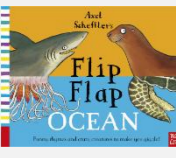









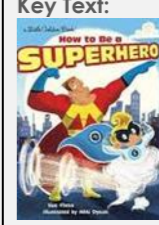




Roe Green Infant
MEDIUM TERM PLANNING 2025-2026

YEAR 1 – Enchanted World (Sustainability-Transport)



		Week 1 13/04/26	Week 2 20/4/26 FF	Week 3 27/04/26	Week 4 04/05/26 FF	Week 5 11/05/26	Week 6 18/05/26 FF	Week 7 02/06/26	Week 8 08/06/26 FF	Week 9 15/6/26	Week 10 22/6/26 FF	Week 11 29/06/26	Week 12 06/07/26	Week 14 13/07/26
SUMMER	ENGLISH	Monday - INSET Key Text:  Flip Flap Jungle Flip Flap Ocean Flip Flap Safari	Key Text: 	Key Text: 	Key Text: 	Key Text: 	Key Text: 	Key Text: 					Key Text: 	CONSOLIDATION Year 1 Grammar
		Writing: To know how to describe an alien. Skill: <ul style="list-style-type: none"> To compose a sentence orally before writing it. Drawing on what they already know or on background information and vocabulary provided by the teacher. checking that the text makes sense to them as they read and correcting inaccurate reading. Read their writing aloud clearly enough to be heard by their peers and the teacher. 	Writing: To know how to write a riddle. Skill: <ul style="list-style-type: none"> To compose a sentence orally before writing it. Drawing on what they already know or on background information and vocabulary provided by the teacher. checking that the text makes sense to them as they read and correcting inaccurate reading. Read their writing aloud clearly enough to be heard by their peers and the teacher 	Writing: To know how a diary is organised. To know how to write sentences using past tense. To know how to choose time phrases. Skill: <ul style="list-style-type: none"> To combine words to make sentences, including using conjunctions 'and' To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' spell some words with suffix -ed, where no change is needed in the spelling of root words using appropriate time phrases 	Writing: To plan my diary. Skill: <ul style="list-style-type: none"> To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark . spell some words with suffix -ed, where no change is needed in the spelling of root words Use expanded noun phrases 	Writing: To write my diary. Skill: <ul style="list-style-type: none"> To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark . spell some words with suffix -ed, where no change is needed in the spelling of root words Use expanded noun phrases 	Writing: To know how to create an information leaflet. Skill: <ul style="list-style-type: none"> To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. To use regular plural noun suffixes (-s, -es) words to make sentences, including using conjunctions 'and', 'but', 'because To re-read what they have written to check that it makes sense 	Writing: To know how to describe my own superhero. To know how to write a persuasive poster. Skill: <ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/a dverbs to combine words to make sentences, including using conjunction 'and' Read their writing aloud clearly enough to be heard by their peers and the teacher. 	Writing: To know how to describe my own superhero. To know how to write a persuasive poster. Skill: <ul style="list-style-type: none"> To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. To use regular plural noun suffixes (-s, -es) words to make sentences, including using conjunctions 'and', 'but', 'because Read their writing aloud clearly enough to be heard by their peers and the teacher. 	Writing: To know how to retell a real event that happened in my life (recount – Chiltern Open Air Museum). Skill: <ul style="list-style-type: none"> To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. To use regular plural noun suffixes (-s, -es) words to make sentences, including using conjunctions 'and', 'but', 'because using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Read their writing aloud clearly enough to be heard by their peers and the teacher. 	Assessments	Writing: To know how to retell a real event that happened in my life (recount – Chiltern Open Air Museum). Skill: <ul style="list-style-type: none"> To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. To use regular plural noun suffixes (-s, -es) words to make sentences, including using conjunctions 'and', 'but', 'because using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Read their writing aloud clearly enough to be heard by their peers and the teacher. 	Writing: To know how to talk about my favourite memories. To know how to write a letter. Skill: <ul style="list-style-type: none"> To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. To use regular plural noun suffixes (-s, -es) words to make sentences, including using conjunctions 'and', 'but', 'because using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Read their writing aloud clearly enough to be heard by their peers and the teacher. 	

