









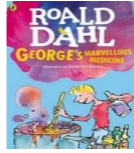
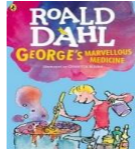

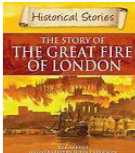
Roe Green Infant School

MEDIUM TERM PLANNING 2024-2025

YEAR 2-Home Sweet Home



SUBJECT SPECIFIC VOCABULARY FOR EACH LESSON WILL BE SHOWN ON THE WEEKLY PLANS

		Week 1 6/1/25	Week 2 13/1/25	Week 3 20/1/25	Week 4 27/1/25	Week 5 3/2/25	Week 6 10/2/25	Week 7 24/2/25	Week 8 3/3/25	Week 9 10/3/25	Week 10 17/3/25	Week 11 24/3/25	Week 12 31/3/25
SPRING	ENGLISH	 Key Text: Fly By Night Vocabulary about verbs: swoop, hover, float. Role play verbs Discuss the sun's trajectory. Prepositional Language Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Drawing on what they already know or on background information and vocabulary provided by the teacher	Key Text: Fly By Night  Classifying verbsground movements. Writing sentences. Big write:Short Narrative Skill: Writing down ideas and/or key words, including new vocabulary Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Key Text: White Owl Barn Owl  Read the text and gather information. Owl Workshop Collect information from the workshop. Research from different sources Reinforce vocabulary and meanings. Collect information from PPT Big Write: Recount of the workshop Skill: Being introduced to non-fiction books that are structured in different ways Writing down ideas and/or key words, including new vocabulary Explain and discuss their understanding of books, both those that they listen to and those that they read for themselves Writing down ideas and/or key words, including new vocabulary Writing about real events	Key Text: White Owl Barn Owl  Fill in owl grid under subheadings Big Write- Report writing. Skill: 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 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	Key Text: The Owl who was afraid of The Dark  Fill in the grid about 'Dark' Descriptive words about the fireworks, Short burst of writing- different seasonal nights: Winter, Spring, Summer, Autumn, firework Skill: Writing down ideas and/or key words, including new vocabulary Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Key Text: The Owl who was afraid of The Dark  Big Write Narrative (Retell) - Dark is exciting and one other kind of Dark Retell Plop meeting the boy scout HAs write about Orion the cat Skill: 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 and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Key Text: George's Marvellous Medicine  Write a description of Grandma Make a 'wanted poster' for Grandma Skill: Participate in discussion about books, , taking turns and listening to what others say	Key Text: George's Marvellous Medicine  Plan and write Recipe/ potions and edit 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 and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Key Text: George's Marvellous Medicine  Big write: Write a story: Skill: Planning or saying out loud what they are going to write about Encapsulating what they want to say, sentence by sentence Proofreading to check for errors in spelling, grammar and punctuation	Key Text: Trip Wren 300 Recap visit of going into London, buildings, activities etc. Big Write: Recount of the trip Skill: Planning or saying out loud what they are going to write about Encapsulating what they want to say, sentence by sentence Writing about real events Writing for different purposes Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Key Text: Assessment week Reading NTS Papers Start Reading 'The Twits' Skill: Reading and understanding Text. Answering questions	Key Text: The Graet Fire of London  Write-Letter (From Christopher to King Charles II about what he is planning to do and why) 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 and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

		Comprehension SPAG		Comprehension SPAG			Comprehension The Great Fire of London SPAG		Comprehension		Comprehension		
