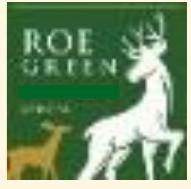




Roe Green Infant & Strathcona School
MEDIUM TERM PLANNING 2024-25
Year 1 - Out of the Ordinary (Spring)



	Week 1 05.01.26	Week 2 12.01.26	Week 3 19.01.26	Week 4 26.01.26	Week 5 02.02.26	Week 6 09.02.26	Week 7 23.02.26	Week 8 02.03.26	Week 9 09.03.26	Week 10 16.03.26	Week 11 23.04.26	Easter Break
ENGLISH	Text: Hansel and Gretel	Text: The Rascally Cake	Text: Jack and the Baked Beanstalk	Text: Jack and the Baked Beanstalk	Assessments	Text: Jack and the Baked Beanstalk	Text: Jack and the Baked Beanstalk					

	<p>Writing: To become familiar with the story. Introduce Hansel and Gretel and discuss the book. To write a poem. Skill: To compose a sentence orally before writing it. To sequence sentences . Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Discussing word meanings, linking new meanings to those already known. Saying out loud what they are going to write about. Re-reading what they have written to check that it makes sense.</p>	<p>Writing: To know how to use story language to verbally retell the story. Use a story map to sequence the events. Skill: To combine words to make sentences, including using conjunctions 'and', 'but', 'because' To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' verb suffixes where root word is unchanged (-ing, -ed, -er) joining words and joining clauses using "and" expanded noun phrases to describe and specify Sequencing sentences to form short narratives.</p>	<p>Writing: To explore retelling the story using past tense. Shared reading Hansel and Gretel. Skill: To spell words using phonic sounds taught so far. To apply simple spelling rules and guidance from Appendix 1 To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To use verb suffixes where root word is unchanged (-ing, -ed, -er)</p>	<p>Writing: To write the story with a clear beginning, middle and end. Skill: To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To use verb suffixes where root word is unchanged (-ing, -ed, -er) To combine words to make sentences, including using conjunctions 'and', 'but', 'because' To re-read what they have written to check that it makes sense</p>	<p>Writing: To create a wanted poster. Features of a poster Skill: To use verb suffixes where root word is unchanged (-ing, -ed, -er)</p>	<p>Writing: To know how to write instructions for a ghastly cake. Skill: Make a list Using technical vocabulary Using adjectives</p>	<p>Writing: To know how to re-tell a story. Skill: To spell words using phonic sounds taught so far. To say out loud what they are going to write about. To compose phrases orally before writing it. To leave spaces between words To begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Writing: To know how to use ambitious vocabulary. Skill: To say out loud what they are going to write about. To compose a sentence orally before writing it. To discuss what they have written with the teacher or other pupils. To spell words using phonic sounds taught so far. Sequence the events in chronological order</p>	<p>Assessments: NTS (Spring Term) Write and read Common exception words Phonics check Assessments: PIRA (Spring Term) Write and read Common exception words Phonics check No guided reading and handwriting as the next week is a big write</p>	<p>Writing: To know how to write sentences with 'and'. To know how to use exclamation marks and question marks. To know how to use verbs in the past tense. Skill: To discuss what they have written with the teacher or other pupils. To spell some words with the prefix un- To spell some words with suffix -ing, -ed, -er and -est where no change is needed in the spelling of root words, To spell some words with suffix -ing, -ed, -er and -est where no change is needed in the spelling of root words, To apply simple spelling rules and guidance from Appendix 1. To form capital letters To re-read what they have written to check that it makes sense. To join words and join clauses using "and".</p>	<p>Writing: To know how to write a story. Skill: To discuss what they have written with the teacher or other pupils. To spell some words with the prefix un- To spell some words with suffix -ing, -ed, -er and -est where no change is needed in the spelling of root words, To apply simple spelling rules and guidance from Appendix 1. To form capital letters To re-read what they have written to check that it makes sense. To join words and join clauses using "and".</p>