		SPaG:	SPaG:	SPaG: Verbs (Tenses)	SPaG: Conjunctions	SPaG: Proper nouns	SPaG: Adverbials of Time (Time phrases)	SPaG:	SPaG:	SPaG:	SPaG:	SPaG:	SPaG:	SPaG:
		Handwriting: Nelson Handwriting Developing Skills (Red) Unit 6	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 7	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 8	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 9	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 10	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 11	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 12	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 13	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 14	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 15	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 16	Handwriting: Nelson Handwriting Developing Skills (Red) Unit 17	Handwriting: Handwriting: Nelson Handwriting Developing Skills (Red) Unit 18
		Class Phonics: Phase 5 Unit 19 on active learn primary Phoneme /or/ written as 'aw' Phoneme /or/ written as 'au' Phoneme /or/ written as 'al' Phonics will be streamed as part of Recovery Curriculum	Class Phonics: Phase 5 Unit 20 on active learn primary Phoneme /ur/ written as 'ir' Phoneme /ur/ written as 'er' Phoneme /ur/ written as 'ear'	Class Phonics: Phase 5 Unit 21 on active learn primary Phoneme /ow/ written as 'ou' Phoneme /oi/ written as 'oy' Unit 22 Phoneme /ear/ written as 'ere' Phoneme /ear/ written as 'eer'	Class Phonics: Phase 5 Unit 22 on active learn primary Phoneme /air/ written as 'are' Phoneme /air/ written as 'ear'	Class Phonics: Phase 5 Unit 23 on active learn primary Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Phoneme /c/ written as 'ck' Phoneme /c/ written as 'ch'		Phonics: Phase 5 Unit 24 on active learn primary Phoneme /s/ written as 'c(e)', 'c(l)', 'c(y)' Phoneme /s/s written as 'sc' and 'st(l)' Phoneme /s/ and /z/ written as 'se'	Phonics: Phase 5 Unit 25 on active learn primary Phoneme /j/ written as 'g(e)', 'g(l)', 'g(y)'. Phoneme /j/ written as 'dge'	Phonics: Phase 5 Unit 26 on active learn primary Phoneme /l/ written as 'le' Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr'	Phonics: Phase 5 Unit 27 on active learn primary Phoneme /ch/ written as 'tch' Phoneme /sh/ alternatives Phoneme /e/ written as 'ea' Phoneme /w/ /o/ written as 'wa' Phoneme /u/ written as 'o'	Phonics: Phase 5 Unit 28 on active learn primary Suffix ending '- ing' Suffix ending '-ed' Suffix ending split digraph silent 'e', '-ing', '-ed'	Phonics: Phase 5 Unit 29 on active learn primary Suffix ending '-s' Suffix ending '-es' after 'ss', 'x' Suffix ending 'es' after 'ch', 'sh' 'tch'	Phonics: Phase 5 Unit 30 on active learn primary Prefix 're-' Prefix 'un-' Prefix.root.suffix
	MATHS	MathsBeat Term 3 – Unit 14 – Week 1 Number and Place Value Skill: Count in 10's to 100 and beyond independently. Being able to solve 1 step problems and finding missing numbers in ascending and descending order.	MathsBeat Term 3 – Unit 15 – Week 2 Addition and Subtraction Skill: Add and subtract 1 digit and 2 digit numbers to 20. Solve one step problems that involve addition and subtraction using concrete objects and pictorial information.	MathsBeat Term 3 – Unit 15 – Week 3 Addition and Subtraction Skill: Solve missing number problems. Add and subtract 1 digit and 2 digit numbers to 20, including 0.	MathsBeat Term 3 – Unit 16 – Week 4 Properties of Shapes Skill: Recognise and name 3 D and 2 D shapes, including pyramids, rectangles, circles, hexagons and triangles.	MathsBeat Term 3 – Unit 17 – Week 5 Measurement Skill: Compare, describe and solve practical problems for capacity and volume (for example full/empty, more than, less than, half, half full, quarter). Measure and begin to record capacity and volume.	MathsBeat Term 3 – Unit 17 – Week 6 Measurement Skill: Measure and begin to record lengths and heights.	MathsBeat Term 3 – Unit 18 – Week 7 Multiplication and Division Skill: Solve one-step problems involving multiplication using concrete objects, pictorial representations and arrays.	MathsBeat Term 3 – Unit 18 – Week 8 Multiplication and Division Skill: Solve one-step problems involving division using concrete objects, pictorial representations and arrays.	MathsBeat Term 3 – Unit 19– Week 9 Fractions Skill: Recognize, find and name half as one of two equal parts of an object, shape or quantity. Recognize, find and name quarter as one of four equal parts of an object, shape or quantity.	ASSESSMENTS	MathsBeat Term 3 – Unit 19 – Week 10 Fractions Skill: Recognize, find and name half as one of two equal parts of an object, shape or quantity. Recognize, find and name quarter as one of four equal parts of an object, shape or quantity.	CONSOLIDATION	

