

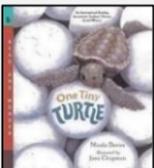
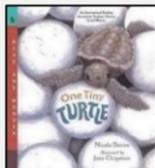
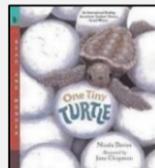
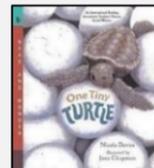
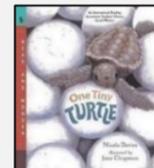
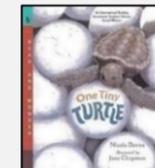


# Roe Green Infant School

## MEDIUM TERM PLANNING 2021-2022

### YEAR 2 – Islands in the Sun



		Week 1 19/4/22	Week 2 25/4/22	Week 3 2/5/22	Week 4 9/5/22	Week 5 16/5/22	Week 6 23/5/22	Week 7 6/6/22	Week 8 13/6/22	Week 9 20/6/22	Week 10 27/6/22	Week 11 4/7/22	Week 12 11/7/22	Week 13 18/7/22
		Key Text: Grandad's Island 	Key Text: Grandad's Island 	Key Text: Grandad's Island 	Key Text: Grandad's Island 	Key Text: Grandad's Island 	Key Text: Grandad's Island 	Key Text: One Tiny Turtle 	Key Text: One Tiny Turtle 	Key Text: One Tiny Turtle 	Key Text: One Tiny Turtle 	Key Text: One Tiny Turtle 	Key Text: One Tiny Turtle 	Key Text: One Tiny Turtle 
SUMMER	ENGLISH	<p><b>Writing:</b> Visualising an island scene/ descriptive writing Descriptive How you get there? How long it takes? Animals to see, activities to do, weather, flowers, fruits/veg,</p> <p><b>Skill:</b> Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Expanded noun phrases to describe and specify.</p>	<p><b>Writing:</b> descriptive writing Descriptive How you get there? How long it takes? Animals to see, activities to do, weather, flowers, fruits/veg,</p> <p><b>Skill:</b> Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Expanded noun phrases to describe and specify.</p>	<p><b>Writing:</b> Big Write My island Journey</p> <p><b>Skill:</b> Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Expanded noun phrases to describe and specify.</p> <p>evaluating their writing with the teacher and other pupils</p> <p>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>proofreading to check for errors in spelling, grammar and punctuation</p>	<p><b>Writing:</b> Big Write Catch up/Editing</p> <p><b>Skill:</b> Evaluating their writing with the teacher and other pupils.</p> <p>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>Proofreading to check for errors in spelling, grammar and punctuation.</p>	<p><b>Writing:</b> Big Write My magical island building on previous weeks' ideas/ Big write based on a journey.</p> <p><b>Skill:</b> Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Commas in lists.</p> <p>Expanded noun phrases to describe and specify.</p>	<p><b>Writing:</b> Big Write Catch up/Editing</p> <p><b>Skill:</b> Evaluating their writing with the teacher and other pupils.</p> <p>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>Proofreading to check for errors in spelling, grammar and punctuation.</p>	<p><b>Writing:</b> Writing questions about turtles prior to reading the book Shared reading and discussion of the text</p> <p><b>Skill:</b> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions predicting what might happen on the basis of what has been read so far</p> <p>Use question marks and exclamation marks some of the time</p>	<p><b>Writing:</b> Sequence and describe the lifecycle of a turtle</p> <p><b>Skill:</b> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Writing for different purposes</p>	<p><b>Writing:</b> Using a variety of resources make notes about turtles Write information about turtles under subheadings to make a class book</p> <p><b>Skill:</b> Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p><b>Writing:</b> Big write Write information about turtles under subheadings to write a report</p> <p><b>Skill:</b> Writing for different purposes Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary 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</p>	<p><b>Writing:</b> Make notes about how to take care of a turtle and contribute to a shared writing draft.