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	Handwriting: Nelson handwriting developing skills – Unit 6 <i>cl</i> Word level – <i>chip, ship</i> Skill: <ul style="list-style-type: none">• sit correctly at a table, holding a pencil comfortably and correctly• leave spaces between words• understand which letters belong to which handwriting 'families' and to practise these	Handwriting: Nelson handwriting developing skills Unit 7 <i>th</i> Word level – <i>the, them</i> Sentence level – <i>I can see them.</i> A little cub is eating all the cakes. Skill: <ul style="list-style-type: none">• sit correctly at a table, holding a pencil comfortably and correctly• leave spaces between words• understand which letters belong to which handwriting 'families' and to practise these	Handwriting: Nelson handwriting developing skills Unit 8 - <i>il</i> Word level – <i>il, pill</i> Sentence level – <i>A pill made him better.</i> Skill: <ul style="list-style-type: none">• sit correctly at a table, holding a pencil comfortably and correctly• leave spaces between words• understand which letters belong to which handwriting 'families' and to practise these	Handwriting: Nelson handwriting developing skills – Unit 10- <i>ck</i> Word level- <i>sack, back</i> Sentence level – <i>Jack had a sack on his back.</i> Skill: <ul style="list-style-type: none">• sit correctly at a table, holding a pencil comfortably and correctly• leave spaces between words• understand which letters belong to which handwriting 'families' and to practise these	Handwriting: Nelson handwriting developing skills Unit 10- <i>ck</i> – Check up 1 Sentence level – <i>Jack and Jill went up the hill.</i> Skill: <ul style="list-style-type: none">• sit correctly at a table, holding a pencil comfortably and correctly• leave spaces between words• understand which letters belong to which handwriting 'families' and to practise these	Handwriting: Nelson handwriting developing skills Unit 11- <i>li</i> Word level – <i>still, stilt</i> Sentence level – <i>Justin can see stilt.</i> Skill: <ul style="list-style-type: none">• sit correctly at a table, holding a pencil comfortably and correctly• leave spaces between words• understand which letters belong to which handwriting 'families' and to practise these	Handwriting: Nelson handwriting developing skills Unit 12- <i>-nk</i> Word level – <i>pink, junk</i> Sentence level – <i>Mum said all the junk had to go to the jumble sale.</i> Skill: <ul style="list-style-type: none">• sit correctly at a table, holding a pencil comfortably and correctly• leave spaces between words• understand which letters belong to which handwriting 'families' and to practise these	Handwriting: Nelson handwriting developing skills Unit 12- <i>-nk</i> Word level – <i>pink, junk</i> Sentence level – <i>Mum said all the junk had to go to the jumble sale.</i> Skill: <ul style="list-style-type: none">• sit correctly at a table, holding a pencil comfortably and correctly• leave spaces between words• understand which letters belong to which handwriting 'families' and to practise these	Handwriting: Nelson handwriting developing skills Unit 13- <i>-og</i> Word level – <i>dog, frog</i> Sentence level – <i>A dog lives in a kennel.</i> Skill: <ul style="list-style-type: none">• sit correctly at a table, holding a pencil comfortably and correctly• leave spaces between words• understand which letters belong to which handwriting 'families' and to practise these	Handwriting: Nelson handwriting developing skills – Unit 14- <i>re</i> Word level – <i>are, there</i> Sentence level – <i>Are there any apples on your apple tree?</i> Skill: <ul style="list-style-type: none">• sit correctly at a table, holding a pencil comfortably and correctly• leave spaces between words• understand which letters belong to which handwriting 'families' and to practise these	Handwriting: Nelson handwriting developing skills – Unit 16- <i>w</i> Word level – <i>growl, growl</i> Sentence level – poem	
	SPaG:	SPaG:	SPaG: To know how to use the conjunction 'and' 'To know how to use verbs in the past tense'	SPaG:	SPaG:	SPaG:	SPaG: To use prepositional phrases.	SPaG:	SPaG:	SPaG:	SPaG:	
	MathsBeat Term 2 – Unit 7 – Number and place value – week 1 Skill: Developing flexible counting and ordering to 100. MathsBeat Term 2 – Unit 8 – Measurement – week 2 Add by making 10 Subtraction- not crossing 10 Skill: working with money	MathsBeat Term 2 – Unit 9 – Addition and subtraction – week 3 Skill: Adding and subtracting to and from teens by bridging 10.	MathsBeat Term 2 – Unit 9 – Addition and subtraction – week 4 Skill: Finding the difference	MathsBeat Term 2 – Unit 9 – Addition and subtraction – week 5 Skill: Adding and subtracting within 20	MathsBeat Term 2 – Unit 10 – Fractions week 6 Skill: What does a half or a quarter look and feel like?	MathsBeat Term 2 – Unit 11 – Geometry Position and direction - week 7 Skill: pond to and use the language of position and direction.	MathsBeat Term 2 – Unit 12- week 8 – Multiplication and division Skill: solving multiplication from arrays problems.	MathsBeat Term 2 – Unit 12- week 9 – Multiplication and division Skill: solving practically, division from arrays problems.	Assessments	MathsBeat Term 2 – Unit 13 – Measurement – week 10 Skill: Measuring mass (weight)	MathsBeat Term 2 – Term 2 – Unit 13 – Measurement – week 11 Skill: Time as duration of events	

