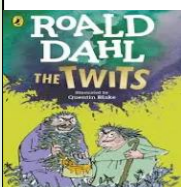
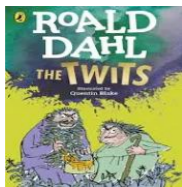
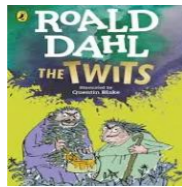



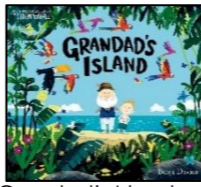
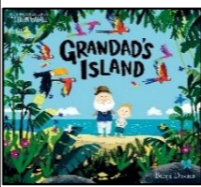


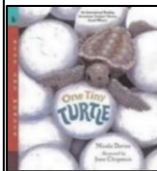
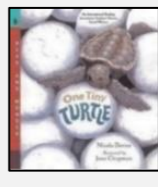
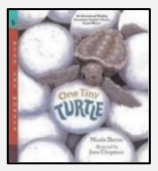






Roe Green Infant School MEDIUM TERM PLANNING 2025-2026 YEAR 2 – Islands in the Sun










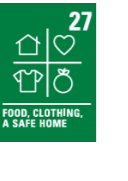







		Week 1 13/4/26	Week 2 20/4/26	Week 3 27/4/26	Week 4 4/5/26	Week 5 11/5/26	Week 6 18/5/26	Week 7 1/6/26	Week 8 8/6/26	Week 9 15/6/26	Week 10 22/6/26	Week 11 29/6/26	Week 12 6/7/26	Week 13 13/7/26
SUMMER	ENGLISH	<p>Key Text:</p>  <p>The Twits</p>	<p>Key Text:</p>  <p>The Twits</p>	<p>Key Text:</p>  <p>The Twits</p>	<p>Key Text:</p>  <p>St Lucia</p>	<p>Key Text:</p>  <p>St Lucia</p>	<p>Key Text:</p>  <p>Poetry</p>	<p>Key Text:</p>  <p>Granddad's Island</p>	<p>Key Text:</p>  <p>Granddad's Island</p>	<p>Key Text:</p>  <p>Granddad's Island</p>	<p>Key Text:</p>  <p>One Tiny Turtle</p>	<p>Key Text:</p>  <p>One Tiny Turtle</p>	<p>Key Text:</p>  <p>One Tiny Turtle</p>	<p>Key Text:</p>  <p>One Tiny Turtle</p>
		<p>Writing: To write a description of Mr Twit (short burst)</p> <p>Skill: Participate in discussion about books, taking turns and listening to what others say</p>	<p>Writing: (big write) Plan- ingredients, potion making and reaction</p> <p>To write a narrative Mrs Twit makes a stew for Mr Twit and description of reaction Big Write</p>  <p>Skill: Writing for different purposes</p> <p>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>Evaluating their writing with the teacher and other pupils</p> <p>Rereading to check that their writing makes</p> <p>proofreading to check for errors in spelling, grammar and punctuation</p>	<p>Writing: Letter to PC Plod about the Twits (Short burst)</p> <p>To write a book review</p>  <p>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>Writing: Brochure- Look at a variety of brochures, climate, landscapes, food (Link to St Lucia)</p> <p>Skill: 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>Writing: To write a brochure Big Write</p> <p>Writing: Editing and publishing</p> <p>Skill: 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>Proofreading to check for errors in spelling, grammar and punctuation</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Proofreading to check for errors in spelling, grammar and punctuation</p>	<p>Writing: Animal poems</p> <p>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>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</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>Writing: To describe an island</p> <p>Skill: Writing for different purposes 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>Evaluating their writing with the teacher and other pupils</p> <p>Rereading to check that their writing makes sense</p> <p>Proofreading to check for errors in spelling, grammar and punctuation</p>	<p>Writing: To describe a journey</p> <p>To write a postcard from Granddad to Syd</p> <p>Skill: Writing for different purposes</p> <p>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>Writing: To write sentence starters</p> <p>To write an adventure story</p> <p>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>Writing: To write questions based on turtles</p> <p>Sustainability</p> <p>Skill: 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>Writing: To clarify meanings of words</p> <p>To write the main stages of a turtle's life cycle</p> <p>Sustainability</p> <p>Skill: Discussing and clarifying the meaning of words. Linking new meanings to known vocabulary</p>	<p>Writing: To write a turtle fact file</p> <p>NTS Reading Papers</p> <p>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: To write a narrative 'The Turtle Puzzle' Based on Monkey Puzzle</p> <p>Skill: Writing for different purposes</p> <p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary Rereading to check that their writing makes sense</p> <p>Proofreading to check for errors in spelling, grammar and punctuation</p>

