









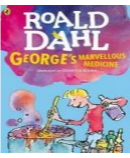
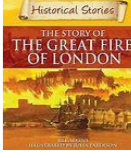
# Roe Green Infant School

## MEDIUM TERM PLANNING 2022-2023

### YEAR 2-Home Sweet Home



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

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	Week 1 5/1/23	Week 2 9/1/23	Week 3 16/1/23	Week 4 23/1/23	Week 5 30/1/23	Week 6 6/2/23	Week 7 20/2/23	Week 8 27/2/23	Week 9 6/3/23	Week 10 13/3/23	Week 11 20/3/23	Week 12 27/3/23	
SPRING	ENGLISH	<p><b>Key Text:</b> Fly By Night</p>  <p>Vocabulary about verbs: swoop, hover, float. Role play verbs Discuss the sun's trajectory. Prepositional Language</p> <p><b>Skill:</b> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p><b>Key Text:</b> Fly By Night</p>  <p>Classifying verbs: in flight movements/ ground movements. Writing sentences. Short narrative</p> <p><b>Skill:</b> Writing down ideas and/or key words, including new vocabulary Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p><b>Key Text:</b> White Owl Barn Owl</p>  <p>Research from different sources <b>Owl Workshop</b> Collect information about owls from the Workshop. Read the text and gather more information. Reinforce vocabulary and meanings. Collect information from PP</p> <p><b>Skill:</b> 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</p>	<p><b>Key Text:</b> White Owl Barn Owl</p>  <p>Big write: Report about Owls Fill in owl grid under subheadings <b>Big Write- Report writing.</b></p> <p><b>Skill:</b> Planning or saying out loud what they are going to write about Encapsulating what they want to say, sentence by sentence subordination (using when, if, that, or because) and coordination (using or, and, or but) 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><b>Key Text:</b> Owl who Was Afraid of The Dark</p>  <p>Fill in the grid about 'Dark' Short burst of writing- Descriptive words about the fireworks, Short burst of writing- different seasonal nights: Winter, Spring, Summer, Autumn</p> <p><b>Skill:</b> Writing down ideas and/or key words, including new vocabulary Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p><b>Key Text:</b> Was Afraid of The Dark</p>  <p><b>Big Write-</b> Dark is exciting and one other kind of Dark</p> <p><b>Skill:</b> Planning or saying out loud what they are going to write about Encapsulating what they want to say, sentence by sentence subordination (using when, if, that, or because) and coordination (using or, and, or but) 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><b>Key Text:</b> George's Marvellous Medicine</p>  <p>Write a description of Grandma Make a 'wanted poster' for Grandma</p> <p><b>Skill:</b> Participate in discussion about books, taking turns and listening to what others say Use expanded noun phrases to describe and specify Use an apostrophe to show that something belongs to somebody Subordination (using when, if, that, or because) and coordination (using or, and, or but) Use question marks and exclamation marks some of the time.</p>	<p><b>Key Text:</b> George's Marvellous Medicine</p>  <p>Plan and write Recipe/ potions <b>Read Twits to compare text.</b> and edit</p> <p><b>Skill:</b> 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</p>	<p><b>Key Text:</b> George's Marvellous Medicine</p>  <p><b>Big write: Write a story</b></p> <p><b>Skill:</b> Apostrophes for contracted forms and the possessive (singular) 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</p>	<p><b>Key Text:</b> The story of the GFL</p>  <p><b>Great Fire of London Trip</b> Recap visit of going into London, buildings, activities etc. <b>Big Write: Recount of the trip</b></p> <p><b>Skill:</b> 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)</p>	<p><b>Key Text:</b> The story of the GFL</p> <p>Assessment week</p>  <p><b>Big write -Letter</b> (from Christopher Wren to King Charles II about what he is planning to do and why)</p> <p><b>Skill:</b> 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</p>	<p><b>Key Text:</b> The story of the GFL</p>  <p><b>Editing the letter</b></p> <p><b>Skill:</b> 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><b>Library- Focus non-fiction</b> Research and use books about owls</p> <p><b>Skill:</b> 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><b>Library- Focus non-fiction</b> Research and use books about owls</p> <p><b>Skill:</b> 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><b>Library- Focus non-fiction</b> Look at glossaries</p> <p><b>Skill:</b> 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><b>Library- Focus non-fiction</b> Share reports about owls with peers</p> <p><b>Skill:</b> 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><b>Library- Focus non-fiction</b> Share reports about owls with peers</p> <p><b>Skill:</b> 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><b>Library- Focus non-fiction</b> Share reports about owls with peers</p> <p><b>Skill:</b> 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><b>Library- Fiction</b> 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><b>Skill:</b> 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><b>Library- Fiction</b> Looking at different Roald Dahl book/ rotten rhymes</p> <p>Looking at different Roald Dahl books</p> <p><b>Skill:</b> 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><b>Library- Fiction</b> Looking at different Roald Dahl book/ rotten rhymes</p> <p>Library- Fiction Looking at different Roald Dahl Rotten Rhymes</p> <p><b>Skill:</b> 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><b>Library- Focus non-fiction</b> Research and use books about The Great Fire of London</p> <p><b>Skill:</b> 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><b>Library- Focus non-fiction</b> Research and use books about The Great Fire of London</p> <p><b>Skill:</b> 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><b>Library- Focus non-fiction</b> Research and use books about The Great Fire of London</p> <p><b>Skill:</b> 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>
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<b>MATHS</b>	Revise writing numbers in words	<b>Unit 7: Number and place value</b> Model the problem  <b>Skill:</b> Use place value and number facts to solve problems.	<b>Unit 8: Addition and subtraction</b> Add pairs of multiples of 10 to 100  <b>Skill:</b> Recall and use addition and subtraction facts to 20 fluently.  Derive and use related facts up to 100.  Add and subtract a 2-digit number and tens using concrete objects, pictorial representations, and mentally.  Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.  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 solve missing number problems.	<b>Unit 8: Addition and subtraction</b> Use inverse relationships to solve problems  <b>Skill:</b> Add and subtract a 2-digit number and 10s using concrete objects, pictorial representations, and mentally.  Add and subtract two 2-digit numbers using concrete objects, pictorial representations, and mentally.	<b>Unit 9: Measurement</b> Finding amounts of money and giving change  <b>Skill:</b> Recognize and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.  Find different combinations of coins that equal the same amounts of money.  Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	<b>Unit 10: Statistics</b> Construct and interpret simple diagrams  <b>Skill:</b> Interpret and construct simple pictograms and block diagrams.  Ask and answer simple questions by counting the number of objects in each category.  Ask and answer questions about categorical data.	<b>Unit 11: Multiplication and division</b> Multiplication and division fact families  <b>Skill:</b> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.  Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	<b>Unit 11: Multiplication and division</b> Solving problems using multiplication and division, sometimes with remainders  <b>Skill:</b> Solve problems involving multiplication and division, using materials and arrays, including problems in contexts.  Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.	<b>Unit 12: Fractions</b> Recognizing, finding and naming fractions of area, sets of objects and quantities, and introducing thirds  <b>Skill:</b> 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	<b>Unit 12: Fractions</b> Finding fractions of quantities and learning about equivalence  <b>Skill:</b> Write simple fraction, for example $\frac{1}{2}$ of $6 = 3$ , and recognize the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .	<b>Assessment Week</b>  <b>Skill:</b> Use and apply skills that have previously been taught	<b>Unit 13: Geometry: properties of shapes</b> Properties of 2D and 3D shapes  <b>Skill:</b> Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.  Compare and sort common shapes and everyday objects.  Identify 2D shapes as the faces of 3D shapes.
	<b>SCIENCE</b>	<b>What is in your habitat Lesson 1</b> Mind map  <b>Skills:</b> Observing, classifying & grouping	<b>What is in your habitat Lesson 2</b> To explore and compare differences between things that are living, dead and things that have never been alive  <b>Skills:</b> Gathering and recording data Using secondary sources Observations to answer questions	<b>What is in your habitat Lesson 3</b> What do different animals eat in their habitats?  <b>Owl Workshop visit</b>  <b>Skills:</b> using observations and ideas grouping and classifying	<b>What is in your habitat Lesson 4</b> Owl life cycle  <b>Skills:</b> Observing changes over time	<b>Our changing world</b> Are all offspring the same as their parents?  <b>Skill:</b> using observations and ideas to answer questions Observing changes over time	<b>Where can I live?</b> Identify that animals are adapted to suit their habitat and these provide their basic needs.  Habitat Assessment	<b>Good choices: Materials Lesson 1</b> Can you describe an object?  <b>Skill:</b> Identifying and classifying Grouping and classifying	<b>Good choices: Materials Lesson 2</b> What is it made of?  <b>Skill:</b> Identifying and classifying Grouping and classifying	<b>Good choices: Materials Lesson 3</b> What fabric will make a bedroom dark?  <b>Skill:</b> Observing Performing simple tests Gathering and recording data to answer questions Carrying out comparative and fair tests	<b>EL1</b> What materials are suitable for covering a tent? (waterproofing)  <b>Skill:</b> Observing Performing simple tests Gathering and recording data to answer questions Carrying out comparative and fair tests	<b>Good choices: Materials</b> Materials assessment