</p> <p><b>Skill:</b> Writing down ideas and/or key words, including new vocabulary Planning or saying out loud what they are going to write about Encapsulating what they want to say, sentence by sentence Sentence demarcation Commas in lists Apostrophes for omission &amp; singular possession 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>Subordination (using when, if, that, or because) and coordination (using or, and, or but)</p>	<p><b>Writing:</b> Big write Write about how to take care of a turtle</p> <p><b>Skill:</b> Writing for different purposes</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>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 Expanded noun phrases to describe and specify Use an apostrophe to show that something belongs to somebody.</p>	<p><b>Writing:</b> Write a book review</p> <p><b>Skill:</b> Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</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>Comprehension:</b> Ice Lolly</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>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p>	CC	<p><b>Comprehension:</b> SATs Papers 2022</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>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p>	CC	<p><b>Comprehension:</b> SATs Papers 2022</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>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and</p>	CC	<p><b>Comprehension:</b> Pupil Book 2 <b>Unit 7</b> <b>Finding facts</b> Cats</p> <p><b>Skill:</b> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Answering and asking questions</p>	CC	<p><b>Comprehension:</b> Pupil Book 2 <b>Unit 7</b> <b>Finding facts</b> Pet cat facts</p> <p><b>Skill:</b> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Answering and asking questions</p>	CC	<p><b>Comprehension:</b> Pupil Book 2 <b>Unit 9</b> <b>Understanding information texts</b> Adventure world</p> <p><b>Skill:</b> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing their favourite words and phrases</p> <p>Answering and asking questions</p>	CC	<p><b>Comprehension:</b> Pupil Book 2 <b>Unit 9</b> <b>Understanding information texts</b> Planning a day out</p> <p><b>Skill:</b> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Answering and asking questions</p>
		<p><b>SPaG:</b> Nelson Grammar Pupil Book 2 Unit 28 - Adjective (with suffixes - ful)</p> <p><b>SPaG Test 4</b></p>	<p><b>SPaG:</b> Nelson Grammar Pupil Book 2 Unit 18 – Contractions (3)</p>	<p><b>SPaG:</b> Independent activity- a or an</p> <p><b>SPaG Test 5</b></p>	<p><b>SPaG:</b> Nelson Grammar Pupil Book 2 Unit 23- conjunctions</p>	<p><b>SPaG:</b> Nelson Grammar Pupil Book 2 Unit 22 - Verbs</p> <p><b>SPaG Test 6</b></p>	<p><b>SPaG:</b> Nelson Grammar Pupil Book 2 Unit 11- Nouns (compound)</p>	<p><b>SPaG:</b> Practise SATs SPAG test and go through paper</p>	<p><b>SPaG:</b> Practise SATs SPAG test and go through paper</p>	<p><b>SPaG:</b> Nelson Grammar Pupil Book 2 Unit 26- adverbs comparative and superlative</p>	<p><b>SPaG:</b> Independent activity- sentence types</p>	<p><b>SPaG:</b> Independent activity- sentence correction/editing</p>	<p><b>SPaG:</b> Independent activity- present/past tense</p>	<p><b>SPaG:</b> Spag Revision Quiz</p>
		<p><b>Handwriting:</b> Nelson Handwriting Pupil Book 2 <b>Revisit Unit 1 - in join</b> Write sentences and rhymes</p>	<p><b>Handwriting:</b> Nelson Handwriting Pupil Book 2 <b>Revisit Unit 2 –ut join</b> Write sentences and rhymes</p>	<p><b>Handwriting:</b> Nelson Handwriting Pupil Book 2 <b>Revisit Unit 3 – ve join</b> Write sentences and rhymes</p>	<p><b>Handwriting:</b> Nelson Handwriting Pupil Book 2 <b>Revisit Unit 4 – ok join</b> Write sentences and rhymes</p>	<p><b>Handwriting:</b> Nelson Handwriting Pupil Book 2 <b>Revisit Unit 5 sh &amp; es joins</b> Write sentences and rhymes</p>	<p><b>Handwriting:</b> Nelson Handwriting Pupil Book 2 <b>Revisit Unit 6 –ri join</b> Write sentences and rhymes</p>	<p><b>Handwriting:</b> Nelson Handwriting Pupil Book 2 <b>Revisit Unit 7 – oa join</b> Write sentences and rhymes</p>	<p><b>Handwriting:</b> Nelson Handwriting Pupil Book 2 <b>Revisit Unit 8 – ee joins</b> Write sentences and rhymes</p>	<p><b>Handwriting:</b> Nelson Handwriting Pupil Book 2 <b>Revisit Unit 9 – ow join</b> Write sentences and rhymes</p>	<p><b>Handwriting:</b> Nelson Handwriting Pupil Book 2 <b>Revisit Unit 10 – ky join</b> Write sentences and rhymes</p>	<p><b>Handwriting:</b> Nelson Handwriting Pupil Book 2 <b>Revisit Unit 11 – ha join</b> Write sentences and rhymes</p>	<p><b>Handwriting:</b> Nelson Handwriting Pupil Book 2 <b>Revisit Unit 12 – od join</b> Write sentences and rhymes</p>	<p><b>Handwriting:</b> Nelson Handwriting Pupil Book 2 <b>Revisit Unit 13 – er join</b> Write sentences and rhymes</p>