		<p>FF</p> <p>Comprehension: Catch a Little Rhyme</p> <p>Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>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>	<p>FF</p> <p>Comprehension: I wonder</p> <p>Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>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>	<p>FF</p> <p>Comprehension: Leap Like a Leopard</p> <p>Skill: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>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>	<p>FF</p> <p>Comprehension: Pupil Book 2 Unit 7 Finding facts Cats</p> <p>Skill: 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>FF</p> <p>Comprehension: Pupil Book 2 Unit 7 Finding facts Pet cat facts</p> <p>Skill: 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>	<p>FF</p> <p>Comprehension: Pupil Book 2 Unit 9 Understanding information texts Adventure world</p> <p>Skill: 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>	<p>FF</p>				
<p>SPaG: Use expanded noun phrases to describe and specify</p> <p>Subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p>Present tense Contractions – he's</p>	<p>SPaG: Past tense – past and progressive Comparative adjectives – bigger Expanded noun phrases Adverbs Coordination and subordination</p>	<p>SPaG: Past tense – past and progressive</p>	<p>SPaG: Writing questions Have you ever wanted to see breath-taking views?</p>	<p>SPaG: Tenses Coordination and subordination Expanded noun phrases Adverbs</p>	<p>SPaG: For poetry Expanded noun phrases Precise verbs Adverbs</p>	<p>SPaG: Tenses Contractions Expanded noun phrases to describe and specify. Construction – there is/there are You can... Apostrophe for possession</p>	<p>SPaG: Possessive Nouns</p>	<p>SPaG: Tense – past or present? Coordination and subordination Time adverbs Expanded noun phrases Adverbs</p>	<p>SPaG: Formulating questions Compound Nouns</p>	<p>SPaG: Present tense simple Coordination and subordination Time adverb- First, Next Homophones</p>	<p>SPaG: To use a or an correctly before a noun.</p>	<p>SPaG: To use Adverbs</p>
<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 1 - in join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 2 –ut join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 3 – ve join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 4 – ok join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 5 sh & es joins Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 6 –ri join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 7 – oa join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 8 – ee joins Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 9 – ow join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 10 – ky join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 11 – ha join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 12 – od join Write sentences and rhymes</p>	<p>Handwriting: Nelson Handwriting Pupil Book 2 Revisit Unit 13 – er join Write sentences and rhymes</p>

		Phonics: LCP Phase 6 Week 1 Suffix ed	Phonics: LCP Phase 6 Week 2 Past tense irregular	Phonics: LCP Phase 6 Week 3 Verb meaning when ing suffix is added	Phonics: LCP Phase 6 Week 4 How to add ing suffix	Phonics: LCP Phase 6 Week 5 How to add the er suffix	Phonics: LCP Phase 6 Week 6 How to add the er suffix	Phonics: LCP Phase 6 Week 7 How to proof read	Phonics: LCP Phase 6 Week 8 How to ad the est suffix	Phonics: LCP Phase 6 Week 9 Teach contraction using the common exception words	Phonics: LCP Phase 6 Week 10 How to add the s/es suffix as plurals	Phonics: LCP Phase 6 Week 11 Teach spelling guidelines	Phonics: LCP Phase 6 Week 12 Teach spelling guidelines	Phonics: LCP Phase 6 Week 13 Teach how to add ly suffix