		SPaG: introduce the present progressive to describe what is happening now e.g. He is swooping/hovering I am flying	SPaG: Past progressive – for the short narrative. (he was sitting) and past simple Blink was hovering over the fields. He swooped down. Prepositions – over, under Comparative – higher and higher	SPaG: Nelson Grammar Pupil Book 2 Unit 15 Commas in a list	SPaG: Present tense subordination (using different conjunctions) and coordination (and/but/or)	SPaG: Adjectives, noun phrases, verbs	SPaG: Subordination (using when, if, that, because) and coordination (using or, and/but) Past tense- simple and progressive Adjectives and noun phrases Time adverbs	SPaG: Exclamation sentences and exclamation marks (What a horrible old woman she is!) Use expanded noun phrases to describe and specify Contraction- could be used to describe Grandma: She's	SPaG: Command forms Adverbs-slowly Time adverbs Coordination and subordination Question sentences- Have you ever wanted to....? Adverbs of manner	SPaG: Past tense – simple and progressive Adjectives and noun phrases Time adverbs – then, later Adverbs of manner Coordination and subordination	SPaG: Past tense-simple and progressive Adjectives and noun phrases Time adverbs-Then, Later Coordination and subordination Prepositional phrases, on the tube, in the church...	SPaG: Nelson Grammar Pupil Book 2 Unit 25 Conjunctions (and, but, or)	SPaG: Present progressive- I am writing/I am planning
		Nelson Handwriting Pupil Book 2 Revisit Unit 11 ha join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 12 od join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 13 er join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 14 ai join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 15 oy join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 16 re join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 17 fu join (Unit 18 Print)	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 19 ot join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 20 ai join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 20 ol join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 20 al join	Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 20 ow join
		Revise Year 2 Common Exception Words	Phonics: Bugclub phase 5 unit 23 Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Phoneme /c/ written as 'ck' Phoneme /c/ written as 'ch'	Phonics: Bugclub phase 5 unit 24 Phoneme /s/ written as 'c(e)' c(l)' c(y)' Phoneme /s/ written as 'sc' and st(l)' Phoneme /s/ and /z/ written as 'se'	Phonics: Bugclub phase 5 unit 25 Phoneme /j/ written as 'g(e)' g(i)' g(y)' Phoneme /j/ written as 'dge'	Phonics: Bugclub Phase 5 unit 26 Phoneme /l/ written as 'le' ' Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr' Language Session	Phonics: Bugclub Phase 5 unit 27 Phoneme /ch/ written as 'tch' Phoneme /sh/ alternatives Phoneme /e/ written as 'ea' Phoneme /zh/ written as 's' Phoneme /w/ /o/ written as 'wa' Phoneme /u/ written as 'o' Language Session	Phonics: Bugclub Phase 6 unit 28 Suffix ending 'ing' (a morpheme) Suffix ending 'ed' (a morpheme) Suffix ending split digraph silent 'e'+ 'ing' '-ed' Language Session	Phonics: Bugclub Phase 6 unit 29 Suffix ending s' (as plural morpheme) Suffix ending es' after 'ss', 'x' Suffix ending es' after 'ch', 'sh' 'tch' Language Session	Phonics: Bugclub Phase 6 unit 30 Prefix 're-' Prefix 'un-' Prefix, root, suffix Language Session	Phonics: Bugclub Revision	Phonics: Bugclub Revision	Phonics: Bugclub Revision

	<p>Library- Focus non-fiction</p> <p>Research and use books about owls</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Library- Focus non-fiction</p> <p>Research and use books about owls</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Library- Focus non-fiction</p> <p>Look at glossaries</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Library- Focus non-fiction</p> <p>Share reports about owls with peers</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Library- Focus non-fiction</p> <p>Share reports about owls with peers</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Library- Focus non-fiction</p> <p>Share reports about owls with peers</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Library- Fiction</p> <p>Looking at different Roald Dahl book/ rotten rhymes</p> <p>Looking at different Roald Dahl books</p> <p>Shared reading and discussion about George's Marvellous Medicine</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>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Library- Fiction</p> <p>Looking at different Roald Dahl book/ rotten rhymes</p> <p>Looking at different Roald Dahl books</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>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Library- Fiction</p> <p>Looking at different Roald Dahl book/ rotten rhymes</p> <p>Library- Fiction Looking at different Roald Dahl Rotten Rhymes</p> <p>Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing their favourite words and phrases</p>	<p>Library- Focus non-fiction</p> <p>Research and use books about The Great Fire of London</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Library- Focus non-fiction</p> <p>Research and use books about The Great Fire of London</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Library- Focus non-fiction</p> <p>Research and use books about The Great Fire of London</p> <p>Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>
