



Roe Green Infant School

MEDIUM TERM PLANNING 2022-23

YEAR 2 – Autumn Term Changes



		Week 1 5/9/22	Week 2 12/9/22	Week 3 19/9/22	Week 4 22/9/22	Week 5 3/10/22	Week 6 10/10/22	Week 7 17/10/22	Week 8 31/10/22	Week 9 7/11/22	Week 10 14/11/22	Week 11 21/11/22	Week 12 28/11/22	Week 13 5/12/22	Week 14 12/12/22
AUTUMN	ENGLISH	<p>Key Text: Little Red Riding Hood</p> 	<p>Key Text: Little Red Riding Hood</p> 	<p>Key Text: Little Red Riding Hood</p> 	<p>Key Text: Little Red Riding Hood</p> 	<p>Key Text: The Wolf Story</p> 	<p>Key Text: The Wolf Story</p> 	<p>Key Text: The Wolf Story</p> 	<p>Key Text: Instructional Writing</p> 	<p>Key Text: Goldilocks and just one Bear</p> 	<p>Key Text: Goldilocks and just one Bear</p> 	<p>Key Text: Goldilocks and just one Bear</p> 	<p>Key Text: Florence Nightingale</p> 	<p>Key Text: Florence Nightingale</p> 	<p>Key Text: Assessment Week</p>
		<p>Writing: Write a character description</p> <p>Write a setting description</p>	<p>Writing: Sequence and retell the story</p>	<p>Writing: Whoosh Activity Oral retell of the story</p>	<p>Writing: Change the ending</p>	<p>Writing: Adjectives to describe the alternative wolf. Make comparisons of the two different wolves.</p>	<p>Writing: To use speech marks in sentences</p>	<p>Writing: Big Write To write a letter from the wolf.</p>	<p>Writing: Instructional writing: How to make a poppy</p>	<p>Writing: To describe a city setting.</p>	<p>Writing: To be able to change aspects of the main story (Closed procedure)</p>	<p>Writing: Big Write To write the story of Goldilocks and just the one bear with changes</p>	<p>Writing: Big Write To compare the hospital before and after Florence Nightingale improved them</p>	<p>Writing: Big Write Editing</p>	<p>Writing:</p>
<p>Knowledge and Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Use expanded noun phrases to describe and specify</p> <p>Use an apostrophe to show that something belongs to somebody</p>	<p>Knowledge and Skill: Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say</p> <p>Discussing the sequence of events in books</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognising simple recurring literary language in stories and poetry</p>	<p>Knowledge and Skill: Planning or saying out loud what they are going to write about</p> <p>Encapsulating what they want to say, sentence by sentence</p>	<p>Knowledge and Skill: Discussing the sequence of events in books and how items of information are related</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p>	<p>Knowledge and Skill: Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say</p> <p>Expanded noun phrases to describe and specify</p> <p>Use question marks and exclamation marks some of the time.</p> <p>Tell you about Standard English.</p> <p>Use an apostrophe to show that something belongs to somebody discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Knowledge and Skill: Planning or saying out loud what they are going to write about</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Writing for different purposes</p>	<p>Knowledge and Skill: 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>Knowledge and Skill: Recognise and use sentences with different forms: statement, question, exclamation, command</p> <p>Use the present consistently</p>	<p>Knowledge and Skill: writing narratives about personal experiences and those of others (real and fictional)</p>	<p>Knowledge and Skill: To be able to plan or saying out loud what they are going to write about Writing down ideas and/or key words</p>	<p>Knowledge and Skill: 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 Writing for different purposes</p>	<p>Knowledge and Skill: 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 Writing for different purposes</p> <p>Writing narratives about personal experiences and those of others (real and fictional) Writing about real events</p>	<p>Knowledge and Skill: 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>Knowledge and Skill:</p>		

