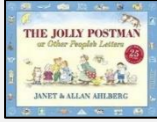





Roe Green Infant & Strathcona School
 MEDIUM TERM PLANNING 2022-23
Year 1 - Out of the Ordinary (Spring)



		Week 1 (2 days) 05.01.23	Week 2 9.01.23	Week 3 16.01.23	Week 4 23.01.23	Week 5 30.01.23	Week 6 06.02.23	Week 7 21.02.23	Week 8 27.02.23	Week 9 06.03.23	Week 10 13.03.23	Week 11 20.03.23	Week 12 27.03.23
SPRING	ENGLISH	Text: The Jolly Postman and Other People's Letters 	Text: The Jolly Postman and Other People's Letters	Text: The Jolly Postman and Other People's Letters	Text: The Jolly Postman and Other People's Letters	Text: The Jolly Postman and Other People's Letters	Text: The Jolly Postman and Other People's Letters	Key Text: Jack and the Baked Beanstalk 	Key Text: Jack and the Baked Beanstalk	Key Text: Jack and the Baked Beanstalk	Key Text: Jack and the Baked Beanstalk	Key Text: Jack and the Baked Beanstalk	Key Text: Jack and the Baked Beanstalk

	<p>Writing: To become familiar with the story. Introduce The Jolly Postman and discuss the book. Who is the main character? What is the role of a postman/woman?</p> <p>Skill: To compose a sentence orally before writing it. To combine words to make sentences, including using conjunctions 'and', 'but', 'because' To sequence sentences to form short narratives To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Writing: To sequence the Jolly Postman's journey Use a story map to sequence the characters the Jolly Postman visits in the correct order. To write a book review.</p> <p>Skill: To combine words to make sentences, including using conjunctions 'and', 'but', 'because' To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Writing: To sequence the story. Shared reading of the story (Goldilocks and the Three Bears). Become familiar with the story map. Sequencing the story with appropriate captions/sentences.</p> <p>Skill: To spell words using phonic sounds taught so far. To apply simple spelling rules and guidance from Appendix 1 To use regular plural noun suffixes (-s, -es)</p>	<p>Writing: To write a character description. Choose a character to write a description.</p> <p>Skill: To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To use regular plural noun suffixes (-s, -es) To use verb suffixes where root word is unchanged (-ing, -ed, -er) To combine words to make sentences, including using conjunctions 'and', 'but', 'because' To re-read what they have written to check that it makes sense</p>	<p>Writing: To sequence the story. Shared reading of the story (Hansel and Gretel). Become familiar with the story map. Sequencing the story with appropriate captions/sentences.</p> <p>Skill: To use regular plural noun suffixes (-s, -es) To use verb suffixes where root word is unchanged (-ing, -ed, -er) To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' To combine words to make sentences, including using conjunctions 'and', 'but', 'because' To use the un- prefix to change meaning of adjectives and/or adverbs To re-read what they have written to check that it makes sense To discuss what they have written with the teacher or other pupils.</p>	<p>Writing: To write instructions for making a potion. Instructional writing using imperative verbs and key words/star words.</p> <p>Skill: Adding the endings –ing, –ed and –er to verbs (hunting, hunted, hunter) To combine words to make sentences, including using conjunctions 'and', 'but', 'because' Use adverbials of time such as 'first', 'next', 'then' 'after', 'finally'</p>	<p>Writing: To create a shared word bank of the traditional and modern version of Jack and the Beanstalk. Class discussion on different settings, characters, plots and illustrations.</p> <p>Skill: To read aloud phonically-decodable text. To spell most of the words on the year 1 list. To spell words using phonic sounds taught so far. To say out loud what they are going to write about. To compose phrases orally before writing it.</p>	<p>Writing: To make comparison between a traditional and a modern version of Jack and the Beanstalk. Look at the first double page and make comparisons in terms of character, setting and illustration Shared writing.</p> <p>Skill: To say out loud what they are going to write about. To compose a sentence orally before writing it. To discuss what they have written with the teacher or other pupils. To spell words using phonic sounds taught so far. To spell some words with suffix –ing, –ed, –er and –est where no change is needed in the spelling of root words.</p>	<p>Writing: To compare a scene from the modern version to the traditional version. Children to use the word banks, references from the previous lessons to compare the scene where Jack meets the old man in the modern version.</p> <p>Skill: To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs . To spell some words with the prefix un– To spell some words with suffix –ing, –ed, –er and –est where no change is needed in the spelling of root words, To apply simple spelling rules and guidance from Appendix 1. To leave spaces between words To begin to form lower-case letters in the correct direction, starting and finishing in the right place To form capital letters To re-read what they have written to check that it makes sense. To join words and join clauses using "and".