MATHS	<p>Unit 7: Number and place value</p> <p>Model the problem</p> <p>Skill: Use place value and number facts to solve problems.</p>	<p>Unit 8: Addition and subtraction</p> <p>Add pairs of multiples of 10 to 100</p> <p>Skill: Recall and use addition and subtraction facts to 20 fluently.</p> <p>Derive and use related facts up to 100.</p> <p>Add and subtract a 2-digit number and tens using concrete objects, pictorial representations, and mentally.</p> <p>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Recognize and use the inverse relationship between addition and subtraction and use this to solve missing number problems.</p>	<p>Unit 8: Addition and subtraction</p> <p>Use inverse relationships to solve problems</p> <p>Skill: Add and subtract a 2-digit number and 10s using concrete objects, pictorial representations, and mentally.</p> <p>Add and subtract two 2-digit numbers using concrete objects, pictorial representations, and mentally</p>	<p>Unit 9: Measurement</p> <p>Finding amounts of money and giving change <i>(Covered in Autumn Term)</i></p> <p>Skill: Recognize and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. <i>(Covered in Autumn Term)</i></p> <p>Unit 6: Measurement</p> <p>Measuring using non-standard and standard units</p> <p>Skill: Understand why we need standard units when measuring. Read scales to the nearest appropriate unit.</p>	<p>Unit 6: Measurement</p> <p>Comparing and ordering measurements</p> <p>Skill: Compare and order lengths, mass, volume/capacity and record the results using >, < and = .</p>	<p>Unit 10: Statistics</p> <p>Construct and interpret simple diagrams</p> <p>Statistics</p> <p>Interpret and construct simple pictograms and block diagrams.</p> <p>Skill: Ask and answer simple questions by counting the number of objects in each category.</p> <p>Ask and answer questions about categorical data.</p>	<p>Unit 11: Multiplication and division</p> <p>Multiplication and division fact families</p> <p>Skill: Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p>Unit 11: Multiplication and division</p> <p>Solving problems using multiplication and division, sometimes with remainders</p> <p>Skill: Solve problems involving multiplication and division, using materials and arrays, including problems in contexts.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p>	<p>Unit 12: Fractions</p> <p>Recognizing, finding and naming fractions of area, sets of objects and quantities, and introducing thirds</p> <p>Skill: Recognize, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p>	<p>Unit 12: Fractions</p> <p>Finding fractions of quantities and learning about equivalence</p> <p>Skill: Write simple fraction, for example $\frac{1}{2}$ of 6 = 3, and recognize the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Assessment Week</p> <p>Skill: Use and apply skills that have previously been taught</p>	<p>Unit 13: Geometry: properties of shapes</p> <p>Properties of 2D and 3D shapes</p> <p>Skill: Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.</p> <p>Compare and sort common shapes and everyday objects.</p> <p>Identify 2D shapes as the faces of 3D shapes</p>	

SCIENCE	<p>Growing seeds and bulbs How do plants grow and change over time?</p> <p>Skills: Identifying and classifying observing</p>	<p>Growing seeds and bulbs How are seeds and bulbs different?</p> <p>Skills: Identifying and classifying observing</p>	<p>Growing seeds and bulbs What do seeds need to germinate?</p> <p>Skills: Identifying and classifying observing</p>	<p>Growing seeds and bulbs How tall will they grow?</p> <p>Skills: Identifying and classifying observing</p>	<p>Growing seeds and bulbs What have we learnt about how a seed germinates?</p> <p>Skills: Identifying and classifying observing</p>	<p>Growing seeds and bulbs</p> <p>Assessment</p>	<p>Growing Up (Animals and Humans) How do animals change as they grow?</p> <p>Skills: using their observations and ideas to suggest answers to questions</p>	<p>Growing Up (Animals and Humans) What do animals need to survive?</p> <p>Skills: using their observations and ideas to suggest answers to questions</p>	<p>Growing Up (Animals and Humans) How can we sort food into groups?</p> <p>Skills: Identifying and classifying</p>	<p>Growing Up (Animals and Humans) How do humans stay clean?</p> <p>Skills: using their observations and ideas to suggest answers to questions</p>	<p>Growing Up (Animals and Humans) How can humans stay active?</p> <p>Skills: using their observations and ideas to suggest answers to questions</p>	<p>Growing Up (Animals and Humans) How do humans stay healthy?</p> <p>Skills: using their observations and ideas to suggest answers to questions</p> <p style="text-align: center;">Assessment</p>