		<p>Comprehension: Nelson Comprehension Pupil Book 2 Unit 3</p> <p>Traditional tales Little Red Riding Hood (Non CC weeks)</p> <p>Knowledge and Skill: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Answering and asking questions</p>	<p>No Comprehension: CC Week</p>	<p>Comprehension: Nelson Comprehension Pupil Book 2 Unit 3</p> <p>Traditional tales Little Red Riding Hood Heather Amery version</p> <p>Knowledge and Skill: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognising simple recurring literary language in stories and poetry</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>Answering and asking questions</p>	<p>No Comprehension: CC Week</p>	<p>Comprehension: World War 1</p> <p>Knowledge and Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>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>Answering and asking questions</p>	<p>No Comprehension: CC Week</p>	<p>Comprehension: Nelson Comprehension Pupil Book 2 Unit 2</p> <p>Instructions Making butter</p> <p>Knowledge and Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>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>Discussing their favourite words and phrases</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Answering and asking questions</p>	<p>No Comprehension: CC Week</p>	<p>Comprehension: The Christmas Truce</p> <p>Knowledge and Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>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>Answering and asking questions</p>	<p>No Comprehension: CC Week</p>	<p>PIRA Assessment Comprehension</p>	<p>No Comprehension: CC Week</p>	<p>Comprehension: Florence Nightingale</p> <p>Knowledge and Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>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>Answering and asking questions</p>
	<p>SPaG: Revise Punctuation-capital letters and full stops</p>	<p>SPaG: Nelson Grammar Pupil Book 2 Unit 2: Adjectives</p>	<p>SPaG: Nelson Grammar Pupil Book 2 Unit 8: Conjunctions- (and, but)</p>	<p>SPaG: Nelson Grammar Pupil Book 2 Unit 6: Sentences (capital letters and full stops)</p>	<p>SPaG: Nelson Grammar Pupil Book 2 Unit 1: Nouns and Adjectives</p>	<p>SPaG: Nelson Grammar Pupil Book 2 Unit 4: Verbs</p>	<p>SPaG: Nelson Grammar Pupil Book 2 Unit 10: Verbs (past tense-ed)</p>	<p>SPaG: Imperative Verbs Independent Activity</p>	<p>SPaG: Noun Phrase Independent Activity</p>	<p>SPaG: Nelson Grammar Pupil Book 2 Unit 5: Nouns (naming words/proper nouns)</p>	<p>SPaG: Nelson Grammar Pupil Book 2 Unit 9: Adverbs (ly)</p>	<p>SPaG: Nelson Grammar Pupil Book 2 Unit 16: Adjectives (comparative)</p>	<p>SPaG: Nelson Grammar Pupil Book 2 Unit 13: Pronouns</p>	<p>SPaG: Nelson Grammar Pupil Book 2 Unit : Catch up</p>
	<p>Handwriting: Nelson Handwriting-Developing Knowledge and Skills (Yellow Level) Unit -</p>	<p>Handwriting: Nelson Handwriting-Developing Knowledge and Skills (Yellow Level) Unit 1 - in join</p>	<p>Handwriting: Nelson Handwriting-Developing Knowledge and Skills (Yellow Level) Unit 2 - ut join</p>	<p>Handwriting: Nelson Handwriting-Developing Knowledge and Skills (Yellow Level) Unit 3 - ve join</p>	<p>Handwriting: Nelson Handwriting-Developing Knowledge and Skills (Yellow Level) Unit 4 - ok join</p>	<p>Handwriting: Nelson Handwriting-Developing Knowledge and Skills (Yellow Level) Unit 5 - sh and es join</p>	<p>Handwriting: Nelson Handwriting-Developing Knowledge and Skills (Yellow Level) Unit 6 - ri join</p>	<p>Handwriting: Nelson Handwriting-Developing Knowledge and Skills (Yellow Level) Unit 7 - oa join</p>	<p>Handwriting: Nelson Handwriting-Developing Knowledge and Skills (Yellow Level) Unit 8 - ee join</p>	<p>Handwriting: Nelson Handwriting-Developing Knowledge and Skills (Yellow Level) Unit 9 - ow join</p>	<p>Handwriting: Nelson Handwriting-Developing Knowledge and Skills (Yellow Level) Unit 10 - ky join</p>	<p>Handwriting: Nelson Handwriting-Developing Knowledge and Skills (Yellow Level) Unit - Catch up</p>	<p>Handwriting: Nelson Handwriting-Developing Knowledge and Skills (Yellow Level) Unit - Catch up</p>	<p>Handwriting: Nelson Handwriting-Developing Knowledge and Skills (Yellow Level) Unit - Catch up</p>