SCIENCE	Naming and Describing Materials	Properties and uses of materials	Properties and uses of materials	Properties and uses of materials	Properties and uses of Materials	Materials	Animals (vertebrates)	Trip to the walled Garden	Science week Workshop	Animals (vertebrates)	Seasonal Changes
	How can we group objects made of different materials?	Can the same object be made from different materials?	What properties do materials have? Skill:	Does it bend or stretch	Do all materials get wet?	• Assessment	Who's who in the animal world?	Seasonal Changes	What's so special about birds?	Which birds visit our bird feeders?	
	<p>Skill:</p> <ul style="list-style-type: none"> • recognise and name different types of materials • suggest reasons why an object might have been made from more than one type of material • suggest how and why a particular material is used in an object • sort objects according to their source material, recognising when overlapping sorting rings are needed for objects made of several materials • sort objects made of single materials as natural and manufactured, explaining in simple terms why they belong to each group 	<p>Skill:</p> <ul style="list-style-type: none"> • Gathering and recording data to help in answering questions. • suggest why different materials might be used to make the same object • suggest why some materials are not suitable for making a particular object. <p>Sustainability Water How some materials use a lot of water (2700 litres for 1 cotton shirt)</p>	<p>What properties do materials have?</p> <p>Skill:</p> <ul style="list-style-type: none"> • use appropriate property-related vocabulary and the term 'property' correctly • recognise that materials can have more than one property • complete the table correctly <p>Sustainability Water How some materials use a lot of water (2700 litres for 1 cotton shirt)</p>	<p>Does it bend or stretch</p> <p>Skill:</p> <ul style="list-style-type: none"> • use appropriate property-related vocabulary and the term 'property' correctly • recognise that materials can have more than one property • complete the table correctly • follow instructions to carry out the test • construct a paper strip bar chart showing the results of their test correctly • use the results to make comparisons of materials tested, for example, identifying which material stretched the most and the least <p>Sustainability Water – which materials may be suitable for storing rain/water?</p>	<p>Do all materials get wet?</p> <p>Skills:</p> <ul style="list-style-type: none"> • use appropriate property-related vocabulary to describe the physical properties of materials • suggest how the properties of materials might make them useful for certain purposes. • follow instructions to carry out the test • construct a paper strip bar chart showing the results of their test correctly • use the results to make comparisons of materials tested, for example, identifying which material stretched the most and the least 		<p>Skill:</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • state that reptiles are one of the five vertebrate groups • explain how they know that a material absorbs water or is waterproof • suggest how absorbent and waterproof properties might make material useful for certain purposes. • make observations and comparisons of those materials, for example, identifying which materials absorb water and which don't • correctly record their results in a table <p>Sustainability Water – which materials may be suitable for storing rain/water?</p>	<p>Who's who in the animal world?</p> <p>Skills:</p> <ul style="list-style-type: none"> • begin to identify signs of spring and notice how the space has changed from their last visit • identify and name some of the flowers they observe • state that flowers vary in size shape and colour • compare the observable features of flowers from different plants. <p>Sustainability Water – a facelift of the pond in the Walled garden- has it attracted new life?</p>		<p>What's so special about birds?</p> <p>Skill:</p> <ul style="list-style-type: none"> • state that birds are one of the five vertebrate groups • identify and name at least three birds • describe and compare the structure of some birds • state that all birds lay eggs and have beaks, claws, wings and feathers • state that most birds can fly • state that some birds can swim or spend time underwater • state that birds' diets vary between types of bird <p>compare different birds, stating what is the same and what is different about them</p>	<p>Which birds visit our bird feeders?</p> <p>Skills:</p> <ul style="list-style-type: none"> • compare the observable features of different bird – wings, beak, feathers • collect data in a table of which birds they see at the feeding station • identify and name some of the birds they observe.