	HUMANITIES	<p>Local Area Study Look at a map of Roe Green Village using Google maps, aerial images and photographs. Visitor talk (Debbie Nyman)</p> <p>Skill: Identify places using maps, atlases, aerial images. Use aerial photographs and plans to recognise landmarks and human and physical features</p> <p>Use 4 Compass points N, S, E, W and use directional language</p> <p>Use an infant atlas to locate places</p>	<p>Local Area Study To draw simple map of a local area</p> <p>Skill: Use observational skills to study the geography of their local area in a close proximity to the school</p> <p>Use geographical vocabulary to refer to the physical features and human features</p> <p>Use 4 Compass points N, S, E, W and directional language Follow a route on a map</p> <p>Use class agreed symbols to make a simple key on a map</p> <p>Use an infant atlas to locate places</p>	<p>Local Area Study To visit Roe Green Village To look at pictures/photos of Roe Green Village (To explore the area where we live)</p> <p>Skill: Develop knowledge and understanding of the local area. Investigating their surroundings</p> <p>Use observational skills to study the geography of their local area in a close proximity to the school</p> <p>Use geographical vocabulary to refer to the physical features and human features</p>	<p>Local Area Study To find out who Amy Johnson was and when she lived. (The lives of Significant individuals in the local area)</p> <p>Skill: Identify differences between ways of life at different times</p> <p>Talk about who was important e.g., in a simple historical content</p> <p>Develop an awareness of the past</p> <p>observe or handle sources to answer questions about the past on the basis of simple observations</p>	<p>Local Area Study To understand the impact Amy Johnson had on the importance of women as piolets</p> <p>Skill: Recognising why people did things and what happened as a result (Impact) Know where all people/events studied fit into a chronological framework</p> <p>Plan Bee Lesson 5 Local Area</p>	<p>Local Area Study Local Area Assessment Quiz.</p> <p>Skill: Recalling facts of the local area.</p>	<p>Great Fire of London Lesson 1 To understand where and when the Great Fire of London started.</p> <p>Skill: Identifying similarities and differences between ways of life at different times</p> <p>Develop an awareness of the past Chronology- Sequencing</p>	<p>Great Fire of London Lesson 2 To understand the events of the Great Fire of London.</p> <p>Skill: artefacts/events and checking with reference books</p> <p>Make simple observations about different types of events, within a society</p> <p>Talk about who was important in a historical content</p>	<p>Great Fire of London Lesson 3 To find out why the fire spread so quickly and stayed alight for so long. To find out about Christopher Wren</p> <p>Skill: Recognise why people did things, why events happened and what happened as a result</p> <p>Using sources to answer questions about the past on the basis of simple observations</p>	<p>Great Fire of London Lesson 4 Wren 300 Educational Visit x2 classes</p> <p>Skill: Developing knowledge and understanding of an area.</p> <p>Investigating their surroundings</p>	<p>Great Fire of London Lesson 5 To recap what we have found out about the Great Fire of London.</p> <p>Skill: Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>

RE	How do we know what is right and wrong?	Why do most Jewish people believe in the 10 commandments?	Why do most Jewish people believe in the 10 commandments?	What are the 5 beliefs in Hinduism?	To compare how are the 5 beliefs of Hinduism similar/different to the 10 commandments?	To know how Jainism is related to Hinduism	To know the 5 precepts of Buddhism.	What are the 8 Fold paths in Buddhism?	What are the 5 Pillars of Islam?	Plenary	End of unit Quiz	
	Assembly New Year Goals	Assembly Importance of having a balanced diet	Assembly Chinese New Year	Assembly Keeping healthy for a healthy mind	Assembly Keeping Healthy Walk to school (Mr John)		Assembly Shrove Tuesday/Lent	Assembly	Assembly	Assembly St Patrick's day (17 th March)	Assembly Looking after our environment	Assembly Spring