</p>	<p>Writing: To create your own ending for the traditional Jack and the Beanstalk story. Shared writing of the traditional version of the story with an alternative ending.</p> <p>Skill: To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs . To spell some words with the prefix un– To spell some words with suffix –ing, –ed, –er and –est where no change is needed in the spelling of root words, To apply simple spelling rules and guidance from Appendix 1. To leave spaces between words To begin to form lower-case letters in the correct direction, starting and finishing in the right place To form capital letters To re-read what they have written to check that it makes sense. To join words and join clauses using "and".</p>	<p>Writing: To explore the rhyme within Jack and the Beanstalk and Jack and the Baked Beanstalk. Shared writing of the traditional rhyme with alternative rhyming words.</p> <p>Skill: To read multisyllable words containing taught GPCs. To say out loud what they are going to write about. To compose a sentence orally before writing it. To read contractions and understand use of apostrophe. To read aloud phonically-decodable text. To spell some words with suffix –ing, –ed, –er and –est where no change is needed in the spelling of root words. To re-read what they have written to check that it makes sense.</p>	<p>Writing: To compose their own rhyme for the traditional giant from Jack and the Beanstalk. Children to apply knowledge of rhyming words and create their own rhyme for the traditional giant.</p> <p>Skill: To read multisyllable words containing taught GPCs. To say out loud what they are going to write about. To compose a sentence orally before writing it. To read contractions and understand use of apostrophe. To read aloud phonically-decodable text. To spell some words with suffix –ing, –ed, –er and –est where no change is needed in the spelling of root words. To re-read what they have written to check that it makes sense. To leave spaces between words To begin to form lower-case letters in the correct direction, starting and finishing in the right place To form capital letters.</p>
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<p>Handwriting: Nelson handwriting developing skills – Unit 10 ck</p> <p>Word level – sack,back</p> <p>Sentence level – Jack had a sack on his back. He packed all the gems in his sack.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills Unit 11 st</p> <p>Word level – still, step</p> <p>Sentence level – step up, step up to my stall.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills Unit 12 nk</p> <p>Word level – pink, junk</p> <p>Sentence level – What is in the sink?</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills – Unit 13 og</p> <p>Word level – dog, frog</p> <p>Sentence level – The frog is on the log.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills – Unit 14 re</p> <p>Word level- are, there</p> <p>Sentence level – Are there any apples on your apple there?</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills – Unit 15 oo</p> <p>Word level – moon, room</p> <p>Sentence level – The tiger crept into the room.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills Unit 16 wl</p> <p>Word level – growl, prowl</p> <p>Sentence level – He prowls in the dark.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills Unit 17 of</p> <p>Word level – off, soft</p> <p>Sentence level – I like soft toffees.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills – Unit 18 fl</p> <p>Word level – floor, flood</p> <p>Sentence level – Flip flop across the floor.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills – Unit 19</p> <p>Word level – be, poke</p> <p>Sentence level – Don't join a break letter.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Handwriting: Nelson handwriting developing skills – Unit 20 Practising capital letters</p> <p>Word level – Names</p> <p>Sentence level – Never join CAPITAL LETTERS.</p> <p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Assessments: PIRA (Spring Term)</p> <p>Write and read Common exception words</p> <p>Phonics check</p> <p>Assessments: PIRA (Spring Term)</p> <p>Write and read Common exception words</p> <p>Phonics check</p>	
<p>SPaG: Nelson Grammar Pupil Book 1B Unit 12 Verbs (Tenses)</p>	<p>SPaG: Nelson Grammar Pupil Book 1B Unit 11 Proper nouns</p>	<p>SPaG: Nelson Grammar Pupil Book 1B Unit 13 Opposites</p>	<p>SPaG: Nelson Grammar Pupil Book 1B Unit 9 Plurals(es)</p>	<p>SPaG: Nelson Grammar Pupil Book 1B Unit 10 Conjunctions</p>	<p>SPaG: Adverbials of Time</p>	<p>SPaG: To Use adjectives to describe a character from Jack and the Beanstalk.</p>	<p>SPaG: Compound words – for e.g. beanstalk</p>	<p>SPaG: Add suffix er and est.</p>	<p>SPaG: Exploring rhyming words in traditional rhymes.</p>	<p>SPaG: Assessments</p>		