Humanities	<p>History</p> <p><u>Find out when Christopher Columbus lived and what he was trying to achieve.</u></p> <p>Children will find out who Christopher Columbus was, when he lived and what he was trying to achieve by sailing west from Europe. They will discover what life was like in the 15th century and how it differs to life today, as well as discovering further facts about Columbus and his life.</p> <p>Sustainability</p> <p>Water</p> <p>Sailing vs use of engines</p> <p>Water pollution</p>	<p>Find out about Christopher Columbus's journey and what he discovered.</p> <p>Children will find out that Christopher Columbus landed in America instead of Asia as intended. They will explore what a sea voyage at this time would have been like and how this differs to a modern sea voyage. They will find out about the challenges of the famous voyage of 1492 and what they found when found land.</p>	<p>Explore the impact of Columbus's voyages and what he brought back to Europe.</p> <p>Children will recap the facts they have learnt about Columbus so far. They will find out why the discovery of the Americas was so significant and how this impacted people's lives in Europe. They will also explore some of the objects he brought back and meet some of the other explorers who explored America after him.</p>	<p>Find out who Neil Armstrong is and why he is remembered today.</p> <p>Children will look at pictures of both Columbus and Armstrong to identify differences. They will find out how exploration of the world changed after Columbus and think about other possibilities in exploration. They will find out facts about Neil Armstrong and explore what the world was like in the 1960s.</p>	<p>Find out about Neil Armstrong's landing on the moon and the impact this had on the world.</p> <p>Children will find out about the Apollo 11 mission and man's first landing on the moon. They will be encouraged to think about how Armstrong and the other astronauts might have felt and discover what everyday items have been developed thanks to space exploration. Compare the lives and achievements of Columbus and Armstrong. (Quiz)</p> <p>Children will use what they have found out about Columbus and Armstrong to compare the two men, their lives and their achievements. They use different ways to portray their understanding, such as Venn diagrams and role-play.</p>	<p>Geography – My World and Me</p> <p>L2 - Compare the land features and climate of the UK and Ecuador.</p> <p>Children will use a world map to identify the location of the UK and Ecuador. They will explore ways in which the two cities are similar to and different from each other in terms of buildings, jobs, schools, food and more.</p> <p>Sustainability</p> <p>Water – water in nature as a physical feature, pollution</p>	<p>L3 - Compare the capital cities of the UK and Ecuador. Children will identify Quito as the capital of Ecuador and London as the capital of the UK.</p> <p>They will explore ways in which the two cities are similar to and different from each other in terms of buildings, jobs, schools, food and more.</p>	<p>L4 - To find out where different animals live in the world</p> <p>Children will recap where the equator and poles are on a globe and world map. They will explore a variety of wild animals and identify where in the world they live and whether they are found in a hot or a cold climate.</p>	<p>L5 - To identify physical and human features in aerial photos.</p> <p>Children will identify a variety of geographical features, such as cliffs, valleys, mountains, rivers and lakes. They will use aerial photos of different cities around the world to identify geographical features and landmarks.