		<p><b>Phonics: Squirrel Class: Phase 6</b> spelling rules</p>	<p><b>Phonics: Squirrel Class: Phase 6</b> spelling rules</p>	<p><b>Phonics: Squirrel Class: Phase 6</b> spelling rules</p>	<p><b>Phonics: Squirrel Class: Phase 6</b> spelling rules</p>	<p><b>Phonics: Squirrel Class: Phase 6</b> spelling rules</p>	<p><b>Phonics: Squirrel Class: Phase 6</b> spelling rules</p>	<p><b>Phonics: Squirrel Class: Phase 6</b> spelling rules</p>	<p><b>Phonics: Squirrel Class: Phase 6</b> spelling rules</p>	<p><b>Phonics: Squirrel Class: Phase 6</b> spelling rules</p>	<p><b>Phonics: Squirrel Class: Phase 6</b> spelling rules</p>	<p><b>Phonics: Squirrel Class: Phase 6</b> spelling rules</p>	<p><b>Phonics: Squirrel Class: Phase 6</b> spelling rules</p>
		<p><b>Fox Class: Bugclub Bugclub Phase 5 Unit 25</b> Phoneme /j/ written as 'g(e)' 'g(i)' 'g(y)' Phoneme /j/ written as 'dge'</p>	<p><b>Fox Class: Unit 26 Phase 5</b> Phoneme /l/ written as 'le' and 'eer' Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr'</p>	<p><b>Fox Class: Unit 27 Phase 5</b> Phoneme /ch/ written as 'ch' Phoneme /sh/ alternatives Phoneme /e/ written as 'ea' Phoneme /w/ written as 'wa' Phoneme /u/ written as 'o'</p>	<p><b>Fox Class: Unit 28 Phase 6</b> Suffix ending 'ing' (a morpheme) Suffix ending 'ed' (a morpheme) Suffix ending split digraph silent 'e'+ 'ing' '-ed'</p>	<p><b>Fox Class: Unit 29 Phase 6</b> Suffix ending '-s' (as plural morpheme) Suffix ending '-es' after 'ss', 'x' Suffix ending '-es' after 'ch', 'sh' 'tch'</p>	<p><b>Fox Class: Unit 30 Phase 6</b> Prefix 're-' Prefix 'un-' Prefix, root, suffix</p>	<p><b>Fox Class: Phase 6</b> spelling rules</p>	<p><b>Fox Class: Phase 6</b> spelling rules</p>	<p><b>Fox Class: Phase 6</b> spelling rules</p>	<p><b>Fox Class: Phase 6</b> spelling rules</p>	<p><b>Fox Class: Phase 6</b> spelling rules</p>	<p><b>Fox Class: Phase 6</b> spelling rules</p>
		<p><b>Badger Class: Bugclub phase 5 unit 23</b> Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Phoneme /c/ written as /ch/</p>	<p><b>Badger Class: Bugclub phase 5 unit 24</b> Phoneme /s/ written as 'c(e)' 'c(i)' 'c(y)' Phoneme /s/ written as 'sc' and st(l) Phoneme /s/ and /z/ written as 'se'</p>	<p><b>Badger Class: Bugclub phase 5 Unit 25</b> Phoneme /j/ written as 'g(e)' 'g(i)' 'g(y)' Phoneme /j/ written as 'dge'</p>	<p><b>Badger Class: Bug Club unit 26 phase 5</b> Phoneme /l/ written as 'le' and 'eer'  Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr'</p>	<p><b>Badger Class: Bugclub Phase 5 unit 27</b> Phoneme /ch/ written as 'ch' Phoneme /sh/ alternatives Phoneme /e/ written as 'ea' Phoneme /w/ written as 'wa' Phoneme /u/ written as 'o'</p>	<p><b>Badger Class: Bugclub phase 6 unit 28</b> Suffix ending 'ing' (a morpheme) Suffix ending 'ed' (a morpheme) Suffix ending split digraph silent 'e'+ 'ing' '-ed'</p>	<p><b>Badger Class: Bugclub phase 6 unit 29</b> Suffix ending '-s' (as plural morpheme) Suffix ending '-es' after 'ss', 'x' Suffix ending '-es' after 'ch', 'sh' 'tch'</p>	<p><b>Badger Class: Bugclub phase 6 unit 30</b> Prefix 're-' Prefix 'un-' Prefix, root, suffix</p>	<p><b>Badger Class: Phase 6</b> spelling rules</p>	<p><b>Badger Class: Phase 6</b> spelling rules</p>	<p><b>Badger Class: Phase 6</b> spelling rules</p>	<p><b>Badger Class: Phase 6</b> spelling rules</p>