		Library: Fiction Activity : Whole class shared reading of a fiction text Skill: Predicting what might happen on the basis of what has been read so far	Library: Fiction Activity : Whole class shared reading of a fiction text Skill: Making inferences on the basis of what is being said and done Answering and asking questions	Library: Fiction Activity : Whole class shared reading of a fiction text Skill: Making inferences on the basis of what is being said and done Answering and asking questions	Library: Non-fiction books Compare the features of instructional texts Books linked to St Lucia Skill: Explain and discuss their understanding of books, and other material, both those that they listen to and those that they read for themselves	Library: Non-fiction books Compare the features of non fiction books in pairs . Noting down if it has a contents page, glossary etc. Skill: Being introduced to non-fiction books that are structured in different ways	Library: Non-fiction books Compare the features of non fiction books in pairs . Noting down if it has a contents page, glossary etc. Skill: Being introduced to non-fiction books that are structured in different ways	Library: Poetry linked to animals Skill: continuing to build up a repertoire of poems learnt by heart, appreciating these, and reciting some, with appropriate intonation to make the meaning clear	Library: Fantasy books/ Fiction Activity: Look at the structure/settings of fantasy books Activity: Look at the structure/settings of fantasy books Skill: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Library: Fantasy books/ Fiction Activity: Look at the structure/settings of fantasy books Activity: Look at the structure/settings of fantasy books Skill: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Library: Non-fiction books Compare the features of instructional texts (link to English) Skill: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Library: Non-fiction books Compare the features of non fiction books in pairs . Noting down if it has a contents page, glossary etc. Skill: Being introduced to non-fiction books that are structured in different ways Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Library: Non-fiction books Link to English . Locate and use books about turtles Skill: Being introduced to non-fiction books that are structured in different ways	

MATHS	<p>Maths Beat Unit 14 Number and place value</p> <p>Skill: Identify, represent and estimate numbers using different representations, including the number line.</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs.</p>	<p>Maths Beat Unit 15 Measurement Time to five minutes</p> <p>Skill: Compare and sequence intervals of time.</p> <p>Tell and write the time to five minutes, including quarter past/to 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>Maths Beat Unit 16 Addition and subtraction</p> <p>Skill: Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>applying their increasing knowledge of mental and written methods.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and ones</p> <p>a 2-digit number and tens</p> <p>two 2-digit numbers</p> <p>adding three 1-digit numbers.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognize the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>Maths Beat Unit 17 Multiplication and division</p> <p>Skill: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>Maths Beat Unit 18 Geometry: position and direction</p> <p>Skill: Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>	<p>Maths Beat Unit 19 Statistics</p> <p>Skill: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.</p>	<p>Maths Beat Unit 20 Fractions</p> <p>Skill: Recognize, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions, for example, $\frac{1}{2}$ of 6 = 3 and recognize the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Maths Beat Unit 21 Addition and subtraction</p> <p>Skill: Solve problems with addition and subtraction:</p> <p>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>applying their increasing knowledge of mental and written methods.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and ones</p> <p>a 2-digit number and tens</p> <p>two 2-digit numbers.</p> <p>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 check calculations and solve missing number problems</p>	<p>Maths Beat Unit 22 Multiplication and division</p> <p>Skill: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>Maths Beat Unit 22 Multiplication and division</p> <p>Skill: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>Consolidation and Investigations</p> <p>Skill: Use strategies to solve problems of the day</p> <p>NTS Maths Papers</p>	<p>Consolidation and Investigations</p> <p>Skill: Use strategies to solve problems of the day</p>	<p>Consolidation and Investigations</p> <p>Skill: Use strategies to solve problems of the day</p>