Animals (vertebrates)
What makes an amphibian an amphibian?

Skill:

- state that amphibians are one of the five vertebrate groups
- identify and name at least two amphibians
- state that all amphibians lay eggs and live on land and in water
- state that amphibians' diets change with their changing stages of life
- compare different amphibians, stating what is the same and what is different about them.



Animals (vertebrates)
Do fish have fingers?

Skills:

- observing closely, using simple equipment

Children can:

- state that fish are one of the five vertebrate groups
- identify and name at least four different fish
- state that all fish lay eggs and have eyes, mouth, gills, fins and tail
- state that some fish have scales
- compare the structure of different fish, stating what is the same and what is different about them

Animals (vertebrates)
Are humans mammals?

Skills:

- observing closely, using simple equipment
- using their observations and ideas to suggest answers to questions

Children can:

- state that mammals are one of the five vertebrate groups
- state that all mammals have hair/fur, give birth to live young, produce milk for offspring, nurture their offspring, look like younger version of their parents and have a range of movement
- compare different mammals, stating what is the same and what is different about them
- identify and name some animals that are herbivores, omnivores and carnivores
- group animals into the five vertebrate groups

Animals (vertebrates)

End of unit assessment

Identifying plants and their parts

What wild and garden plants can we find around our school?

Skills

- identifying and classifying

Children can:

- state that plants can be grouped into wild plants and garden plants
- name a variety of common wild and garden plants they have seen
- explain why they think a plant is a wild plant or a garden plant
- identify at least one wild and one garden plant from the school grounds.

Identifying plants and their parts

What parts of a plant grow above the ground?

Skills:

- observing closely, using simple equipment

Children can:

- state that the parts of a plant found above the ground are the leaves, stems and flowers
- label different plant parts as stems, flowers, flower buds and leaves
- compare a plant part of one plant with another, referring to colour, texture, size, shape and number of petals.

Identifying plants and their parts

What part of a plant grows under the ground?

Skills:

- observing closely, using simple equipment

Children can:

- state that roots are the part of the plant which grow under the ground
- identify the differences and similarities between plants which have tap roots and those that have branching roots
- make accurate observational drawings of plants with tap and branching roots.

Identifying plants and their parts

Why are trees plants?

Skills:

- observing closely, using simple equipment
- identifying and classifying

Children can:

- use the senses of touch and sight
- state that trees are also plants because they have stems, roots, leaves and flowers
- state that the stem of a tree is called a trunk, and that trunks are covered in bark
- label different tree parts as 'roots', 'stem/trunk', 'leaves' and 'flowers'
- identify trees using pictures of leaves.

Identifying plants and their parts

What are the similarities and differences between plants that have flowers?

Skills:

- identifying and classifying


Children can:



- state that plants are made up of roots, stems and leaves, and that most have flowers
- state that stems, leaves and flowers can be found above the ground and roots below the ground
- state that trees are plants because they also have these plant parts
- state that the stem of a tree is called a trunk
- include the correct parts and label their own plants correctly
- use descriptive language (colour, shape, size, texture and smell) to compare the roots, stems, leaves and flowers of different plants
- identify the different plants parts of a made up plant has come from.