		<p><b>Hedgehog Class Bug Club Phase 5 unit 18</b> Phoneme long/oo/ written as 'ew' Phoneme long/oo/ written as 'ue' Phoneme long/oo/ written as 'o' and 'u-e' Phoneme short/oo/ written as 'u' and 'oul'</p>	<p><b>Hedgehog Class Bug Club Phase 5 unit 19</b> Phoneme /or/ written as 'aw' Phoneme /or/ written as 'au' Phoneme /or/ written as 'al'</p>	<p><b>Hedgehog Class Bug Club Phase 5 unit 20</b> Phoneme /ur/ written as 'ir' Phoneme /ur/ written as 'er' Phoneme /ur/ as 'ear'</p>	<p><b>Hedgehog Class Bug Club Phase 5 unit 21</b> Phoneme /ow/ written as 'ow' Phoneme /ou/ ' ' written as "oy"</p>	<p><b>Hedgehog Class Bug Club Phase 5 unit 22</b> Phoneme /ear/ written as 'ere' and 'eer' Phoneme /air/ written as 'are' and 'ear'</p>	<p><b>Hedgehog Class Bugclub phase 5 unit 23</b> Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Phoneme /c/ written as /ch/</p>	<p><b>Hedgehog Class Bugclub phase 5 unit 24</b> Phoneme /s/ written as 'c(e)' 'c(i)' 'c(y)' Phoneme /s/ written as 'sc' and st(l) Phoneme /s/ and /z/ written as 'se'</p>	<p><b>Hedgehog Class Bugclub phase 5 Unit 25</b> Phoneme /j/ written as 'g(e)' 'g(i)' 'g(y)' Phoneme /j/ written as 'dge'</p>	<p><b>Hedgehog Class Bug Club unit 26 phase 5</b> Phoneme /l/ written as 'le' and 'eer'  Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr'</p>	<p><b>Hedgehog Class Bugclub Phase 5 unit 27</b> Phoneme /ch/ written as 'ch' Phoneme /sh/ alternatives Phoneme /e/ written as 'ea' Phoneme /w/ written as 'wa' Phoneme /u/ written as 'o'</p>	<p><b>Hedgehog Class Bugclub phase 6 unit 28</b> Suffix ending 'ing' (a morpheme) Suffix ending 'ed' (a morpheme) Suffix ending split digraph silent 'e'+ 'ing' '-ed'</p>	<p><b>Hedgehog Class Bugclub phase 6 unit 29</b> Suffix ending '-s' (as plural morpheme) Suffix ending '-es' after 'ss', 'x' Suffix ending '-es' after 'ch', 'sh' 'tch'</p>
		<p><b>Hedgehog Class Bugclub phase 6 unit 30</b> Prefix 're-' Prefix 'un-' Prefix, root, suffix</p>	<p><b>Hedgehog Class Bugclub phase 6 unit 30</b> Prefix 're-' Prefix 'un-' Prefix, root, suffix</p>										

		<p><b>Library: Fantasy books/ Fiction</b> Activity : Whole class shared reading of a fiction text (SATS revision)</p> <p><b>Skill:</b> Predicting what might happen on the basis of what has been read so far</p>	<p><b>Library: Fantasy books/ Fiction</b> Activity : Whole class shared reading of a fiction text (SATS revision)</p> <p><b>Skill:</b> Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p>	<p><b>Library: Fantasy books/ Fiction</b> Activity: Look at the structure/settings of fantasy books</p> <p><b>Skill:</b> 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: Fantasy books/ Fiction</b> Activity: Look at the structure/settings of fantasy books</p> <p><b>Skill:</b> 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: Fantasy books/ Fiction</b> Whole class book review of key text in English</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>Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</p>	<p><b>Library: Non-fiction books</b> Revisit the features of non-fiction books</p> <p><b>Skill:</b> Being introduced to non-fiction books that are structured in different ways</p>	<p><b>Library: Non-fiction books</b> Compare the features of non-fiction books in pairs . Noting down if it has a contents page, glossary etc.</p> <p><b>Skill:</b> Being introduced to non-fiction books that are structured in different ways</p>	<p><b>Library: Non-fiction books</b> Link to English . Locate and use books about turtles</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: Non-fiction books</b> Explore the use of headings and subheading in non-fiction books (link to English)</p> <p><b>Skill:</b> Being introduced to non-fiction books that are structured in different ways</p>	<p><b>Library: Non-fiction books</b> Compare the features of instructional texts (link to English)</p> <p><b>Skill:</b> 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: Non-fiction books</b> Share reports from English with peers . Children To read reports, ask and answer questions in pairs</p> <p><b>Skill:</b> 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>Answering and asking questions</p>	<p><b>Library: Non-fiction books</b> Write a book review (link to English)</p> <p><b>Skill:</b> Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</p>	<p><b>Library: Non-fiction books</b> Write a book review on your chosen book (link to English)</p> <p><b>Skill:</b> Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</p>