		<p>Phonics: Bugclub phase 5 unit 13</p> <p>Phoneme /zh/ written as 's'</p> <p>Phoneme /w/ written as 'wh' 'ph'</p>	<p>Phonics: Bugclub phase 5 unit 14</p> <p>Phoneme /ai/ written as 'ay'</p> <p>Phoneme /ai/ written as 'a-e'</p> <p>Phoneme /ai/ written as 'eigh'</p> <p>'ey' 'ei'</p>	<p>Phonics: Bugclub phase 5 unit 15</p> <p>Phoneme /ee/ written as 'ea'</p> <p>Phoneme ee/ written as 'e-e'</p> <p>Phoneme /ee/ written as 'ie' 'ey'</p> <p>'y'</p>	<p>Phonics: Bugclub phase 5 unit 16</p> <p>Phoneme /iigh/ written as 'ie'</p> <p>Phoneme /igh/ written as 'i-e'</p> <p>Phoneme /igh/ written as 'y'</p> <p>Phoneme /igh/ written as 'i'</p>	<p>Phonics: Bugclub phase 5 unit 17</p> <p>Phoneme /oa/ written as 'ow'</p> <p>Phoneme /oa/ written as 'o-e'</p> <p>Phoneme /oa/ written as 'o' and 'oe'</p>	<p>Phonics: Bugclub phase 5 unit 18</p> <p>Phoneme long/oo/ written as 'ew'</p> <p>Phoneme long/oo/ written as 'ue'</p> <p>Phoneme long/oo/ written as 'o' and 'u-e'</p> <p>Phoneme short/oo/ written as 'u' and 'oul'</p>	<p>Phonics: Bugclub phase 5 unit 19</p> <p>Phoneme /or/ written as 'aw'</p> <p>Phoneme /or/ written as 'au'</p> <p>Phoneme /or/ written as 'al'</p>	<p>Phonics: Bugclub phase 5 unit 20</p> <p>Phoneme /ur/ written as 'ir'</p> <p>Phoneme /ur/ written as 'er'</p> <p>Phoneme /ur/ as 'ear'</p>	<p>Phonics: Bugclub phase 5 unit 21</p> <p>Phoneme /ow/ written as 'ow'</p> <p>Phoneme /ou/' Phoneme /oi/ written as 'oy'</p>	<p>Phonics: Bugclub phase 5 unit 22</p> <p>Phoneme /ear/ written as 'ere' and 'eer'</p> <p>Phoneme /air/ written as 'are' and 'ear'</p>	<p>Phonics: Bugclub phase 5 unit 23</p> <p>Phoneme /c/ written as 'c'</p> <p>Phoneme /c/ written as 'k'</p> <p>Phoneme /c/ written as 'ck'</p> <p>Phoneme /c/ written as 'ch'</p>	<p>Phonics: Bugclub phase 5 unit 24</p> <p>Phoneme /s/ written as 'c(e)' c(i)' c(y)'</p> <p>Phoneme /s/ written as 'sc' and st(l)'</p> <p>Phoneme /s/ and /z/ written as 'se'</p>	<p>Phonics: Bugclub phase 5 unit 25</p> <p>Phoneme /j/ written as 'g(e)' g(i)' g(y)'</p> <p>Phoneme /j/ written as 'dge'</p>	<p>Phonics: Squirrel Class: Bugclub phase 5 unit 25</p> <p>Phoneme /j/ written as 'g(e)' g(i)' g(y)'</p> <p>Phoneme /j/ written as 'dge'</p>
		<p>Library: Library Fairy Tales Read, discuss and retell fairy tales</p>	<p>Library: Fairy Tales Read, discuss and retell fairy tales</p>	<p>Library: Fairy Tales Compare different fairy tales</p>	<p>Library: Fairy Tales Compare different fairy tales</p>	<p>Library: Alternative Fairy Tales Read alternative fairy tales</p>	<p>Library: Alternative Fairy Tales Read alternative fairy tales</p>	<p>Library: Alternative Fairy Tales Compare alternative tales with their original version</p>	<p>Library: Non Fiction Significant Figures Shared reading and answering questions about a significant figure</p>	<p>Library: Non Fiction Significant Figures Shared reading and answering questions about a significant figure</p>	<p>Library: Non Fiction Significant Figures Research on Florence Nightingale using books</p>	<p>Library: Non Fiction Significant Figures Research on Florence Nightingale using books</p>	<p>Library: Non Fiction Significant Figures Research on Edith Cavell using books</p>	<p>Library: Non Fiction Significant Figures Research on Edith Cavell using books</p>	<p>Library: Non Fiction Significant Figures Link to History</p>
		<p>Knowledge and Skill: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognising simple recurring literary language in stories and poetry</p>	<p>Knowledge and Skill: Alternative Fairy Tales Compare alternative tales with their original version</p>	<p>Knowledge and Skill: Discussing their favourite words and phrases</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>Knowledge and Skill: Discussing their favourite words and phrases</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>Knowledge and Skill: Discussing the sequence of events in books and how items of information are related</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>Knowledge and Skill: Discussing the sequence of events in books and how items of information are related</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</p>	<p>Knowledge and Skill: Participate in discussion about books, poems & other works that are read to them & 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>Knowledge and Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Answering and asking questions</p>	<p>Knowledge and Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Answering and asking questions</p> <p>Answering and asking questions</p>	<p>Knowledge and Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Knowledge and Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known</p>	<p>Knowledge and Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Knowledge and Skill: Being introduced to non-fiction books that are structured in different ways</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Knowledge and Skill: Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say</p>