<p>Comprehension: Head start: Page 52 What's the weather like?</p> <p>Skill:</p> <ul style="list-style-type: none"> • making inferences based on what is being said and done 	<p>Comprehension: Head start: Page 56 & 57 How do you feel?</p> <p>Skill:</p> <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far 	<p>Comprehension: Head start: Guess What? – Pg 53</p> <p>Skill:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher 	<p>Comprehension: Head start: The Giant's Lunch. Pg 43 & 44</p> <p>Skill:</p> <ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<p>Comprehension: There Is No Place Like Space (Real book comprehension based on the story read by Mr Miller)</p> <p>Skill:</p> <ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known • making inferences based on what is being said and done • Explain clearly their understanding of what is read to them 	<p>Comprehension: There Is No Place Like Space (Real book comprehension based on the story read by Mr Miller)</p> <p>Skill:</p> <ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known • making inferences based on what is being said and done • Explain clearly their understanding of what is read to them 	<p>Comprehension: Using Super heroes and comic strip comprehension session 1</p> <p>Skill:</p> <ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known • making inferences based on what is being said and done • Explain clearly their understanding of what is read to them 	<p>Comprehension: Using Super heroes and comic strip comprehension session2</p>	<p>Comprehension: Using Super heroes and comic strip comprehension session3</p>				

		<p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these • verb suffixes where root word is unchanged (-ing, -ed, -er) 	<p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	<p>Skill:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • understand which letters belong to which handwriting 'families' and to practise these 	Library: Find a fiction book. (Suspended until further notice) Skill:	Library: Can you find a book about superheroes? Skill:	Library: Can you spot any interesting vocabulary? What does it mean? Skill:	Library: Which are your favourite fiction books? Why? Are there any you dislike? Why? Skill:	Skill:	Skill:	
	MATHS	<p>MathsBeat Term 2 – Unit 7 – Number and place value – week 1</p> <p>Skill: Developing flexible counting and ordering to 100.</p>	<p>MathsBeat Term 2 – Unit 8 – Measurement – week 2</p> <p>Add by making 10 Subtraction- not crossing 10</p> <p>Skill: working with money</p>	<p>MathsBeat Term 2 – Unit 9 – Addition and subtraction – week 3</p> <p>Skill: Adding and subtracting to and from teens by bridging 10.</p>	<p>MathsBeat Term 2 – Unit 9 – Addition and subtraction – week 4</p> <p>Skill: Finding the difference</p>	<p>MathsBeat Term 2 – Unit 9 – Addition and subtraction – week 5</p> <p>Skill: Adding and subtracting within 20</p>	<p>MathsBeat Term 2 – Unit 10 – Fractions week 6</p> <p>Skill: What does a half or a quarter look and feel like?</p>	<p>MathsBeat Term 2 – Unit 11 – Geometry Position and direction - week 7</p> <p>Skill: pond to and use the language of position and direction.</p>	<p>MathsBeat Term 2 – Unit 12- week 8 – Multiplication and division</p> <p>Skill: solving multiplication from arrays problems.</p>	<p>MathsBeat Term 2 – Unit 12- week 9 – Multiplication and division</p> <p>Skill: solving practically, division from arrays problems.</p>	<p>MathsBeat Term 2 – Unit 13 – Measurement – week 10</p> <p>Skill: Measuring mass (weight)</p>	<p>MathsBeat Term 2 – Unit 13 – Measurement – week 11</p> <p>Skill: Time as duration of events</p>	Consolidation & Assessments
	SCIENCE	<p><u>Our Changing World</u> Animal Antics Which animals live around our school?</p> <p>Skill:</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Gathering and recording data to help in answering questions. 	<p><u>Our Changing World</u> Animal Antics How many birds visit our bird feeding station?</p> <p>Skill:</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Gathering and recording data to help in answering questions. 	<p><u>Our Changing World</u> Animal Antics How do snails change over time?</p> <p>Skill:</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Observing closely, using simple equipment. 	<p><u>Our Changing World</u> Animal Antics How should we care for our pets?</p> <p>Skill:</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Asking simple questions and recognising that they can be answered in different ways. 	Assessment/Quiz	<p><u>Everyday Materials</u> What material is this? (part 1)</p> <p>Skill:</p> <ul style="list-style-type: none"> • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Identifying and classifying. 	<p><u>Everyday Materials</u> What material is this? (part 2)</p> <p>Skill:</p> <ul style="list-style-type: none"> • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Observing closely, using simple equipment. 	<p><u>Everyday Materials</u> Is all paper the same?</p> <p>Skill:</p> <ul style="list-style-type: none"> • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Performing simple tests. 	<p><u>Everyday Materials</u> Is all fabric the same?</p> <p>Skill:</p> <ul style="list-style-type: none"> • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Using observations and ideas to suggest answers to questions. 	<p><u>Everyday Materials</u> What's it made of?</p> <p>Skill:</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identifying and classifying. 	<p>What can we see and hear that shows seasons are changing? (Spring)</p> <p>Trip to the walled Garden</p>	