	<b>MATHS</b>	<p><b>MEASUREMENT Time</b> O'clock and half past Quarter past and quarter to Writing time Hours and days Find durations of time Compare durations of time Telling time to 5 minutes</p> <p><b>Skill:</b> Compare and sequence interval times. Tell and write the time to five minutes, including quarter to/past the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day</p>	<p><b>MEASUREMENT Mass, Capacity, Temperature:</b> Compare mass Measure mass in grams Measure mass in kilograms Compare volume</p> <p><b>Skill:</b> Choose and use appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p>	<p><b>MEASUREMENT Mass, Capacity, Temperature</b> Millilitres Litres Temperature Height and Length</p> <p><b>Skill:</b> Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p>	<p><b>NUMBER Place Value:</b> Read scales in divisions of ones, twos, fives and tens.</p> <p><b>Skill:</b> count in steps from any number, forward and backward</p>	<p><b>GEOMETRY Position and Direction:</b> Describing turns Describing movement and turns Making patterns with shapes</p> <p><b>Skill:</b> Distinguishing between rotation as a turn and in terms of right angles for quarter, half and ¾ turns Order and arrange combinations of mathematical objects in patterns and sequences.</p>	<p><b>GEOMETRY Position and Direction:</b> Describing movement</p> <p><b>Skill:</b> Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line</p>	<p><b>SATs PAPERS</b></p> <p><b>Skill:</b> Use strategies to solve problems</p>	<p><b>SATs PAPERS</b></p> <p><b>Skill:</b> Use strategies to solve problems</p>	<p><b>SATs PAPERS</b></p> <p><b>Skill:</b> Use strategies to solve problems</p>	<p><b>SATs PAPERS</b></p> <p><b>Skill:</b> Use strategies to solve problems</p>	<p><b>Consolidation and Investigations</b></p> <p><b>Skill:</b> Use strategies to solve problems of the day</p>	<p><b>Consolidation and Investigations</b></p> <p><b>Skill:</b> Use strategies to solve problems of the day</p>	<p><b>Consolidation and Investigations</b></p> <p><b>Skill:</b> Use strategies to solve problems of the day</p>

SCIENCE	<b>The Apprentice Gardener</b> Mind map - what do we know about seeds and plants?	<b>The Apprentice Gardener</b> What will our seeds grow into?  <b>Skill:</b> Observing closely, using simple equipment Grouping and classifying	<b>The Apprentice Gardener</b> What do gardeners need to grow?  <b>Skill:</b> Asking simple questions Observing changes over time	<b>The Apprentice Gardener</b> How should we plant the seeds?  <b>Skill:</b> Performing simple tests	<b>The Apprentice Gardener</b> What is happening to our seeds?  <b>Skill:</b> Gathering and recording data Observing changes over time Carrying out simple comparative tests	<b>The Apprentice Gardener</b> How tall will they grow?  <b>Skill:</b> Gathering and recording data Noticing patterns	<b>The Apprentice Gardener</b> How can we care for our plants?  <b>Skill:</b> Using observations to answer questions Observing changes over time	<b>The Apprentice Gardener</b> What happens when a seed germinates?  <b>Skill:</b> Observing closely using simple equipment Observing changes over time	<b>The Apprentice Gardener</b> Does it matter how we plant the seeds? Investigation  <b>Skill:</b> Carrying out simple tests Gathering and recording data	<b>The Apprentice Gardener</b> What is happening to our seeds?  <b>Skill:</b> Observing changes over time Carrying out simple tests Gathering and recording data	<b>The Apprentice Gardener</b> How expert are we? Assessment  <b>Skill:</b> Using observations and ideas to answer questions	<b>The Apprentice Gardener</b> What have we grown?  <b>Skill:</b> Using observations to answer questions. Observing changes over time.	<b>The Apprentice Gardener</b> Cooking and tasting food using the grown vegetables.  <b>Skill:</b> Using senses of taste and smell.	