	MATHS	Unit 1: Number and Place Value	Unit 1: Number and Place Value	Unit 2: Addition and Subtraction	Unit 2: Addition and Subtraction	Unit 3: Multiplication and Division	Unit 3: Multiplication and Division	Unit 4: Addition and Subtraction	Unit 4: Addition and Subtraction	Unit 5: Fractions Recognizing and finding unit and non-unit fractions	Unit 5: Fractions Representing fractions to solve problems	Unit 6: Measurement Measuring using non-standard and standard units	Unit 6: Measurement Comparing and ordering measurements	Assessment Week	Assessment Week
		Skip counting in twos, threes, fives and tens	Representing numbers using practical materials	Representing simple addition and subtraction number sentences	Addition and subtraction within and to 20	Multiplication as repeated addition	Missing number problems	Reasoning about addition and subtraction in the concrete and the pictorial	Reasoning about addition and subtraction in the abstract						
		Knowledge and Skill: Count in steps of 2, 3, and 5 from 0, and in tens from any number, forwards and backwards. Recognize the place value of each digit in a 2-digit number (tens, ones). Identify, represent and estimate numbers using different representations, including the number line. Read and write numbers to at least 100 in numerals and in words.	Knowledge and Skill: Recognize the place value of each digit in a 2-digit number (tens, ones). Identify and represent numbers using different representations. Read and write numbers to at least 100 in numerals and in words.	Knowledge and Skill: Add three 1-digit numbers using concrete objects, pictorial representations, and mentally. Add a 2-digit number and ones using concrete objects, pictorial representations, and mentally.	Knowledge and Skill: Represent and use number bonds within 20. Recall and use addition and subtraction facts to 20 fluently. 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.	Knowledge and Skill: Recall and use multiplication facts for the 2-multiplication table, and begin practising counting in threes. Recall and use multiplication facts for the 5 and 10 multiplication tables. Recognize odd and even numbers.	Knowledge and Skill: Recall and use multiplication and division facts for the 2-multiplication table, and begin practising counting in threes. Recall and use multiplication and division facts for the 5 and 10 multiplication tables. Solve problems involving multiplication and division, using materials and arrays, including problems in contexts.	Knowledge and Skill: Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	Knowledge and Skill: Recognize and use the inverse relationship between addition and subtraction and use this to solve missing number problems.	Knowledge and Skill: Recognize, find, name and write fractions $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	Knowledge and Skill: Write simple fractions, for example $\frac{1}{2}$ of 6 = 3.	Knowledge and Skill: Understand why we need standard units when measuring. Read scales to the nearest appropriate unit.	Knowledge and Skill: Compare and order lengths, mass, volume/capacity and record the results using >, < and = .	Knowledge and Skill: Recap strategies to work out problems Show working out	Knowledge and Skill: Recap strategies to work out problems Show working out
	SCIENCE	Growing up What do babies need?	Growing up How have we changed?	Growing up How do we change throughout our lives?	Take Care How can we sort this food?	Take Care What food should we eat?	Take Care How can we stay fit?	Take Care How can we stay clean?	Assessment	Shaping Up How can I make different shapes	Shaping Up How can I change the shape of an object?	Shaping Up Enrichment lesson: What can pushes and pulls do?	Shaping Up What property allows a material to be Changed?	Shaping Up Which material should I choose?	Shaping Up Our changing world.