	Programming 1: Algorithms and debugging Dinosaur algorithm	Non FF	Programming 1: Algorithms and debugging Machine learning	Non FF	Computing systems and networks 2: Word processing Getting to know the keyboard	Non FF	Computing systems and networks 2: Word processing Getting started with word processing	Non FF	Computing systems and networks 2: Word processing Poetry book	Non FF	Recapping computing skills	Non FF
PE	Hit catch run Unit 1 Lesson 1 Work as a team to field a ball back to a base Run and touch cones to score points Participate in a variety of roles Skill: Bowl, bat and team field	Hit catch run Unit 1 Lesson 2 Sprint to correct areas to score points Work to better runs scored Use kicking to send a ball to score points Skill: Understand and develop tactics for attacking and defending. Recognise the best ways to score points and stop points being	Hit catch run Unit 1 Lesson 3 Use underarm throwing skills to feed/bowl a ball to a player Position body to perform stepping action for bowling Use bowling/ feeding skills in a game situation Skill: Bowl, bat and team field	Hit catch run Unit 1 Lesson 4 Experiment with different bats to see which are easier and harder to hit with Make choices about where you are going to hit the ball Skill: Bowl, bat and team field	Hit catch run Unit 1 Lesson 5 Stand in positions ready to catch a ball Field to catch and throw to teammates to stop opponent scoring runs Skill: Bowl, bat and team field Make it difficult for opponents.	Hit catch run Unit 1 Lesson 6 Play as part of a team to field and hit to score Apply simple tactics to gameplay Play in different roles and positions Skill: Make it difficult for opponents. Bowl, bat and team field	Hit catch run Unit 2 Lesson 7 Work as a team to return a ball to a base Work individually to score runs Increase running pace to score runs and stay 'safe.' Skill: Participate in team games. Recognise what is successful and how to use this knowledge. (Do they play well when hot or out of breath)	Hit catch run Unit 2 Lesson 8 Make decisions about directions to send the ball. Use a variety of kicking techniques to send the ball. Experience the role of the backstop. Skill: Bowl, bat and team field Participate in team games	Hit catch run Unit 2 Lesson 9 Outwit bowler to kick in different directions Use both feet to kick the ball Kick a ball bowled in a variety of ways Skill: Bowl, bat and team Recognise what is successful and how to use this knowledge field Recognise how they work best with their partner.	Hit catch run Unit 2 Lesson 10 Recognise the role of a wicketkeeper Position yourself to stop balls Practise the role of wicketkeeper and attempt to stump players out Skill: Make it difficult for opponents. Recognise the best ways to score points and stop points being	Hit catch run Unit 2 Lesson 11 Recognise the role of a backstop Attempt to track and stop balls as the backstop Skill: Make it difficult for opponents. Recognise the best ways to score points and stop points being scored.	Hit catch run Unit 2 Lesson 12 Work as a team to score points as batters Work as a team to restrict runs Demonstrate skills learnt in wicket keeping or backstop Skill: Bowl, bat and team field Recognise the best ways to score points and stop points being scored Make it difficult for
	Movement Lesson 1 –FF Games: Ships, Clap-Response, Musical Statues-(Embodying an Element when frozen), Simon Says. Exercise In groups of 10 create a '4 Move Sequence' to be demonstrated in Unison based off of each Element.		Movement Lesson 2 –FF Games: Musical Statues, Body 2 Body, Group Knot, Stage Game Exercise Flocking In groups of 10 move together as a 'Whole Mass' based off of one Element.		Movement Lesson 3-FF Games: 'Ships', Musical Statues, Body 2 Body, 'Clap-Respond', Stage Game Exercise In groups of 10 respond to visual Cues and create 'Shapes' in the Space under a time limit.		Movement Lesson 4-FF		Movement Lesson 5-FF Games: 'Ships', Musical Statues, Body-2-Body, 'ClapRespond'. Stage Game Exercise In two groups, respond to visual cue cards and create 'Shapes' in the Space under a time limit. Share one thing you enjoyed and one thing you learned		Movement Lesson 6 -FF Games: 'Ships', Indiana Jones, Student Lead-'Simon Says', Human Knot Exercise Sound System Cones • In 3 groups of 10 decide on an Element to embody and create 4 moves each that connect through one physical contact point. Domino Effect Share one thing you enjoyed and one thing you learned.	

