p>The Apprentice Gardener What is happening to our seeds?</p> <p>Skill: Observing changes over time Carrying out simple tests Gathering and recording data</p>	<p>The Apprentice Gardener How expert are we? Assessment</p> <p>Skill: Using observations and ideas to answer questions</p>	<p>The Apprentice Gardener What have we grown?</p> <p>Skill: Using observations to answer questions. Observing changes over time.</p>

HUMANITIES		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)	St Lucia Quiz
		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.	
	RE	How do people celebrate births? Why is a new baby often celebrated?		How do people celebrate births? What has Brahman got to do with it?		How do people celebrate births? What has Brahman got to do with it?	How do people celebrate births? What has Jesus got to do with it?	How do people celebrate births? What has Jesus got to do with it?	How do people celebrate births? Why is a baby being washed in a font?	How do people celebrate births? What promises are made for the baby?	How do people celebrate births? Catch up	How do people celebrate births? Catch up	Assessment Quiz
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

PE	<p>Run Jump throw Unit 1 Lesson 1 Play with a partner to gather objects from around the room Count objects gathered to record a score Be aware of others around when running</p> <p>Skill: Recognise how they work best with their partner.</p>	<p>Run Jump throw Unit 1 Lesson 2 Recognise powerful actions Explore different ways to generate power to start different actions such as running, jumping, hopping, striding</p> <p>Skill: Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p>	<p>Run Jump throw Unit 1 Lesson 3 Participate in obstacle relay Modify movements to adapt to the task, e.g. doing a burpee and then jumping on a box top.</p> <p>Skill: Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p>	<p>Run Jump throw Unit 1 Lesson 4 Participate in three different throwing games Use a variety of different throws according to the game Explore which throws are better for accuracy, which are better for distance and which are better for height</p> <p>Skill: Recognise what is successful and how to use this knowledge.</p>	<p>Run Jump throw Unit 1 Lesson 5 Copy and repeat actions with accuracy Analyse performance to judge differences in the game at the beginning and end</p> <p>Skill: Recognise what is successful and how to use this knowledge. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Run Jump throw Unit 1 Lesson 6 Perform a variety of static and dynamic balances Identify the difference between a static and dynamic balance Devise own static and dynamic balance sequence</p> <p>Skill: Use static and dynamic balances</p>	<p>Run Jump throw Unit 2 Lesson 7 cooperatively to complete a jumping and throwing task</p> <p>Skill Describe what they have done and what they have seen. Recognise how they work best with their partner.</p>	<p>Run Jump throw Unit 2 Lesson 8 Attempt to throw with accuracy</p> <p>Skill Recognise how they work best with their partner</p>	<p>Run Jump throw Unit 2 Lesson 9 Throw and catch through moving target</p> <p>Skill: Recognise the best ways to score points and stop points being scored.</p>	<p>Run Jump throw Unit 2 Lesson 10 Practise bean bag race.</p> <p>Sports Day Practice</p> <p>Skill: Participate in team games</p>	<p>Run Jump throw Unit 2 Lesson 11 Practise target throw.</p> <p>Sports Day Practice</p> <p>Skill: Describe what they see and ask to copy others' ideas, skills and tactics.</p>	<p>Run Jump throw Unit 2 Lesson 12 Practise Hurdle relay.</p> <p>Sports Day Practice</p> <p>Skill: Jump for distance and height</p>	<p>Assessment of running, jumping and throwing skills.</p> <p>Skill: Able to perform skills correctly.</p> <p>Fun ball Games</p> <p>Skill: Following instructions and participating.</p>
	ART & DT	<p>DT FF Continue with Binka samplers.</p> <p>SKILLS: Children to develop their skills to securely thread needles and develop stitches.</p> <p>Add finishing to 3D maps if applicable.</p> <p>DT Cooking Class tbc</p>	<p>ART FF St. Lucia collage.</p> <p>Skill: Develop skills of overlapping and overlaying to create effects Use various collage materials to make a specific picture</p> <p>DT Cooking Binka sampler</p>	<p>ART FF St. Lucia collage inspired by a holiday poster. Pupils to complete St. Lucia collage. Add details and further flowers and palm leaves/trees. Use oil pastels. Assemble collage using glue. Skill: DT Binka sampler</p>	<p>ART FF Matisse. French artist</p> <p>DT Cooking Binka sampler Assess progress.</p>	<p>ART Continue Matisse. French artist</p> <p>Skill:</p>	<p>Art: Finishing off art work and sketch book review</p> <p>DT Complete Binka sampler</p>						