</p> <p>2 classes to Wembley stadium Sustainability</p> <p>Water – River Brent which has almost dried up</p>	<p>L5 - To identify physical and human features in aerial photos.</p> <p>Children will identify a variety of geographical features, such as cliffs, valleys, mountains, rivers and lakes. They will use aerial photos of different cities around the world to identify geographical features and landmarks.</p> <p>2 classes to Wembley stadium Sustainability</p> <p>Water – River Brent which has almost dried up</p>	<p>Identify physical and human features in aerial photos.</p> <p>As part of our trip to Wembley stadium. Look at aerial photographs of the stadium in Ecuador and the Wembley stadium. Look at the map to travel to the stadium. When we come back look at the map and draw a map to get to Wembley stadium.</p> <p>Trip to Wembley stadium</p>
	<p>Unit 1A</p> <p>What do most Muslims believe?</p> <p>Sustainability</p> <p>Water – creation story- importance of water for all living things</p>	<p>Unit 1A</p> <p>What do most Hindus believe?</p> <p>Sustainability</p> <p>Water – creation story- importance of water for all living things</p>	<p>Unit 1A</p> <p>What do scientists believe?</p> <p>Sustainability</p> <p>Water – creation story- importance of water for all living things</p>	<p>UNIT 1B WHO DO WE THANK?</p> <p>What makes our world wonderful?</p> <p>Sustainability</p> <p>Water – creation story- importance of water for all living things- Who is responsible for taking care of this precious resource?</p>	<p>Why do some Christians celebrate Harvest? How do some Christians celebrate Harvest?</p>	<p>How do some Jewish people celebrate Harvest? How do some Christians celebrate Harvest?</p>	<p>Why do some Jewish people celebrate Harvest? Sustainability</p> <p>Water – How do the Jewish people recreate the time when they were banished and lived in the desert for 40 years-scarcity of water</p>	<p>Why do some Hindus say thank you?</p>	<p>How do some Hindus say thank you?</p>	<p>Assessment</p> <p>Are people more important than animals?</p> <p>Why should we be grateful and careful for our world?</p>	
RE	<p>Non FF</p>	<p>Programming 1: Algorithms unplugged</p>	<p>Non FF</p>	<p>Programming 1: Algorithms unplugged</p>	<p>Non FF</p>	<p>Rocket to the moon</p>	<p>Non FF</p>	<p>Rocket to the moon</p>	<p>Non FF</p>		
		<p>What is an algorithm?</p>		<p>Algorithm pictures</p>		<p>Rocket materials</p>		<p>Rocket design</p>			
COMPUTING											

PE	Hit catch and Run <u>Unit 1</u> <u>Lesson 1</u> L.I To select a space to throw or roll a ball into. Activity – Assessment for learning task <u>Skill:</u> Using communication skills to work with others to return a ball to hoop	Hit catch and Run <u>Unit 1</u> <u>Lesson 2</u> L.I To track and collect a rolling ball. Activity – Ball coming towards, chasing a ball, the ball coming from behind,piggy in the middle <u>Skill:</u> Communicating with their partner to track and stop the ball	Hit catch and Run <u>Unit 1</u> <u>Lesson 3</u> L.I To catch a ball to stop an opponent from scoring. Activity – Quick throwing/catching games <u>Skill:</u> Communicating and mastering catching skills with a variety of balls and beanbags.	Hit catch and Run <u>Unit 1</u> <u>Lesson 4</u> L.I To use our hands to hit a ball. Activity – Hitting into hoops in small teams <u>Skill:</u> Children beginning to Feed movement and body position	Hit catch and Run <u>Unit 1</u> <u>Lesson 5</u> L.I To run between bases to score points. Activity – AFL – change to running, hitting, kicking to strike <u>Skill:</u> Moving to score	Hit catch and Run <u>Unit 1</u> <u>Lesson 6</u> L.I To work as a team to score points. Activity – AFL – task in teams <u>Skill:</u> Fielding and hitting in teams.	