	SCIENCE	<p>Growing seeds and bulbs</p> <p>How do plants grow and change over time?</p> <p>Skills: Identifying and classifying observing</p>	<p>Growing seeds and bulbs</p> <p>How are seeds and bulbs different?</p> <p>Skills: Identifying and classifying observing</p>	<p>Growing seeds and bulbs</p> <p>What do seeds need to germinate?</p> <p>Skills: Identifying and classifying observing</p>	<p>Growing seeds and bulbs</p> <p>How tall will they grow?</p> <p>Skills: Identifying and classifying observing</p>	<p>Growing seeds and bulbs</p> <p>What have we learnt about how a seed germinates?</p> <p>Skills: Identifying and classifying observing</p>	<p>Growing seeds and bulbs</p> <p>Assessment</p>	<p>Module 6 Growing healthy plants Lesson 1 How can we care for our plants?</p> <p>Skill: Observing</p>	<p>Module 6 Growing healthy plants Lesson 2 Do mature plants need light?</p> <p>Skill: Performing simple tests</p>	<p>Module 6 Growing healthy plants Lesson 3 Does temperature affect the growth of mature plants?</p> <p>Skill: Pattern seeking Gathering data Answering questions</p>	<p>Module 6 Growing healthy plants Lesson 4 Do mature plants need water?</p> <p>Skill: Performing tests</p>	<p>Module 6 Growing healthy plants Lesson 5 What have we learnt about what mature plants need to grow healthy?</p> <p>Skill: Gathering and recording data to answer questions</p>	<p>Module 6 Growing healthy plants Lesson 6 Assessment</p> <p>Skill:</p>

HUMANITIES	<p>St Lucia Getting There</p> <p>Our school our world -Transport</p> <p>Skill: 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.</p>	<p>St Lucia Weather, climate and temperature</p> <p>Skill: 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</p>	<p>St Lucia St Lucia Flag making activity</p> <p>Skill: Cutting Organising shapes</p>	<p>St Lucia Rainforest and its wildlife</p> <p>Sustainability</p> <p>Skill: Using geographical language to describe human and physical features e.g. rainforest, climate, woodland, forest, wildlife.</p>	<p>St Lucia Compare houses in St Lucia to those in England (Kingsbury)</p>  <p>Skill: Making simple comparisons between human features of places in different continents</p>	<p>St Lucia Compare schools in St Lucia to England's</p>  <p>Skill: Making simple comparisons between human features of places in different continents.</p>	<p>St Lucia Compare fruits and vegetables in St Lucia to those in England (link to science)</p>  <p>Skill: Making simple comparisons between human and physical features of places in different continents.</p>	<p>St Lucia Quiz</p>						
	RE	<p>How do we celebrate births?</p> <p>Why is a new baby often celebrated?</p>	<p>How do we celebrate births?</p> <p>What has Brahman got to do with it?</p> 	<p>How do we celebrate births?</p> <p>What has Brahman got to do with it?</p> 	<p>How do we celebrate births?</p> <p>What has Jesus got to do with it?</p>	<p>How do we celebrate births?</p> <p>Why is a baby being washed in a font?</p> 	<p>How do we celebrate births?</p> <p>What promises are made for a baby</p>	<p>How do we celebrate births?</p> <p>How might Muslims show commitment to God during their birth ceremonies?</p>	<p>How do we celebrate births?</p> <p>Why is a name so important? (Sikhism)</p>	<p>How do we celebrate births?</p> <p>How else might people celebrate the birth of new babies?</p>	<p>How do we celebrate births?</p> <p>What promises are made for the baby?</p>	<p>How do we celebrate births?</p> <p>Why is it important to celebrate births?</p>	<p>How do we celebrate births?</p> <p>Assessment Quiz</p>	<p>Assessment Quiz</p>
	COMPUTING	<p>Programming 1: Algorithms and debugging</p> <p>Using ScratchJr</p> <p>To explore a new application.</p>	<p>Non FF</p>	<p>Creating an animation</p> <p>To create an animation.</p>	<p>Non FF</p>	<p>Making a musical instrument</p> <p>To use characters as buttons.</p>	<p>Non FF</p>	<p>Data handling: Introduction to data</p> <p>Homes in space To understand how computers can help humans survive in space</p>	<p>Non FF</p>	<p>Space bag</p> <p>To create a digital drawing of essential items for life in space</p>	<p>Non FF</p>	<p>Warmer, colder</p> <p>To understand the role of sensors on the ISS</p>	<p>Non FF</p>	