Humanities	<p>Geography – Around the World</p> <p>To locate Europe on a world map and identify some of its countries and features.</p> <p>Children will name and identify the location of each of the seven continents of the world. They will be introduced to Buddy the Bee who sets off on a journey to discover a different country in each continent over the course of the next lessons. Children will identify that France is a country in Europe and identify some of its key features.</p>	<p>To locate Asia on a world map and explore the features and characteristics of China.</p> <p>Children will recap where the seven continents are, focusing particularly on Asia. They will identify and describe some of the key features and characteristics of China and recognise it as a country in the continent of Asia.</p>	<p>To locate Australia on a world map and identify some of its features and characteristics.</p> <p>Children will recap where the seven continents are, noting that Australia is both the name of a continent and a country within that continent. They will identify and describe some of the key features and characteristics of Australia and express what they have found out in a variety of ways.</p>	<p>To locate Africa on a world map and explore the features and characteristics of Kenya.</p> <p>Children will identify the position of Africa on a world map and identify Kenya as a country within Africa. They will identify and describe some of the key characteristics and features of Kenya, as well as comparing urban and rural life.</p>	<p>To identify North America on a world map and explore the characteristics and features of the USA.</p> <p>Children identify the position of the USA on a world map and identify it as a country within North America. They will find out how it is organised into states and identify some of the major landmarks of the country, as well as looking at how 4th July is celebrated.</p>	<p>To locate South America on a world map and explore the features and characteristics of Brazil.</p> <p>Children will identify the location of South America on a world map and identify Brazil as a country within this continent. Your class will identify some key landmarks of Brazil before using pictures to identify a variety of geographical features, such as rivers and mountains.</p>	<p>To locate Antarctica on a world map and identify some of its features and characteristics.</p> <p>Children will identify Antarctica on a world map. They will find out that it has no countries or people living there, apart from researchers. They will explore what these researchers do in Antarctica and find out about some of the animals that live there. They can then recap everything they have learnt about the seven continents and some of the countries within them.</p>	<p>Geography – My World and Me</p> <p>Find out where the UK, the equator and the poles are on a world map.</p> <p>Children will identify the seven continents and five oceans of the world on a world map. They will locate the UK on a world map and find out about the equator and the poles. They will start to identify that countries near the equator are hot countries and those by the poles are cold countries.</p>	<p>Compare the land features and climate of the UK and Ecuador.</p> <p>Children will use a world map to identify the location of the UK and Ecuador. They will use photos to help them identify a variety of physical features and compare examples of these features in Ecuador and the UK.</p>	<p>Compare the capital cities of the UK and Ecuador.</p> <p>Children will identify Quito as the capital of Ecuador and London as the capital of the UK. They will explore ways in which the two cities and similar to and different from each other in terms of buildings, jobs, schools, food and more.</p>	<p>Identify physical and human features in aerial photos.</p> <p>As part of our trip to Wembley stadium. Look at aerial photographs of the stadium in Ecuador and the Wembley stadium. Look at the map to travel to the stadium. When we come back look at the map and draw a map to get to Wembley stadium.</p>	<p>(This week is left blank because we have only 2 days in the first week. Humanities lessons will have to be adjusted accordingly)</p>
	RE	How do some Christians celebrate Harvest?	Why do some Christians celebrate Harvest?	How do some Jewish people celebrate Harvest?	Why do some Jewish people celebrate Harvest?	Why do some Hindus say thank you?	How do some Hindus say thank you?	Are people more important than animals?	Why should we be grateful and careful for our world?			