Send and Return <u>Unit 2</u> Lesson 1 L.I. To send the ball over a net to our partner. Activity – Assessment for learning Skill: Feeding the ball over the net	Send and Return <u>Unit 2</u> Lesson 2 L.I. To track and stop a moving object using both hands. Activity – chasing and bilateral moving games. Skill: Tracking	Send and Return <u>Unit 2</u> Lesson 3 L.I. Why different muscles are important when playing games. Activity – 2 V 2 on mats Skill: Body control on mats.	Send and Return <u>Unit 2</u> Lesson 4 L.I. To send balls accurately from different positions, e.g. kneeling or sitting Activity – Introduction to goalball Skill: Sending the ball from different positions	Send and Return <u>Unit 2</u> Lesson 5 L.I. To spot space in the playing area and hit the ball there. Activity – Bean bags, tennis and space hoops Skill: How to identify space
	N/A	Spring Tulips. Year One L1: Looking at patterns and using light and dark colours to accentuate the patterns. SC: I can design patterns and add detail I can use light and dark shades Or Moon winter scene	Continue Tulips Moon winter scene	DT Exploring animals and the way they move. Create a mindmap of ideas for animal puppet. Introduce Binka Cooking	DT DT Designing a puppet Lesson 2 Kapow To use a template to create a design Binka Cooking	DT C DT Joining fabric Lesson 1 Kapow Join fabrics together using different methods cooking Binka Cooking	DT C DT Joining fabric Lesson 1 Kapow Join fabrics together using different methods cooking Binka Cooking	DT C DT Joining fabric Lesson 1 Kapow Join fabrics together using different methods cooking Binka Cooking	DT C DT Joining fabric Lesson 1 Kapow Join fabrics together using different methods cooking Binka Cooking		

MUSIC	<p>WEEK 1</p> <p>Understand how to follow verbal and sung cues.</p> <p>Start to understand how to maintain the beat using instruments (untuned percussion).</p> <p>Start to understand the difference between high and low notes</p> <p>Start to understand how to sing simple call and response songs.</p> <p>KEEP THEM SINGING, ACTIVE LISTENING</p> <p><u>Activities and Songs</u></p> <p><u>SONGS</u></p> <p>Soh- Mi Greeting Bonjour Mes Amis Black Crow Rain Rain (with La)</p> <p>In The Winter (freres jaques)/On a Cold and frosty morning (mulberry bush)</p> <p>https://www.twinkl.co.uk/blog/seven-lovely-winter-songs-and-poems</p> <p><u>ACTIVITIES</u></p> <p>Copycat</p> <p>Winter Warm-Up routine</p> <p><u>LISTENING</u></p> <p>Vivaldi - Four Seasons:Winter</p> <p>https://teach.files.bbci.co.uk/bringthenoise/lesson_plans/EYFS_when_the_cold_wind_blow_lesson_1.pdf</p>	<p>WEEK 2</p> <p>Start to understand the difference between high and low notes and loud and quiet notes.</p> <p>Start to understand how to maintain the beat using instruments (untuned percussion).</p> <p>Start to understand music can be used to tell stories.</p> <p>Understand duration: difference between long sounds and short sounds.</p> <p>KEEP THEM SINGING, ACTIVE LISTENING</p> <p><u>Activities and Songs</u></p> <p><u>SONGS</u></p> <p>Soh- Mi Greeting Bonjour Mes Amis Black Crow Rain Rain (with La)</p> <p>In The Winter (freres jaques)/On a Cold and frosty morning (mulberry bush)</p> <p><u>ACTIVITIES</u></p> <p>Copycat</p> <p>Some Sounds Are Long</p> <p>Winter Warm-Up routine</p> <p><u>LISTENING</u></p> <p>Vivaldi - Four Seasons:Winter</p>	<p>WEEK 3</p> <p>Start to understand how to move to the beat.