	HUMANITIES	Due to SATs Humanities will be taught fortnightly.	<b>St Lucia</b> Getting There  <b>Skill:</b> Asking simple geographical questions, e.g. Where is this place? What is it like? How has it changed? Using maps, atlases and globes to identify countries, continents and oceans.		<b>St Lucia</b> Weather, climate and temperature  <b>Skill:</b> Identifying some similarities and differences and simple patterns in the environment. Identifying the location of hot and cold areas of the world in relation to the equator and North and South Poles		<b>St Lucia</b> Rainforest and its wildlife  <b>Skill:</b> Using geographical language to describe human and physical features e.g. rainforest, climate, woodland, forest, wildlife.		<b>St Lucia</b> Compare houses in St Lucia to those in England (Kingsbury)  <b>Skill:</b> Making simple comparisons between human features of places in different continents.		<b>St Lucia</b> Compare schools in St Lucia to England's  <b>Skill:</b> Making simple comparisons between human features of places in different continents.		<b>St Lucia</b> Compare fruits and vegetables in St Lucia to those in England (link to science)  <b>Skill:</b> Making simple comparisons between human and physical features of places in different continents.	<b>St Lucia</b> Quiz
	RE	Due to SATs RE will be taught fortnightly	<b>Why do we celebrate births?</b>  Where do some people believe we come from?		<b>Why do we celebrate births?</b>  Who is the most important person at an infant baptism?		<b>Why do we celebrate births?</b>  What is most important about baptism for a Christian?	<b>Why do we celebrate births?</b>  How are adult baptisms different to infant baptisms?	<b>Why do we celebrate births?</b>  How do Hindus celebrate a new life?	<b>Why do we celebrate births?</b>  How do Muslims and Jewish people show commitment to God during their birth ceremonies?	<b>Why do we celebrate births?</b>  Why is a name so important?	<b>Why do we celebrate births?</b>  How else might people celebrate the birth of new babies?	<b>Why do we celebrate births?</b>  Why is it important to celebrate births?	<b>Assessment Quiz</b>
	COMPUTING	Minibeasties 4 lessons Sorting, classifying and asking questions	CC I can debug Programming on screen using simple commands	Minibeasties 4 lessons Sorting, classifying and asking questions	CC Find out about information online	Minibeasties 4 lessons Sorting, classifying and asking questions	CC Find out about information online  Cross Curricular	Let's send a message 2 Lessons Send and respond to emails	CC Exploring block coding with scratch Jr	Cross Curricular	CC Exploring block coding with scratch Jr		CC Exploring block coding with scratch Jr	NO Computing

PE	<p><b>Run Jump throw Unit 1 Lesson 1</b> Play with a partner to gather objects from around the room Count objects gathered to record a score Be aware of others around when running</p> <p><b>Skill:</b> Recognise how they work best with their partner.</p>	<p><b>Run Jump throw Unit 1 Lesson 2</b> Recognise powerful actions Explore different ways to generate power to start different actions such as running, jumping, hopping, striding</p> <p><b>Skill:</b> Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p>	<p><b>Run Jump throw Unit 1 Lesson 3</b> Participate in obstacle relay Modify movements to adapt to the task, e.g. doing a burpee and then jumping on a box top.</p> <p><b>Skill:</b> Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p>	<p><b>Run Jump throw Unit 1 Lesson 4</b> Participate in three different throwing games Use a variety of different throws according to the game Explore which throws are better for accuracy, which are better for distance and which are better for height</p> <p><b>Skill:</b> Recognise what is successful and how to use this knowledge.</p>	<p><b>Run Jump throw Unit 1 Lesson 5</b> Copy and repeat actions with accuracy Analyse performance to judge differences in the game at the beginning and end</p> <p><b>Skill:</b> Recognise what is successful and how to use this knowledge. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Run Jump throw Unit 1 Lesson 6</b> Perform a variety of static and dynamic balances Identify the difference between a static and dynamic balance Devise own static and dynamic balance sequence</p> <p><b>Skill:</b> Use static and dynamic balances</p>	<p><b>Run Jump throw Unit 2 Lesson 7</b> cooperatively to complete a jumping and throwing task</p> <p><b>Skill</b> Describe what they have done and what they have seen. Recognise how they work best with their partner.