<p style="text-align: center;">MUSIC</p>		<p>Start to understand how to move from note B to A on recorder and how to read them.</p> <p>Start to understand how to play note C.</p> <p>Understand how to sing and recognise Soh Mi La Do notes</p> <p>Start to understand how to read TA and TITI rhythms</p> <p><u>Activities and Songs</u></p> <p>CA Samba Police Car Coming Pineapples Are Juicy</p> <p><i>Hot Cross Buns</i> <i>Nanuma</i> <i>Bele Mama</i> <i>Hickety Tickety</i></p> <p>John Adams: Short Ride in a Fast Machine</p>		<p>Start to understand how to play note C and G.</p> <p>Start to how to move from note B to A on the recorder.</p> <p>Start to understand how to sing Soh Mi La Do and Re notes.</p> <p>Understand how to read TA and TITI rhythms.</p> <p>Start to understand what programme music is.</p> <p><u>Activities and Songs</u></p> <p>CA Samba Police Car Coming Police Car Going Pineapples Are Juicy</p> <p><i>Hot Cross Buns</i> <i>Nanuma</i> <i>Bele Mama</i> <i>Hickety Tickety</i></p> <p>John Adams: Short Ride in a Fast Machine</p>		<p>Start to understand how to play Soh Mi La Doh, Re notes on glockenspiels.</p> <p>Understand how to play TA and TITI rhythms on percussion instruments.</p> <p>Start to understand how to talk about different elements of music: Tempo, Dynamics, Pitch, Rhythm.</p> <p>Start to understand how to sing a round.</p> <p><u>Activities and Songs</u></p> <p>Hot Cross Buns (easy) Police Car Going CA Samba</p> <p><i>Bele Mama</i> <i>Hickety Tickety</i> <i>Jambo Bwana</i> <i>Sansa Kroma</i></p> <p>Don't Clap This One Back (children lead)</p> <p>BBC Bitesize video Dynamics Rhythm</p> <p>Flight Of The Bumblebee</p>		<p>Start to understand how to create rhythms. (spoken/written)</p> <p>Understand how to play Soh Mi La Doh, Re notes on glockenspiels.</p> <p>Start to understand how to talk about different elements of music: Tempo, Dynamics, Pitch, Rhythm.</p> <p>Start to understand how to sing independently</p> <p><u>Activities and Songs</u></p> <p>Hot Cross Buns (easy)</p> <p><i>Sansa Kroma</i> <i>Lemonade (greeting song/game)</i> <i>Jambo Bwana</i></p> <p>Don't Clap This One Back (children lead)</p> <p>BBC Bitesize video Pitch, Tempo</p> <p>Flight Of The Bumblebee</p>		<p>Start to understand how to create and read melody</p> <p>Start to understand how to use music to tell a story.</p> <p>Start to understand how to sing in two-parts.</p> <p>Understand how to play B, A C and G on recorder.</p> <p><u>Activities and Songs</u></p> <p>Mary Had A Little Lamb</p> <p><i>Lemonade (greeting song/game)</i> <i>Jambo Bwana</i> <i>Rockin and a Rollin'</i> <i>Sansa Kroma</i></p> <p>BBC Bitesize Music for the stage and screen</p> <p>Night Ferry/Sorcerer's Apprentice</p>		<p>Understand how to create a tune. Played/sung/written.</p> <p>Understand how to create rhythms, written, spoken, played.</p> <p>Understand how to talk about different elements of music Tempo, Dynamics, Pitch, Rhythm.</p> <p><u>Activities and Songs</u></p> <p>Mary Had A Little Lamb</p> <p><i>Lemonade (greeting song/game)</i> <i>Jambo Bwana</i> <i>Rockin and a Rollin'</i> <i>Sansa Kroma</i></p> <p>BBC Bitesize: Talking About Music</p> <p>Night Ferry/Sorcerer's Apprentice</p>	