End of unit assessment

Trip to the Walled Garden

How has our space changed over the year?
CONSOLIDATION

HUMANITIES	<p>History Investigate and identify a variety of homes today.</p> <p>Children will identify different types of modern housing. They will use appropriate vocabulary to describe different types of houses and identify features common to all modern homes.</p> <p>Skill:</p> <ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society 	<p>Investigate similarities and differences between homes.</p> <p>Children will take a closer look at the main features of different types of homes. They start to describe the similarities and differences between different houses and record their observations using drawings and descriptions.</p> <p>Skill:</p> <ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society Develop an awareness of the past 	<p>Explore homes built a long time ago and identify their features.</p> <p>Children will find out about the fashions and building styles in homes across four key periods in British history: Medieval, Tudor, Georgian and Victorian. They will find out about some features of homes built a long time ago, such as thatched roofs. Children will start to think about how homes have changed over time.</p> <p>Brent Museum Homes from the past workshop.</p> <p>Skill:</p> <p>Recognise the difference between past and present in their own and others' lives.</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p>Find out what Victorian homes were like inside.</p> <p>Children are introduced to Queen Victoria and the Victorian era. They will investigate what the interior of Victorian homes were like. Using photos of reconstructions as well as photographs of rooms taken in Victorian times, they will start to identify some features of Victorian homes.</p> <p>Skill:</p> <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives. Talk about who was important e.g. in a simple historical content <p>Know where all people/events studied fit into a chronological framework</p>	<p>HISTORY Investigate and identify a variety of homes today.</p> <p>Children will identify different types of modern housing. They will use appropriate vocabulary to describe different types of houses and identify features common to all modern homes.</p> <p>Skills: Historical Knowledge and Understanding Changes within living memory</p>	<p>Investigate similarities and differences between homes.</p> <p>Children will take a closer look at the main features of different types of homes. They start to describe the similarities and differences between different houses and record their observations using drawings and descriptions</p> <p>Skills: Historical Knowledge and Understanding Changes within living memory</p>	<p>Explore homes built a long time ago and identify their features.</p> <p>Children will find out about the fashions and building styles in homes across four key periods in British history: Medieval, Tudor, Georgian and Victorian. They will find out about some features of homes built a long time ago, such as thatched roofs. Children will start to think about how homes have changed over time.</p> <p>Skills: Historical Knowledge and Understanding Changes within living memory Historical Enquiry Find answers to simple questions about the past from sources of information e.g. artefacts Chronology Develop an awareness of the past Use common words and phrases relating to the passing of time.</p>	<p>Find out what Victorian homes were like inside.</p> <p>Children are introduced to Queen Victoria and the Victorian era. They will investigate what the interior of Victorian homes were like. Using photos of reconstructions as well as photographs of rooms taken in Victorian times, they will start to identify some features of Victorian times.</p> <p>Skills: Historical Knowledge and Understanding Changes within living memory Historical Enquiry Find answers to simple questions about the past from sources of information e.g. artefacts Chronology Develop an awareness of the past Use common words and phrases relating to the passing of time. Know where all people/events studied fit into a chronological framework</p>	<p>Identify and explore objects in a Victorian home and their uses.</p> <p>Children will identify that most Victorian homes did not have electricity and establish how this would have made Victorian homes different to modern homes. They will explore some common objects found in Victorian homes, such as bellows and mangles. They will continue to identify similarities and differences between Victorian and modern homes.</p> <p>Skills: Historical Enquiry Find answers to simple questions about the past from sources of information e.g. artefacts Chronology Develop an awareness of the past Use common words and phrases relating to the passing of time. Know where all people/events studied fit into a chronological framework</p>	Assessment			
	RE	<p>Unit: How Do We Know we Are Special?</p> 	What makes a person special?	How can we show that a person is special through pictures?	Who was Jesus? →	→	How can we tell from the Nativity story that Christians believe Jesus is special?	What makes Muhammad special to Muslims?	How do the birth stories show that Sikhs believe Guru Nanak is special?	How might the birth stories of an avatar help Hindus try to be better people? →	→	How can we show they are special?	