	COMPUTING	Non FF	Non FF	Programming 1: Algorithms unplugged What is an algorithm?	Non FF	Programming 1: Algorithms unplugged Algorithm pictures	Non FF	Rocket to the moon Rocket materials	Non FF	Rocket to the moon Rocket design	Non FF	Rocket to the moon Rocket building instructions

PE	<p>Hit catch and Run</p> <p>Unit 1</p> <p>Lesson 1</p> <p>Warm up</p> <p>Rolling a ball and catching it up</p> <p>Main Work out</p> <p>Throwing a beanbag, then into a hoop,</p> <p>Skill:</p> <p>Using communication skills to work with others to return a ball to hoop</p>	<p>Hit catch and Run</p> <p>Unit 1</p> <p>Lesson 2</p> <p>Warm up</p> <p>Rolling a ball with a partner and following commands</p> <p>Main Work out</p> <p>Chn roll the ball for partner to chase (face other way</p> <p>Skill:</p> <p>Communicating with their partner to track and stop the ball</p>	<p>Hit catch and Run</p> <p>Unit 1</p> <p>Lesson 3</p> <p>Warm up</p> <p>Throwing and catching of a beanbag</p> <p>Main Work out</p> <p>In groups of 5/6 children pass a ball around imagining it's a hot potato.</p> <p>Skill:</p> <p>Communicating and mastering catching skills with a variety of balls and beanbags.</p>	<p>Hit catch and Run</p> <p>Unit 1</p> <p>Lesson 4</p> <p>Warm up</p> <p>Dodgeball with sponge balls</p> <p>Main Work out</p> <p>Put children into small groups and set out a series of targets for them to hit to (as per diagram). Each target will be worth a different number of points.</p> <p>Skill:</p> <p>Children beginning to Feed movement and body position</p>	<p>Hit catch and Run</p> <p>Unit 1</p> <p>Lesson 5</p> <p>Warm up</p> <p>Follow the leader</p> <p>Main Work out</p> <p>1. Run between bases to score points.</p> <p>2. Work with others to retrieve balls.</p> <p>3. Make decisions to make it difficult for hitters to score points.</p> <p>Skill:</p> <p>Moving to score</p>	<p>Hit catch and Run</p> <p>Unit 1</p> <p>Lesson 6</p> <p>Warm up</p> <p>Steps</p> <p>Children to experiment with the following: Big steps, Little steps, jumping steps, Fast steps, Slow steps, Tiptoe steps, striding steps, Skipping steps, Heel steps, Sideways steps</p> <p>Main Work out</p> <p>Assessment for Learning task extended to work as teams —Put pupils into teams of 3 or 4. Play assessment for learning task developed during lesson 1 and 4. Use updated rules from lesson 4 to further adapt task.</p> <p>Skill: Fielding and hitting in teams.</p>	<p>Send and Return</p> <p>Unit 2</p> <p>Lesson 1</p> <p>1. Attempt to accurately send a ball which can be returned by others.</p> <p>2. Track movement of a ball to be able to return over the bench or net.</p> <p>Skill:</p> <p>Feeding the ball over the net</p>	<p>Send and Return</p> <p>Unit 2</p> <p>Lesson 2</p> <p>1. Use a variety of movements to track balls in different ways</p> <p>2. Chase, stop and control balls and objects</p> <p>Skill:</p> <p>Tracking</p>	<p>Send and Return</p> <p>Unit 2</p> <p>Lesson 3</p> <p>1. Hit a moving ball from a sitting position.</p> <p>2. Control body and limbs to move efficiently on the floor.</p> <p>Skill:</p> <p>Body control on mats.</p>	<p>Send and Return</p> <p>Unit 2</p> <p>Lesson 4</p> <p>1. Send objects from a variety of positions such as sitting, kneeling, and standing</p> <p>2. Play cooperatively in a competitive game situation</p> <p>Skill:</p> <p>Sending the ball from different positions</p>	<p>Send and Return</p> <p>Unit 2</p> <p>Lesson 5</p> <p>1. Identify tactics to outwit an opponent</p> <p>2. Work as part of a team to score points</p> <p>Skill:</p> <p>How to identify space</p>	<p>Send and Return</p> <p>Unit 2</p> <p>Lesson 6</p> <p>1. Use skills learned in more challenging situations against others.</p> <p>2. Describe and show how to get into correct body position to send the ball.</p> <p>Skill:</p> <p>Body position behind the ball</p>
	ART & DT	N/A	DT Exploring animals and the way they move. Create a mindmap of ideas for animal puppet.	Art FF Making Colours Lesson 1 Kapow To investigate how to mix secondary colours	DT Joining fabric Lesson 1 Kapow Join fabrics together using different methods	Art FF Painting with colour Lesson 2 Kapow To apply knowledge of colour mixing when painting	DT Designing a puppet Lesson 2 Kapow To use a template to create a design	Art FF Printing with paint Lesson 3 Kapow To explore colour when printing	DT Cooking	Art FF Exploring colour mixing Lesson 4 Kapow To experiment with paint mixing to make a range of secondary colours	DT Cooking	Art FF Clarice Cliff plates Lesson 5 To apply painting skills when working in the style of an artist