ART & DT	<p>Art- Owl collage Lesson 1.</p> <p>Investigate collage and possible material suitable for the collage inspired by Owl Babies story and the owl workshop. Gather and prepare materials thinking about texture.</p> <p>Skill: Apply knowledge of texture. Work out ideas through sketching.</p>	NO FF	<p>Art- Owl collage Lesson 2. Continue the collage. Adding detail and creating the Barn owl and branch.</p> <p>Skill: Use a variety of paper to create a layered collage.</p> <p>Binka to continue if pupils complete work</p>	NO FF	<p>Art & Design</p> <p>Making a 3D map of local area:</p> <p>Looking at maps they drew in class. In pairs work at making a 3D map copy of the local area of Roe Green Village.</p> <p>Skills: Demonstrate increased control with a range of media.</p> <p>Use hands and tools with confidence when cutting, sticking, and joining paper and other malleable materials</p> <p>Owl collage took 3 weeks to complete, therefore maps removed from plan.</p>	NO FF	<p>Art-Spring Blossom Lesson 1 <small>Paint</small></p> <p>spring blossoms and add detail using oil pastels.</p> <p>(x 2 Classes)</p> <p>Skill: Refine skills in drawing and painting.</p> <p>NB: If 3D map work incomplete, finish this first.</p> <p>George's Marvellous Medicine.</p> <p>Design a poster to advertise the potion.</p> <p>Skills: Te design a poster</p> <p>Create attractive and informative ideas. Use marbling inks and colour washes to enhance.</p>	NO FF	<p>Art-Spring Blossom Lesson 2</p> <p>Paint spring blossoms and add detail using oil pastels.</p> <p>(x 2 Classes)</p> <p>Skill: <small>Refine</small> Refine skills in drawing and painting.</p> <p>George's Marvellous Medicine.</p> <p>Design a poster to advertise the potion.</p> <p>Skills: Te design a poster</p> <p>Create attractive and informative ideas. Use marbling inks and colour washes to enhance.</p>	NO FF	<p>Art-Architecture Old & New Lesson 1</p> <p>Stimulus:</p> <p>Tudor/Stuart Architecture: St Pauls Cathedral/ Churches/</p> <p>(x 2 Classes)</p> <p>Skill: Observational drawing using chalk and charcoal</p>	NO FF

MUSIC	<p>WEEK 1</p> <p>Understand the difference between solo and unison singing and playing.</p> <p>Start to understand how to recognise and recall rhythms. (patterns) Aurally and visually</p> <p>Start to understand how to hold and blow into a recorder</p> <p>Understand fast and slow; tempo as opposed to long and short; duration.</p> <p><u>Activities and Songs</u></p> <p>Soh- Mi Greeting Extended</p> <p>Hi Bonjour</p> <p>C+R Ta and TiTi</p> <p>Don't Clap This One Back</p> <p>Tongo</p> <p>Glory B BB Blues</p> <p>George and the orchestra BBC Bitesize what Is tempo? Introduction to the orchestra - Britten</p>	<p>WEEK 2</p> <p>Learn a big song (with phrases)</p> <p>Start to understand how to recognise and recall rhythms. (patterns) Aurally and visually</p> <p>Start to understand how to hold and blow into a recorder</p> <p>Understand fast and slow; tempo as opposed to long and short; duration.</p> <p><u>Activities and Songs</u></p> <p>Soh- Mi Greeting Extended (solos)</p> <p>Hi Bonjour</p> <p>C+R Ta and TiTi</p> <p>Don't Clap This One Back</p> <p>Tongo</p> <p>Glory B BB Blues</p> <p><i>George and the orchestra</i> <i>BBC Bitesize what Is tempo?</i></p> <p>Introduction to the orchestra - Britten</p>	<p>WEEK 3</p> <p>Learn a big song (with phrases)</p> <p>Understand how to recognise and recall rhythms (patterns) Aurally and visually</p> <p>Start to understand how to hold a recorder and play note B</p> <p>Start to understand how to identify orchestral instruments. (visually and aurally).</p> <p><u>Activities and Songs</u></p> <p>Soh- Mi Greeting Extended (solos)</p> <p>Hi Bonjour</p> <p>C+R Ta and TiTi</p> <p>Hot Cross Buns</p> <p>Tongo</p> <p>High, Middle, Low.</p> <p><i>Introduction to the orchestra - Britten</i></p>	<p>WEEK 4</p> <p>Start to understand how to recognise and recall rhythms (patterns) Aurally and visually</p> <p>Understand how to hold a recorder.</p> <p>Start to understand how to play note A.</p> <p>Start to understand how to identify orchestral instruments. (visually and aurally)</p> <p><u>Activities and Songs</u></p> <p>Hickety Tickety</p> <p>Hi Bonjour Cherry Pie</p> <p>Hot Cross Buns</p> <p>Tongo</p> <p>High, Middle, Low.</p> <p><i>Introduction to the orchestra - Britten</i></p>	<p>WEEK 5</p> <p>Start to understand how to recognise and recall 'La'</p> <p>Start to understand how to play note B and A</p> <p>Start to understand how to identify orchestral instruments. (visually and aurally)</p> <p>Start to understand how to read notation.