		Knowledge and Knowledge and Skills: Identifying, grouping and classifying	Knowledge and Knowledge and Skills: Observing changes over time. Using observations and ideas to answer questions	Knowledge and Knowledge and Skills: Using secondary sources of info. Gathering and recording data	Knowledge and Knowledge and Skills: Grouping, classifying and identifying	Knowledge and Knowledge and Skills: Grouping and classifying Using observations and ideas to answer questions	Knowledge and Knowledge and Skills: Finding things using secondary sources. Using observations to answer questions	Knowledge and Knowledge and Skills: Finding things using secondary sources. Using observations to answer questions		Knowledge and Knowledge and Skills: Grouping and classifying. Using observations to answer questions	Knowledge and Knowledge and Skills: Grouping and classifying. Gathering and recording data to answer questions.	Knowledge and Knowledge and Skills: Identifying, classifying, grouping	Knowledge and Knowledge and Skills: Performing simple tests and recording data	Knowledge and Knowledge and Skills: Grouping and classifying Using observations to answer questions	Knowledge and Knowledge and Skills: Grouping and classifying Using observations to answer questions

	RE	Knowledge and Knowledge and Skills:	Knowledge and Knowledge and Skills:	Knowledge and Knowledge and Skills:	Knowledge and Knowledge and Skills:	How can we show our identity?	What do the symbols that some Christians wear means?	What do Jewish people wear to show their beliefs about God?	How do Sikh symbols show what is important to them?	How do some Muslims dress to show they belong to their community?	Why must we always show respect to others for what they choose to wear?				
		Assembly Caring for Each Other To consider who we care for and who cares for us	Assembly Caring for Each Other To consider the interdependence of people in a community	Assembly Caring for Each Other To understand and respond to the practices of some traditions which express beliefs and promote caring for others	Assembly Caring for Each Other To respond to stories from some traditions which express ways of caring for others	Knowledge and Knowledge and Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging. Assembly Harvest To know why Christians celebrate Harvest	Knowledge and Knowledge and Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging. Assembly Caring for Each Other To reflect on the effects of not caring for others	Knowledge and Knowledge and Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Knowledge and Knowledge and Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Knowledge and Knowledge and Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Knowledge and Knowledge and Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Knowledge and Knowledge and Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Assembly Light To know about and respond to some ways that light and fire play an important part in the teachings and practices of many religions	Assembly Light To understand how light is often used to symbolise positive values e.g. good, truth, wisdom etc.	Assembly Light To reflect on what brings 'light' into their own lives
COMPUTING	Non FF	Computing systems and networks 1: What is a computer? Computer parts To recognise the parts of a computer	Non FF	Computing systems and networks 1: What is a computer? Inputs To recognise how technology is controlled	Non FF	Computing systems and networks 1: What is a computer? Technology safari To recognise technology	Non FF	Online Safety What happens when I post online? I know what happens to information posted online	Non FF	Online Safety How do I keep my things safe online? To know how to keep things safe and private online	Non FF	Online Safety Who should I ask? To explain what should be done before sharing information online	Non FF	Online Safety It's my choice To explain why I have the right to say no and deny permission	