</p>	<p><b>Run Jump throw Unit 2 Lesson 8</b> Attempt to throw with accuracy</p> <p><b>Skill</b> Recognise how they work best with their partner</p>	<p><b>Run Jump throw Unit 2 Lesson 9</b> Throw and catch through moving target</p> <p><b>Skill:</b> Recognise the best ways to score points and stop points being scored.</p>	<p><b>Run Jump throw Unit 2 Lesson 10</b> Practise bean bag race.</p> <p><b>Skill:</b> Participate in team games</p>	<p><b>Run Jump throw Unit 2 Lesson 11</b> Practise target throw.</p> <p><b>Skill:</b> Describe what they see and ask to copy others' ideas, skills and tactics.</p>	<p><b>Run Jump throw Unit 2 Lesson 12</b> Practise Hurdle relay.</p> <p><b>Skill:</b> Jump for distance and height</p>	<p><b>Assessment of running, jumping and throwing skills.</b></p> <p><b>Skill:</b> Able to perform skills correctly.</p>
	<p><b>Send and Return (CC) Unit 1 Lesson 1</b> Anticipate the flight of the ball fed from partner On toes move towards the line of the ball and return Keep track of score with partner</p> <p><b>Skill:</b> Understand the basic net game rules and skills, such as boundary lines</p>	<p><b>Send and Return (CC) Unit 1 Lesson 2</b> Players to identify their dominant and non-dominant side for sending a ball Play a modified game to send and return using dominant and non-dominant sides</p> <p><b>Skill:</b> Understand the basic net game rules and skills, such as boundary line</p>	<p><b>Send and Return (CC) Unit 1 Lesson 3</b> Play a modified game introducing boundaries Use throwing and catching skills to play with a team to score points</p> <p><b>Skill:</b> Understand the basic net game rules and skills, such as boundary lines</p>	<p><b>Send and Return (CC) Unit 1 Lesson 4</b> Develop agility in isolated challenges Perform with increased agility in a conditioned game</p> <p><b>Skill:</b> Understand the basic net game rules and skills, such as boundary lines</p>	<p><b>Send and Return (CC) Unit 1 Lesson 5</b> Use correct grip to hold a tennis racquet Send, receive and stop a ball using a racquet along the ground Use self-feed to hit a ball to partner</p> <p><b>Skill:</b> Bowl, bat and team field</p>	<p><b>Send and Return CC Unit 1 Lesson 6</b> Able to self-feed to send a ball to a partner using a racquet Attempt to combine skills to perform a rally</p> <p><b>Skill:</b> Bowl, bat and team field Recognise how they work best with their partner</p>	<p><b>Send and Return (CC) Unit 2 Lesson 7</b> Play a variety of roles in games Accurately send a ball to specified areas using a range of techniques (Some) respond to partner and play a simple rally</p> <p><b>Skill:</b> participate in team games,</p>	<p><b>Send and Return (CC) Unit 2 Lesson 8</b> Use a long high ball to reach the back of the court Send a low short ball to the front of the court</p> <p><b>Skill:</b> participate in team games,</p>	<p><b>Send and Return (CC) Unit 2 Lesson 9</b> Throw into space to make it difficult for your opponent (sitting) Develop catching and throwing skills while seated Develop collaborative team skills</p> <p><b>Skill:</b> Make it difficult for opponents.</p>	<p><b>Send and Return (CC) Unit 2 Lesson 10</b> Serving into specified area Use a range of sending skills to serve Play out point from serve</p> <p><b>Skill:</b> Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p>	<p><b>Send and Return (CC) Unit 2 Lesson 11</b> Develop volleyball skills further to standing Develop throwing into hitting Play using attacking shots</p> <p><b>Skill:</b> Understand and develop tactics for attacking and defending.</p>	<p><b>Send and Return (CC) Unit 2 Lesson 12</b> Play in a volleyball style game Play as an individual or with partner Develop greater control of the ball</p> <p><b>Skill:</b> Play competitive games, modified where appropriate Describe what they have done and what they have seen.</p>	<p><b>Fun ball Games</b></p> <p><b>Skill:</b> Following instructions and participating.</p>