</p> <p><u>Activities and Songs</u></p> <p>Hickety Tickety</p> <p>Hi Bonjour Cherry Pie</p> <p>Hot Cross Buns</p> <p>Ta and TiTi Game</p> <p>Thinking CA Samba (Glory B BB Blues)</p> <p>Tongo</p> <p>Keep the beat activity: Ho Ho Watanay. <i>Introduction to the orchestra - Britten</i></p> <p><i>Bolero</i></p>	<p>WEEK 6</p> <p>Start to understand how to recognise and recall 'Do'</p> <p>Start to understand how to play note C</p> <p>Start to understand how to identify orchestral instruments. (visually and aurally)</p> <p>Start to understand how to read notation.</p> <p><u>Activities and Songs</u></p> <p>Hickety Tickety</p> <p>Hi Bonjour Cherry Pie</p> <p>Hot Cross Buns</p> <p>Mice Mice</p> <p>Ta and TiTi Game</p> <p>Thinking CA Samba (Glory B BB Blues)</p> <p>Tongo</p> <p>Keep the beat activity: Ho Ho Watanay.</p> <p><i>Bolero</i></p>
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	PSHE	<p>Dreams &Goals Choose a realistic goal and think about how to achieve it</p> <p>Tell you things I have achieved and say how it makes me feel</p> <p>Skill: Understands what it means to be independent. Understands that we all have feelings and that feelings change depending on how we feel.</p>	<p>Dreams &Goals I carry on (persevere) even when I find things difficult</p> <p>I can tell you some of my strengths as a learner</p> <p>Skill: Understands that we all have feelings and that feelings change depending on how we feel.</p>	<p>Dreams &Goals I can recognise who I work well with and who it is more difficult for me to work with.</p> <p>How I feel working with others</p> <p>Skill: Understands what it means to be positive, have confidence and to try new things. To understands how to work co-operatively with others.</p>	<p>Dreams &Goals I can work well in a group</p> <p>I can work with others to solve a problem</p> <p>Skill: Understands what it means to be positive, have confidence and to try new things. To understands how to work co-operatively with others.</p>	<p>Dreams &Goals I can tell you some ways I worked well with my group.</p> <p>I can tell you how I felt working in a group.</p> <p>Skill: To understands how to work co-operatively with others</p>	<p>Dreams &Goals I know how to share success with other people</p> <p>I can tell you how being part of a successful group feels and store these feelings</p> <p>Skill: To understands how to work co-operatively with others</p>	<p>Healthy Me I understand how exercise affects my body and know why my heart and lungs are such important organ</p> <p>Skill: Children can make simple choices about some aspects of their health and well-being. (for example the benefits of physical activity, rest, healthy eating and dental care) Understands what it means to have an active lifestyle and taking responsibility for the choices we make.</p>	<p>Healthy Me I know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p>Skill: Children can make simple choices about some aspects of their health and well-being. (for example the benefits of physical activity, rest, healthy eating and dental care)</p>	<p>Healthy Me I can tell you my knowledge and attitude towards drugs</p> <p>Skill: Children can make simple choices about some aspects of their health and well-being. Understands the importance of keeping ourselves safe and that there are consequences for their actions.</p>	<p>Healthy Me Identify things, people and places that I need to keep safe from</p> <p>know some strategies for keeping myself safe, who to go to for help and how to call emergency services</p> <p>Skill: Understands the importance of friendships and how to build positive relationships. Understands the importance of keeping ourselves safe and that there are consequences for their actions.</p>	<p>Healthy Me I can identify when something feels safe or unsafe</p> <p>Skill: Understands the importance of friendships and how to build positive relationships. Understands the importance of keeping ourselves safe and that there are consequences for their actions.</p>	<p>Healthy Me I understand how complex my body is and how important it is to take care of it</p> <p>Skill: Children can make simple choices about some aspects of their health and well-being. (for example the benefits of physical activity, rest, healthy eating and dental care) To know the importance of, and how to, maintain personal hygiene. (Clothing) Understands what it means to have an active lifestyle and taking responsibility for the choices we make.</p>
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