COMPUTING	<p>Digital Literacy Lesson 1 How does my garden grow? Busy Things (Gardener activity)</p> <p>Skill: Navigating website</p> 	<p>Digital Literacy Lesson 2 How does my garden grow? Busy Things (Parts of a plant)</p> <p>Skill: Navigating a website</p>	<p>Computer Science Lesson 1 I'm a problem solver Busy Things (Block-a-doodle-do)</p> <p>Skill: Understanding instructions</p>	<p>Computer Science Lesson 2 I'm a problem solver Busy Things (Direction of the car)</p> <p>Skill: Understanding instructions</p>	<p>Computer Science Lesson 3 I'm a problem solver Busy Things (Trial and error)</p> <p>Skill: Understanding instructions</p>	<p>Information Technology Lesson 1 Design a plate Busy Things Goldilocks and the three bears (Read the story)</p> <p>Skill: Playing the online activities, and using text to help design</p>	<p>Information Technology Lesson 2 Design a plate Busy Things Goldilocks and the three bears (add text and character)</p> <p>Skill: Playing the online activities, and using text to help design</p>	<p>Information Technology Lesson 3 Design a plate Busy Things Goldilocks and the three bears (design a plate for one of the characters)</p> <p>Skill: Playing the online activities, and using text to help design</p>	<p>Computer Science Lesson 1 Journeys – Bee-bot Garden (moving the Bee-bot)</p> <p>Skill: Understanding an algorithm and how to debug</p>	<p>Computer Science Lesson 2 Journeys – Bee-bot Garden (create a Bee-bot mat)</p> <p>Skill: Understanding an algorithm and how to debug</p>	<p>Computer Science Lesson 3 Journeys – Bee-bot Garden (use the Bee-bot map)</p> <p>Skill: Understanding an algorithm and how to debug</p>	<p>Computer Science Lesson 4 Journeys – Bee-bot Garden (record the route, using symbols) Skill: Understanding an algorithm and how to debug</p>
	<p>Run Jump Throw Unit 1 Lesson 1 L1:</p> <ul style="list-style-type: none"> Discover ways to move objects quickly. Identify which ways to move objects is quickest. Experience a variety of ways to move between hoops. <p>SC: I can:</p> <ul style="list-style-type: none"> I can use quick feet to move beanbags. <p>I can pick beanbags up and place them down quickly by watching the beanbag I want to move</p> <p>Skill: Starting and stopping at speed</p> <p>NOTE – Class and FF to follow the same plans.</p> 	<p>Run Jump Throw Unit 1 Lesson 2 L1:</p> <ul style="list-style-type: none"> Run in a straight line at different speeds. Show power at the start of a run. Perform runs as part of a team <p>SC: I can:</p> <ul style="list-style-type: none"> I can change the speeds at which I am running. I can run quickly from a stationary start. I can work hard to run for my team. <p>Skill: Arm movement in running</p>	<p>Unit 1 – Run Jump Throw Unit 1 Lesson 3 L1:</p> <ul style="list-style-type: none"> Experience a variety of jumps. Perform a standing long jump. Identify how to take off. <p>SC: I can:</p> <ul style="list-style-type: none"> I can use arm swings to help myself jump farther. I can jump in a variety of ways. I can jump using different combinations. <p>Skill: Take off on two feet</p>	<p>Unit 1 – Run Jump Throw Unit 1 Lesson 4 L1:</p> <ul style="list-style-type: none"> Throw a range of objects over distance. Adapt throwing styles to different objects. Identify some differences in throwing styles <p>SC: I can:</p> <ul style="list-style-type: none"> I can throw using a variety of different throws. I can use my non-throwing arm to direct my throws. I can use different techniques to throw different pieces of equipment. <p>Skill: Using the leading arm to direct throw.</p>	<p>Unit 2– Run Jump Throw Unit 1 Lesson 5 L1:</p> <ul style="list-style-type: none"> To explore and refine basic agility, balance and coordination skills. Perform and show improvement. <p>SC: I can:</p> <ul style="list-style-type: none"> I can balance objects and move at speed to score points. I can move quickly between objects. I can pass on objects to teammates precisely. <p>Skill: Work collaboratively to improve</p>	<p>Unit 2 M Run Jump Throw Unit 1 Lesson 6 L1:</p> <ul style="list-style-type: none"> Use running, throwing and jumping skills Compete with others. Say how you could have improved. <p>SC: I can:</p> <ul style="list-style-type: none"> I can recall and use jumping and throwing techniques to compete. I can run as an individual and as a team. I can think about my events and decide how I could do better 	<p>Run Jump Throw Unit 2 Lesson 1 To perform running challenges in set times.</p> <p>Skill: Agile moves (push off right leg to change direction).</p>	<p>Run Jump Throw Unit 2 Lesson 2 To select the best movement to use.</p> <p>Skill: Recognise when to start and stop the activity.</p>	<p>Run Jump Throw Unit 2 Lesson 3 To negotiate obstacles whilst running.</p> <p>Skill: Negotiating obstacles.</p>	<p>Run Jump Throw Unit 2 Lesson 4 To practise & perform a wide variety of core strength movements.</p> <p>Skill: Core based exercises.</p>	<p>Run Jump Throw Unit 2 Lesson 5 To throw with accuracy and to develop stamina through jumping.</p> <p>Skill: Jumping and bounding.</p>	<p>Run Jump Throw Unit 2 Lesson 6 To choose the quickest position for start a run.</p> <p>Skill: Different starting positions.</p>