HUMANITIES	<p><b>Local Area Study</b> Look at a map of Roe Green Village using Google maps, aerial images and photographs. <b>Visitor talk</b> (Debbie Nyman)</p> <p><b>Skill:</b> 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><b>Local Area Study</b> To visit Roe Green Village To look at pictures/photos of Roe Green Village <b>(To explore the area where we live)</b></p> <p><b>Skill:</b> 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><b>Local Area Study</b> To draw simple map of a local area</p> <p><b>Skill:</b> 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><b>Local Area Study</b> To find out who Amy Johnson was and when she lived. (The lives of Significant individuals in the local area)</p> <p><b>Skill:</b> 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><b>Local Area Study</b> To understand the impact Amy Johnson had on the importance of women as piolets</p> <p><b>Skill:</b> Recognising why people did things and what happened as a result (Impact)</p> <p>Know where all people/events studied fit into a chronological framework</p>	<p><b>Local Area Study</b> Local Area Assessment Quiz.</p> <p><b>Skill:</b> Recalling facts of the local area.</p>	<p><b>Great Fire of London Lesson 1</b></p> <p>To understand where and when the Great Fire of London started.</p> <p><b>Skill:</b> Identifying similarities and differences between ways of life at different times</p> <p>Develop an awareness of the past</p> <p>Chronology-Sequencing</p>	<p><b>Great Fire of London Lesson 2</b></p> <p>To understand the events of the Great Fire of London.</p> <p><b>Skill:</b> 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><b>Great Fire of London Lesson 3</b></p> <p>To find out why the fire spread so quickly and stayed alight for so long. To find out about Christopher Wren</p> <p><b>Skill:</b> 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><b>Great Fire of London Lesson 4</b> <b>Great Fire of London trip</b></p> <p><b>Skill:</b> Developing knowledge and understanding of an area.</p> <p>Investigating their surroundings</p>	<p><b>Great Fire of London Lesson 5</b></p> <p>To recap what we have found out about the Great Fire of London.</p> <p><b>Skill:</b> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p><b>Great Fire of London Lesson 6</b> <b>End Of Unit Quiz</b> <b>Skill:</b> Recalling facts of The Great Fire of London</p>	
	RE	<p><b>Assembly</b> New Year Goals</p>	<p>Who am I?</p> <p><b>Assembly</b> Importance of having a balanced diet</p>	<p>Who am I?</p> <p><b>Assembly</b> Chinese New Year</p>	<p>When am I...?</p> <p><b>Assembly</b> Keeping healthy for a healthy mind</p>	<p>When am I...?</p> <p><b>Assembly</b> Keeping Healthy Walk to school (Mr John)</p>	<p>Where does life come from?</p> <p><b>Assembly</b> Lent</p>	<p>Where does life come from?</p> <p><b>Assembly</b> Shrove Tuesday</p>	<p>How might some believers look after their souls?</p> <p><b>Assembly</b></p>	<p>How might some believers look after their souls?</p> <p><b>Assembly</b></p>	<p>What is a 'human?'</p> <p><b>Assembly</b> St Patrick's day (17<sup>th</sup> March)</p>	<p>What is a 'human?'</p> <p><b>Assembly</b> Looking after our environment</p>	<p><b>End of Unit Quiz</b></p> <p><b>Assembly</b> Spring</p>
	COMPUTING	<p><b>Non FF</b></p>	<p>Programming 1: Algorithms and debugging</p> <p>Dinosaur algorithm</p>	<p><b>Non FF</b></p>	<p>Programming 1: Algorithms and debugging</p> <p>Machine learning</p>	<p><b>Non FF</b></p>	<p>Programming 1: Algorithms and debugging</p> <p>Through the maze</p>	<p><b>Non FF</b></p>	<p>Computing systems and networks 2: Word processing</p> <p>Getting to know the keyboard</p>	<p><b>Non FF</b></p>	<p>Computing systems and networks 2: Word processing</p> <p>Getting started with word processing</p>	<p><b>Non FF</b></p>	<p>Computing systems and networks 2: Word processing</p> <p>Poetry book</p>