<p>Gymnastics CC Unit 1 Lesson 1 Use prior learning to create a 4-element sequence</p> <p>Combine balance, rolling, jumping, rocking and spinning</p> <p>Perform using a recognised start and finish shape</p> <p>Knowledge and Skill: Develop short sequences on their own.</p> <p>Have a clear start, middle and end.</p> <p>Form simple sequences of different actions using floor and apparatus.</p> <p>Use imagination to find different ways of using apparatus.</p>	<p>Gymnastics CC Unit 1 Lesson 2 Recognise how to create power in jumps</p> <p>Participate in strength challenges (squat challenge, jumping distance and endurance challenge)</p> <p>Show ways to jump with power and control</p> <p>Knowledge and Skill: Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p>	<p>Gymnastics CC Unit 1 Lesson 3 Define how gymnastic elements can link smoothly and continuously</p> <p>Explore transitions between elements</p> <p>Compare linking movements that improve a performance</p> <p>Knowledge and Skill: Develop short sequences on their own.</p> <p>Have a clear start, middle and end.</p> <p>Describe what they have done and what they have seen.</p>	<p>Gymnastics CC Unit 1 Lesson 4 Define in simple terms flexibility</p> <p>Demonstrate in shapes their full range of flexibility</p> <p>Choose, adapt and perform shapes at different levels</p> <p>Knowledge and Skill: Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p>Describe what they have done and what they have seen.</p>	<p>Gymnastics CC Unit 1 Lesson 5 Perform various travel movements at different speeds</p> <p>Identify suitable speeds for different types of travel</p> <p>Show how these speeds apply to different moves in a sequence</p> <p>Knowledge and Skill: Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p>Describe what they have done and what they have seen.</p>	<p>Gymnastics CC Unit 1 Lesson 6 Choose and apply to a simple sequence element from unit 1</p> <p>Perform a sequence of between 4 and 6 elements</p> <p>Select appropriate elements to get maximum points</p> <p>Knowledge and Skill: Develop short sequences on their own.</p> <p>Have a clear focus when watching others perform.</p> <p>Say when a movement or Knowledge and Skill is performed well (aesthetic appreciation)</p> <p>Describe what they have done and what they have seen.</p> <p>Use simple gymnastics scoring and judging</p>	<p>Gymnastics CC Unit 2 Lesson 7 Transfer movement pattern to floor, mat and apparatus</p> <p>Work with a partner to copy and create (joining sequences)</p> <p>Introduce relevé walk and front support</p> <p>Knowledge and Skill: Use imagination to find different ways of using apparatus.</p> <p>Form simple sequences of different actions using floor and apparatus</p>	<p>Gymnastics CC Unit 2 Lesson 8 Identify which muscles they are using in their core to control movement</p> <p>Copy and repeat arch and dish shapes</p> <p>Work collaboratively to move a hoop along a line of rolling children</p> <p>Knowledge and Skill: Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p>Describe what they have done and what they have seen.</p>	<p>Gymnastics CC Unit 2 Lesson 9 With a partner, make as many bridges and tunnels as they can with body control</p> <p>Travel over, under and through your partner's shapes in a variety of ways (sliding, jumping, rolling, etc.)</p> <p>Introduce back support and crab actions</p> <p>Knowledge and Skill: Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p>Describe what they have done and what they have seen</p> <p>Form simple sequences of different actions using floor and apparatus.</p>	<p>Gymnastics CC Unit 2 Lesson 10 Introduce frog jump and L-sit</p> <p>Play a variety of competitive games using leapfrog jumps</p> <p>Refine leap from movements</p> <p>Knowledge and Skill: participate in team games,</p> <p>Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p>	<p>Gymnastics CC Unit 2 Lesson 11 Demonstrate distance and control in broad jump</p> <p>Accurately replicate pike and use in short sequence</p> <p>Link previous learning to transition elements</p> <p>Knowledge and Skill: Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p>Develop short sequences on their own.</p> <p>Form simple sequences of different actions using floor and apparatus.</p>	<p>Gymnastics CC Unit 2 Lesson 12 Combine all ten elements of the Unit 2 body management in order</p> <p>Refine and develop routine to ensure it is aesthetically pleasing</p> <p>Perform with rhythm and control</p> <p>Knowledge and Skill: Develop short sequences on their own.</p> <p>Form simple sequences of different actions using floor and apparatus.</p> <p>Have a clear focus when watching others perform.</p> <p>Say when a movement or Knowledge and Skill is performed well (aesthetic appreciation).</p> <p>Describe what they have done</p>