	<p>ART & DT</p> <p>F: ART International womens day. Printing flowers in pairs and drawing tulips.</p> 		<p>FF: ART Picasso abstract aliens. Looking at the art work of Picasso and create their own alien in his style.</p>	<p>DT: To design a rocket</p>	<p>FF: ART Dale Chihuly Sculpture. Looking at Dale's artwork and designing their own bowl in sketchbooks.</p>	<p>DT: To make a rocket</p>	<p>FF: ART Dale Chihuly. Add their designs to the acetate. Mould into bowls.</p>	<p>DT: Design London Landmarks</p>	<p>FF: ART Superheroes Design a superhero.</p>	<p>DT: Design London Landmarks</p>	<p>FF: ART Using Roy Lichenstein inspired comic art, add superhero to the background.</p>	<p>DT: Design London Landmarks</p>	<p>FF: Complete superhero scene.</p>
	<p>MUSIC</p> <p>Music's Cool lessons START TO UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. (Keezy for SEND?) START TO UNDERSTAND HOW TO CLAP RHYTHMIC PATTERNS. (TA, TITI, SHH) START TO UNDERSTAND HOW TO SING SONGS USING SOLFEGE AS WELL AS WORDS. (SMLD) (Solfege flashcards for SEND) DEVELOP COORDINATION - DANCING SINGING GAMES.</p> <p>Skill: Take part in singing showing awareness of melody. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing.</p> 	<p>Music's Cool lessons START TO UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. (Keezy for SEND?) START TO UNDERSTAND HOW TO CLAP RHYTHMIC PATTERNS. START TO UNDERSTAND HOW TO SING SONGS USING SOLFEGE AS WELL AS WORDS. (SMLD) (Solfege flashcards for SEND) DEVELOP COORDINATION - DANCING, SINGING GAMES WITH MOVEMENT. Skill: Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking. Listen for different types of sounds.</p>	<p>Music's Cool lessons START TO UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. (Keezy for SEND?) START TO UNDERSTAND HOW TO CLAP RHYTHMIC PATTERNS. START TO UNDERSTAND HOW TO SING SONGS USING SOLFEGE AS WELL AS WORDS. (SMLD) (Solfege flashcards for SEND) DEVELOP COORDINATION - DANCING SINGING GAMES WITH MOVEMENT. Skill: Listen for different types of sounds. Create a simple rhythm by clapping or using percussion instruments.</p>	<p>Music's Cool lessons START TO UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. (Keezy for SEND?) START TO UNDERSTAND HOW TO CLAP RHYTHMIC PATTERNS. START TO UNDERSTAND HOW TO PLAY SONGS USING SOLFEGE AS WELL AS WORDS. (SM) (Keezy for SEND?) DEVELOP COORDINATION - DANCING SINGING GAMES WITH MOVEMENT. Skill: Listen for different types of sounds.</p>	<p>Music's Cool lessons START TO UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. (Keezy for SEND?) START TO UNDERSTAND HOW TO CLAP RHYTHMIC PATTERNS. START TO UNDERSTAND HOW TO PLAY SONGS USING SOLFEGE AS WELL AS WORDS. (SM) (Keezy for SEND?) DEVELOP COORDINATION - DANCING SINGING GAMES WITH MOVEMENT. Skill: Listen to a piece of music, describing if it is fast or slow, happy or sad. Listen for different types of sounds. Hear different moods in music.</p>	<p>Music's Cool lessons UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. (Keezy for SEND?) START TO UNDERSTAND HOW TO PLAY RHYTHMIC PATTERNS. (Keezy for SEND) START TO UNDERSTAND HOW TO PLAY SONGS USING SOLFEGE AS WELL AS WORDS. (SM) (Keezy for SEND?) DEVELOP COORDINATION - DANCING/SINGING GAMES WITH MOVEMENT. Skill: Identify texture one sound or several sounds? Hear the pulse in music.