</p> <p>Start to understand the difference between high and low notes and loud and quiet notes.</p> <p>Start to understand rhythm; recognising patterns of long and short sounds. (aurally and visually)</p> <p>Understand how to sing simple call and response songs</p> <p>KEEP THEM SINGING, ACTIVE LISTENING</p> <p><u>Activities and Songs</u></p> <p><u>SONGS</u></p> <p>Soh- Mi Greeting Bonjour Mes Amis Rain Rain (with La)</p> <p>My Aunt Came Back</p> <p>https://www.bethsnotesplus.com/2015/04/my-aunt-came-back.html</p> <p>Some Sounds Are Long</p> <p>In The Winter (freres jaques)/On a Cold and frosty morning (mulberry bush)</p> <p><u>ACTIVITIES</u></p> <p>I Like Coffee</p> <p>The Long and Short Of It</p> <p>How Many Highs?</p> <p><u>LISTENING</u></p> <p>Grieg - In The Hall of The Mountain King</p>	<p>WEEK 4</p> <p>Understand how to move to the beat</p> <p>Start to understand rhythm; recognising patterns of long and short sounds. (aurally and visually)</p> <p>Start to understand how to maintain the beat using instruments (glockenspiels)</p> <p>KEEP THEM SINGING, ACTIVE LISTENING</p> <p><u>Activities and Songs</u></p> <p><u>SONGS</u></p> <p>Soh- Mi Greeting</p> <p>Hello Song</p> <p>https://www.bethsnotesplus.com/2017/04/hello-song.html</p> <p>Some Sounds Are Long</p> <p>Hands In The Air (BBC song)</p> <p><u>ACTIVITIES</u></p> <p>I Like Coffee</p> <p>How Many Highs?</p> <p>Don't Clap This One Back</p> <p><u>LISTENING</u></p> <p>Grieg - In The Hall of The Mountain King</p>	<p>WEEK 5</p> <p>Understand the difference between high and low notes and loud and quiet notes.</p> <p>Start to understand tempo; fast and slow.</p> <p>Start to understand music can be used to tell stories.</p> <p>Start to understand how to maintain the beat using instruments (glockenspiels)</p> <p>KEEP THEM SINGING, ACTIVE LISTENING</p> <p><u>Activities and Songs</u></p> <p><u>SONGS</u></p> <p>Hello Song</p> <p>https://www.bethsnotesplus.com/2017/04/hello-song.html</p> <p>Yoo Hoo</p> <p>https://www.bethsnotesplus.com/2015/04/yoo-hoo.html</p> <p>Hands In The Air (BBC song)</p> <p><u>ACTIVITIES</u></p> <p>I Like Coffee</p> <p>High, Middle, Low</p> <p>I Like Coffee</p> <p>Double, Double</p> <p>Jelly Bean Game</p> <p><u>LISTENING</u></p> <p>Little Train on Caipira</p>

PSHE	<p>Dreams and goals To understand what success is. Skill: Reflect on and evaluate their own experiences to set simple goals</p>	<p>Dreams and goals To be able to set a goal. Skill: Understands that they learn from their mistakes.</p>	<p>Dreams and goals To be able to work with a partner. Skill: To understands how to work co-operatively with others.</p>	<p>Dreams and goals To be able to tackle a challenge. Skill: Understands what it means to be positive, have confidence and to try new things.</p>	<p>Dreams and goals To identify and overcome obstacles. Skill: Work together as a class or group on a project</p>	<p>Dreams and goals To celebrate success. Skill: Recognise what they are good at from what others say</p>	<p>Dreams and goals Healthy me Skill: To know the difference between being healthy and unhealthy.</p>	<p>Dreams and goals Healthy me Skill: To know about a healthy balanced diet. To make healthy choices</p>	<p>Dreams and goals Healthy me Skill: Children can make simple choices about some aspects of their health and well-being(healthy eating)</p>	<p>Dreams and goals Healthy me Skill: To know the importance of, and how to, maintain personal hygiene. (Clothing)</p>	<p>Dreams and goals Healthy me Skill: To understand that medicines can help me and to know how to use them safely.</p>	