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



PSHE	<p><b>Dreams &amp;Goals</b> 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><b>Skill:</b> Understands what it means to be independent. Understands that we all have feelings and that feelings change depending on how we feel.</p>	<p><b>Dreams &amp;Goals</b> 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><b>Skill:</b> Understands that we all have feelings and that feelings change depending on how we feel.</p>	<p><b>Dreams &amp;Goals</b> 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><b>Skill:</b> 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><b>Dreams &amp;Goals</b> I can work well in a group</p> <p>I can work with others to solve a problem</p> <p><b>Skill:</b> 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><b>Dreams &amp;Goals</b> 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><b>Skill:</b> To understands how to work co-operatively with others</p>	<p><b>Dreams &amp;Goals</b> 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><b>Skill:</b> To understands how to work co-operatively with others</p>	<p><b>Healthy Me</b> I understand how exercise affects my body and know why my heart and lungs are such important organ</p> <p><b>Skill:</b> Children can make simple choices about some aspects of their health and well-being. (for example the benefits of physical activity, rest, healthy eating and dental care)</p> <p>Understands what it means to have an active lifestyle and taking responsibility for the choices we make.</p>	<p><b>Healthy Me</b> I know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p><b>Skill:</b> 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><b>Healthy Me</b> I can tell you my knowledge and attitude towards drugs</p> <p><b>Skill:</b> 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><b>Healthy Me</b> 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><b>Skill:</b> 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><b>Healthy Me</b> I can identify when something feels safe or unsafe</p> <p><b>Skill:</b> 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><b>Healthy Me</b> I understand how complex my body is and how important it is to take care of it</p> <p><b>Skill:</b> 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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