<p>Dance Unit 1 Lesson 1 Explore the whole</p> <p>Body actions to create linked shapes and balances</p> <p>Apply the idea of a theme to a dance</p> <p>Compose a dance phrase which responds to the visual stimulus</p> <p>Knowledge and Skill: Remember and repeat simple dance phrases.</p>	<p>Dance Unit 1 Lesson 2 Create a sequence of movements for performance with starting and finishing positions</p> <p>Demonstrate comprehension of the story through dance</p> <p>Work cooperatively to improve and adapt sequence</p> <p>Knowledge and Skill: Remember and repeat simple dance phrases.</p>	<p>Dance Unit 1 Lesson 3 Create a duet based on the relationship between the penguin and the snowman</p> <p>Explore, unison, levels and cannon within the choreography</p> <p>Discuss how others could develop their performances</p> <p>Knowledge and Skill: Perform dance in duets and formations</p> <p>Evaluate and improve a dance performance by recording and viewing their rehearsals.</p>	<p>Dance Unit 1 Lesson 4 Explore the theme of Penguin Small's adventure</p> <p>Create a short dance solo which demonstrates changes in direction and speed</p> <p>Knowledge and Skill: Evaluate and improve a dance performance by recording and viewing their rehearsals.</p> <p>Identify and describe good-quality form and movement</p>	<p>Dance Unit 1 Lesson 5 Explore footwork creatively, based on a visual stimulus</p> <p>Use movement imaginatively, responding to the music with some attempt at musicality</p> <p>Change the speed, level and direction of movements</p> <p>Knowledge and Skill: Remember and repeat simple dance phrases.</p>	<p>Dance Unit 1 Lesson 6 Select actions as a group to create a short dance phrase which reflects rhythmic qualities</p> <p>Explore formations through the dance sequence</p> <p>Perform dance phrases that express ideas and feelings</p> <p>Knowledge and Skill: Perform dance in duets and formations</p> <p>Remember and repeat simple dance phrases.</p>	<p>Dance Unit 2 Lesson 7 Pupils can perform short dances reflecting different emotions and moods</p> <p>Able to say what actions define contrasting emotions</p> <p>Able to identify in others & themselves dynamics within the dance</p> <p>Knowledge and Skill: Remember and repeat simple dance phrases.</p>	<p>Dance Unit 2 Lesson 8 Follow a clock face to develop dance steps</p> <p>Work with rhythm</p> <p>Combine dance steps to create a movement pattern</p> <p>Knowledge and Skill: Remember and repeat simple dance phrases</p>	<p>Dance Unit 2 Lesson 9 Remember and recall dance steps</p> <p>Work independently to create a movement pattern</p> <p>Create own dance steps to add to a movement pattern</p> <p>Knowledge and Skill: Remember and repeat simple dance phrases.</p>	<p>Dance Unit 2 Lesson 10 Perform 'freestyle' moves</p> <p>Watch, copy and repeat learnt 'moves' to make a motif</p> <p>Perform Motif to music</p> <p>Knowledge and Skill: Remember and repeat simple dance phrases</p>	<p>Dance Unit 2 Lesson 11</p> <p>Remember and perform moves from lesson 1</p> <p>Perform the steps (motif) in given formations</p> <p>Work as a group to enter into formations using 'On and Off Stage.'</p> <p>Knowledge and Skill: Perform dance in duets and formations</p>	<p>Dance Unit 2 Lesson 12</p> <p>Explore movements pathways in given formations</p> <p>Practice switching from a group formation to a whole class performance</p> <p>Practice performing and improving timing as a class</p> <p>Knowledge and Skill: Perform dance in duets and formations</p> <p>Identify and describe good quality form and movement</p> <p>Evaluate and improve a dance performance by recording and viewing their rehearsals</p>