PE	<p>Run Jump throw Unit 1 Lesson 1 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>Skill: Recognise how they work best with their partner.</p> <p>Movement Aims: Teamwork, Responsiveness, Connectivity Outcomes: BUILD A PICTURE with PHYSICAL CONTACT</p> <p>Games: SIMON SAYS, MUSICAL HOOPS (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection) STAGE GAME</p> <p>Exercise One child enters the Magic Circle and holds a FREEZE as one of the Predators. Next child enters and 'builds' on that image with at least 1 Contact Point--- Picture continues to Build one by one....</p> <p>Cool Down and Feedback</p>	<p>Run Jump throw Unit 1 Lesson 2 Recognise powerful actions Explore different ways to generate power to start different actions such as running, jumping, hopping, striding</p> <p>Skill: Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p>Movement Aims: Partner work through 'Leading and Following' Outcomes: Demonstrate 'Mirroring' in pairs</p> <p>Games: SIMON SAYS, MUSICAL HOOPS (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection) STAGE GAME</p> <p>Exercise: In pairs One Leads the Movement, One Follows the Movement 'Mirror Roulette'</p> <p>Cool Down and Feedback</p>	<p>Run Jump throw Unit 1 Lesson 3 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>Skill: Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p>Movement Aims: Partner work through 'Leading and Following' Outcomes: Demonstrate 'Mirroring' in pairs</p> <p>Games: SIMON SAYS, MUSICAL HOOPS (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection) STAGE GAME</p> <p>Exercise: In pairs One Leads the Movement, One Follows the Movement 'Mirror Roulette'</p> <p>Cool Down and Feedback</p>	<p>Run Jump throw Unit 1 Lesson 4 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>Skill: Recognise what is successful and how to use this knowledge.</p> <p>Movement Aims: Peer-lead Creativity, Leadership and Teamwork Outcomes: Demonstrate a 1'8 sequence based off One Predator in UNISION and CANNON</p> <p>Games: SIMON SAYS, MUSICAL HOOPS (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection) STAGE GAME</p> <p>Exercise: In groups of 4/5. FOCUS on ONE Predator and create a 1'8 sequence to be performed in UNISION and again in CANNON</p> <p>Cool Down and Feedback</p>	<p>Run Jump throw Unit 1 Lesson 5 Copy and repeat actions with accuracy Analyse performance to judge differences in the game at the beginning and end</p> <p>Skill: 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>Movement Aims: Peer-lead Creativity, Leadership and Teamwork Outcomes: Demonstrate a 1'8 sequence based off One Predator in UNISION and CANNON</p> <p>Games: SIMON SAYS, MUSICAL HOOPS (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection) STAGE GAME</p> <p>Exercise: In groups of 4/5. FOCUS on ONE Predator and create a 1'8 sequence to be performed in UNISION and again in CANNON</p> <p>Cool Down and Feedback</p>	<p>Run Jump throw Unit 1 Lesson 6 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>Skill: Use static and dynamic balances</p> <p>Movement Aims: Explore and create LIVE scenes based on One of the Predators interacting with HUMANS. Outcomes: Demonstrate a 30 second scene in the Magic Circle</p> <p>Games: SIMON SAYS, MUSICAL HOOPS (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection) STAGE GAME</p> <p>Exercise: Groups of 4/5 enter the Magic circle. 2 are the animals, the other are Humans From a Frozen Picture they come to LIFE</p> <p>Cool Down and Feedback</p>	<p>Run Jump throw Unit 2 Lesson 7 cooperatively to complete a jumping and throwing task</p> <p>Skill: Describe what they have done and what they have seen. Recognise how they work best with their partner.</p> <p>Movement Aims: Explore and create LIVE scenes based on One of the Predators interacting with HUMANS. Outcomes: Demonstrate a 30 second scene in the Magic Circle</p> <p>Games: SIMON SAYS, MUSICAL HOOPS (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection) STAGE GAME</p> <p>Exercise: Groups of 4/5 enter the Magic circle. 