	ART & DT		<p><b>ART</b> Clay Developing their sculpting and modelling skills, children experiment with using different objects to create interesting textures on the surface of a clay tile</p> <p><b>Skill:</b> Refine skills in sculpture and develop and share ideas. Develop and use a texture for effect. Create visual texture using different marks. Able to shape and form from direct observation Use a range of tools for shaping, mark making, etc.</p>		<p><b>ART</b> Weaving a Picture Children learn the craft of weaving, overlapping coloured strips of paper to create a checkerboard, then selecting a shape to overlay onto the weave and decorating</p> <p><b>Skill:</b> Develop skills of overlapping and overlaying to create effects Use various collage materials to make a specific picture</p>		<p><b>ART</b> Drawing: Shading Working in the style of Nancy McCroskey's mural, 'Suite in Black, White and Grey', children draw six boxes, filling each with a line that starts at one edge and finishes at another. Then experiment with tone by shading the different areas they have made</p> <p><b>Skill:</b> Continue to draw as a way of recording experiences and feelings Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark Work out ideas through drawing</p>		<p><b>ART</b> Painting: Rollercoaster Ride Whilst designing a rollercoaster ride,</p> <p><b>Skill:</b> children develop their painting skills; working to ensure that they use the right amount of paint, hold the brush correctly and use single, sweeping strokes</p>		<p><b>ART</b> Drawing for Fun Making drawing feel achievable to all abilities</p> <p><b>Skill:</b> identifying the basic shapes within images and objects to be drawn.</p>			
	MUSIC	<p><b>Music's Cool</b> Be able to sing soh-mi greeting and appropriate responses be able to hold a recorder correctly. Play b, a and c and remember fingerings. Start to understand how to read note b (as a crotchet).</p>	<p><b>Music's Cool</b> Be able to recall soh,mi +la (using signs and voice). Be able to hold a recorder correctly. Play b, a and c and remember fingerings. Start to understand how to read note b and a (as a crotchet)</p>	<p><b>Music's Cool</b> be able to sing soh-mi greeting and appropriate responses independently. be able to hold a recorder correctly. play b, a and c and remember fingerings. start to understand how to read note b, a and c (as a crotchet).</p>	<p><b>Music's Cool</b> Start to understand how to read a bar of music (and basic notation; treble clef etc). Warm-up soh-mi greeting. Jambo bwana (voice and beat) song/activity ●● Start to understand how to play note g. Start to understand how to create rhythms using words. Recall soh, mi and la start to understand do re mi.</p>	<p><b>Music's Cool</b> Start to understand how to read a bar of music. Start to understand how to play note g. Start to understand how to create rhythms using words. Recall soh, mi and la. Start to understand do re mi (signs and pitches).</p>	<p><b>Music's Cool</b> Start to sing phrases independently. Start to understand how to create melodies (using sml/drm). Start to understand how to read ta, titi and shh rhythms.</p>	<p><b>Music's Cool</b> Sing phrases independently. Start to understand how to create melodies (using sml/drm). Start to understand how to move between notes ba, ca, ag.</p>	<p><b>Music's Cool</b> Start to sing phrases independently. Start to understand how to create melodies (using sml/drm). Start to understand how to read ta, titi and shh rhythms. Start to understand how to move between notes ba, ca, ag.</p>	<p><b>Music's Cool</b> Start to sing phrases independently. Start to understand how to create melodies (using sml/drm). Start to understand how to read ta, titi and shh rhythms. Start to understand how to move between notes ba, ca, ag.</p>	<p><b>Music's Cool</b> Start to sing phrases independently. Start to understand how to create melodies (using sml/drm). Start to understand how to read ta, titi and shh rhythms. Start to understand how to move between notes ba, ca, ag.</p>	<p><b>Music's Cool</b> Start to sing phrases independently. Start to understand how to create melodies (using sml/drm). Start to understand how to read ta, titi and shh rhythms. Start to understand how to move between notes ba, ca, ag.</p>	<p><b>Music's Cool</b> Start to sing phrases independently. Start to understand how to create melodies (using sml/drm). Start to understand how to read ta, titi and shh rhythms. Start to understand how to move between notes ba, ca, ag.</p>	<p><b>Music's Cool</b> Start to sing phrases independently. Start to understand how to create melodies (using sml/drm). Start to understand how to read ta, titi and shh rhythms. Start to understand how to move between notes ba, ca, ag.</p>