2 are the animals, the other are Humans From a Frozen Picture they come to LIFE</p> <p>Cool Down and Feedback</p>	<p>Run Jump throw Unit 2 Lesson 8 Attempt to throw with accuracy</p> <p>Skill: Recognise how they work best with their partner</p> <p>Movement Aims: Explore and create LIVE scenes based on One of the Predators interacting with HUMANS. Outcomes: Demonstrate a 30 second scene in the Magic Circle</p> <p>Games: SIMON SAYS, MUSICAL HOOPS (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection) STAGE GAME</p> <p>Exercise: Groups of 4/5 enter the Magic circle. 2 are the animals, the other are Humans From a Frozen Picture they come to LIFE</p> <p>Cool Down and Feedback</p>	<p>Run Jump throw Unit 2 Lesson 9 Throw and catch through moving target</p> <p>Skill: Recognise the best ways to score points and stop points being scored.</p> <p>Movement Aims: Explore and create LIVE scenes based on One of the Predators interacting with HUMANS. Outcomes: Demonstrate a 30 second scene in the Magic Circle</p> <p>Games: SIMON SAYS, MUSICAL HOOPS (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection) STAGE GAME</p> <p>Exercise: Groups of 4/5 enter the Magic circle. 2 are the animals, the other are Humans From a Frozen Picture they come to LIFE</p> <p>Cool Down and Feedback</p>	<p>Run Jump throw Unit 2 Lesson 10 Practise bean bag race.</p> <p>Skill: Participate in team games</p> <p>Movement Aims: Explore Group Teamwork and Embodiment of the Predators with one point of FOCUS Outcomes: Get the 'key' back to 'Home' in 'KEEPER OF THE KEYS'</p> <p>Games: SHIPS (Balancing Space), MUSICAL STATUES (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection), MUSICAL HOOPS, STAGE GAME</p> <p>Exercise: Keeper Of The Keys- One person has the 'keys'. The Rest of the group retrieve the Key Embodying a chosen Predator</p> <p>Group Feedback Cool Down</p>	<p>Run Jump throw Unit 2 Lesson 11 Practise target throw.</p> <p>Skill: Describe what they see and ask to copy others' ideas, skills and tactics.</p> <p>Movement Aims: Explore Group Teamwork and Embodiment of the Predators with one point of FOCUS Outcomes: Get the 'key' back to 'Home' in 'KEEPER OF THE KEYS'</p> <p>Games: SHIPS (Balancing Space), MUSICAL STATUES (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection), MUSICAL HOOPS, STAGE GAME</p> <p>Exercise: Keeper Of The Keys- One person has the 'keys'. The Rest of the group retrieve the Key Embodying a chosen Predator</p> <p>Group Feedback Cool Down</p>	<p>Run Jump throw Unit 2 Lesson 12 Practise Hurdle relay.</p> <p>Skill: Jump for distance and height</p> <p>Movement Aims: Explore Group Teamwork and Embodiment of the Predators with one point of FOCUS Outcomes: Get the 'key' back to 'Home' in 'KEEPER OF THE KEYS'</p> <p>Games: SHIPS (Balancing Space), MUSICAL STATUES (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection), MUSICAL HOOPS, STAGE GAME</p> <p>Exercise: Keeper Of The Keys- One person has the 'keys'. The Rest of the group retrieve the Key Embodying a chosen Predator</p> <p>Group Feedback Cool Down</p>	<p>Assessment of running, jumping and throwing skills.</p> <p>Sports Day Practice</p> <p>Skill: Able to perform skills correctly.</p>	
	ART & DT	<p>ART FF St. Lucia collage.</p> <p>Skill: Develop skills of overlapping and overlaying to create effects Use various collage materials to make a specific picture</p> <p>DT Cooking Binka sampler</p>	 	<p>DT FF Continue with Binka samplers.</p> <p>SKILLS: Children to develop their skills to securely thread needles and develop stitches.</p> <p>Add finishing to 3D maps if applicable.</p> <p>DT Cooking Class tbc</p>	 	<p>ART FF St. Lucia collage inspired by a holiday poster. Pupils to complete St. Lucia collage. Add details and further flowers and palm leaves/trees. Use oil pastels. Assemble collage using glue.</p> <p>Skill:</p> <p>DT Binka sampler</p>		<p>ART FF Illustrators</p> <p>DT Cooking Binka sampler Assess progress.</p>	 	<p>ART Continue Matisse. French artist</p> <p>Skill:</p>	 	<p>Art: Finishing off art work and sketch book review</p> <p>DT Complete Binka sampler</p>		

MUSIC	<p>To Start to understand how to move from note B to A and A to C on recorder. Start to understand how to identify instruments in an orchestra. Understand how to sing and recognise Soh Mi La Do Re notes Start to understand how to read TA and TITI rhythms and rests (TA) Activities and Songs CA Samba Police Car Coming Pineapples Are Juicy. C+R solfege Hot Cross Buns Yoo Hoo (s-m c+r) https://www.bethnotesplus.com/2015/04/yoo-hoo.html IMPROVISING: What Rhythm Is It? Speak, sing, play. Listen to Flight Of The Bumblebee John Adams: Short Ride in a Fast Machine</p>		<p>To Start to understand how to play note C and G. Understand how to identify instruments in an orchestra Understand how to sing Soh Mi La Do and Re notes. Understand how to read TA and TITI rhythms. Start to understand what programme music is. Activities and Songs CA Samba Police Car Coming Police Car Going Pineapples Are Juicy. C+R solfege Hot Cross Buns Yoo Hoo (s-m c+r) https://www.bethnotesplus.com/2015/04/yoo-hoo.html IMPROVISING: What Rhythm Is It? Speak, sing, play. Listen to Flight Of The Bumblebee John Adams: Short Ride in a Fast Machine</p>		<p>To Start to understand how to read note B and A on the recorder and play D. Understand how to play TA and TITI rhythms on percussion instruments (claves, floor drums) Start to understand how to talk about different elements of music: Tempo, Dynamics, Pitch, Rhythm. Start to understand how to sing a round. Activities and Songs Hot Cross Buns (easy) Police Car Going CA Samba Tango and Cha Cha (sung first) Lemonade (greeting song/game) Bow Wow https://www.bethnotesplus.com/2011/10/bow-wow-wow.html OR Obwisana https://www.bethnotesplus.com/2015/10/obwisana.html IMPROVISING Rhythm In A Bag</p> <p>BBC Bitesize What's That Sound? Talking About Music</p> <p>https://www.bbc.co.uk/bitesize/topics/z3xq/articles/zkq WORLD MUSIC Listen to Flight Of The Bumblebee Sun Sundar Sargam - Reena Esmail Video.</p>		<p>To Start to understand how to create rhythms. (spoken/written) Understand how to play Soh Mi La Doh, Re notes on glockenspiels. Start to understand how to talk about different elements of music: Tempo, Dynamics, Pitch, Rhythm. Start to understand how to sing independently. (Leading C+R songs) Activities and Songs Hot Cross Buns (easy) Mary Had A Little Lamb/ I See The Moon (sung and played) Lemonade (greeting song/game) Bow Wow https://www.bethnotesplus.com/2011/10/bow-wow-wow.html OR Obwisana https://www.bethnotesplus.com/2015/10/obwisana.html IMPROVISING Rhythm In A Bag</p> <p>BBC Bitesize Talking About Music Video. WORLD MUSIC: Sun Sundar Sargam - Reena Esmail</p> <p>Mighty River - Errolyn Wallyn Symphony No 4 - Wynton Marsalis Song of Hiawtha - Samuel Coleridge-Taylor</p>		<p>To Start to understand how to create and read melodies (solfege and BACG) Start to understand how to use music to tell a story. Start to understand how to sing in two-parts. Understand how to play B, A C G and D on recorder. Activities and Songs Mary Had A Little Lamb/ I See The Moon (sung and played) Lemonade (greeting song/game) Bow Wow https://www.bethnotesplus.com/2011/10/bow-wow-wow.html OR Obwisana https://www.bethnotesplus.com/2015/10/obwisana.html BBC Bitesize Music for the stage and screen COMPOSING: written - Rhythm box and/or melody chain.</p> <p>WORLD MUSIC: Gamelan - Indonesia</p> <p>Steel Pan - Jamaica Samba - Brazil</p>		<p>To Understand how to create a rhythm and tune. Played/sung/written. Understand how to play in an ensemble. Understand how to talk about different elements of music Tempo, Dynamics, Pitch, Rhythm. Understand how to sing independently Activities and Songs Mary Had A Little Lamb/ I See The Moon (sung and played) Lemonade (greeting song/game) Bow Wow https://www.bethnotesplus.com/2011/10/bow-wow-wow.html OR Obwisana https://www.bethnotesplus.com/2015/10/obwisana.html BBC Bitesize Music for the stage and screen</p> <p>COMPOSING: written - Rhythm box and/or melody chain. WORLD MUSIC: Gamelan - Indonesia</p> <p>Steel Pan - Jamaica Samba - Brazil READING</p>		