</p>	<p>Music's Cool lessons UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. (Keezy for SEND?) START TO UNDERSTAND HOW TO PLAY RHYTHMIC PATTERNS. (Keezy for SEND) START TO UNDERSTAND HOW TO SING SONGS USING SOLFEGE AS WELL AS WORDS. (SM) (Keezy for SEND?) DEVELOP COORDINATION - DANCING/SINGING GAMES WITH MOVEMENT. (Responding to music) Skill: Identify texture one sound or several sounds? Hear the pulse in music.</p>	<p>Music's Cool lessons UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. (Keezy for SEND?) START TO UNDERSTAND HOW TO CREATE RHYTHMIC PATTERNS. (Flashcards for SEND) START UNDERSTAND HOW TO SING+PLAY SONGS USING SOLFEGE AS WELL AS WORDS. (DRM/SML) DEVELOP COORDINATION - DANCING/SINGING GAMES WITH MOVEMENT. (Responding to music) Skill: Listen to a piece of music, describing if it is fast or slow, happy or sad. Listen for different types of sounds. Hear different moods in music.</p>	<p>Music's Cool lessons UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. (Keezy for SEND?) START TO UNDERSTAND HOW TO CREATE RHYTHMIC PATTERNS. (Flashcards for SEND) START UNDERSTAND HOW TO SING+PLAY SONGS USING SOLFEGE AS WELL AS WORDS. (DRM/SML) DEVELOP COORDINATION - DANCING/SINGING GAMES WITH MOVEMENT. (Responding to music) Skill: Create short musical patterns. Create sequences of long and short sounds-rhythmic patterns (duration) in different ways - e.g. hitting, blowing, shaking, clapping.</p>	<p>Music's Cool lessons UNDERSTAND HOW TO KEEP THE BEAT USING INSTRUMENTS. (Keezy for SEND?) START TO UNDERSTAND HOW TO CREATE RHYTHMIC PATTERNS. (Flashcards for SEND) START UNDERSTAND HOW TO SING+PLAY SONGS USING SOLFEGE AS WELL AS WORDS. (DRM/SML) DEVELOP COORDINATION - DANCING/SINGING GAMES WITH MOVEMENT. (Responding to music) Skill: Begin to represent sounds with drawing. Listen to a piece of music, describing if it is fast or slow, happy or sad. Hear different moods in music.</p>	<p>Music's Cool lessons Consolidation</p>	<p>Music's Cool lessons Consolidation</p>	

PSHE	<p>Relationships Piece 1: families</p> <p>Skill:</p> <p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>Relationships To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class.</p> <p>Skill: To develop good listening skills</p> <p>Assembly Good to be me</p>    	<p>Relationships Piece 2 Making friends</p> <p>Skill:</p> <ul style="list-style-type: none"> I can identify what being a good friend means to me <p>Relationships To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>Skill: Explore what make us special</p> <p>Assembly Lost</p>	<p>Relationships Piece 3 Greetings</p> <p>Skill:</p> <ul style="list-style-type: none"> I know appropriate ways of physical contact to greet my friends and know which ways I prefer <p>Health and wellbeing About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>Skill: To articulate feel good words</p> <p>Assembly Physical activity</p>	<p>Relationships Piece 4 People who help us</p> <p>Skill:</p> <p>I know who can help me in my school community</p> <p>Circle Times Living in the wider world Ways in which we are unique; understand that there has never been and will never be another 'them'.</p> <p>Skill: Develop empathy</p> <p>Assembly Information technology</p>	<p>Relationships Piece 5: Being my own best friend</p> <p>Skill:</p> <p>recognise my qualities as a person and a friend know ways to praise myself</p> <p>Circle Times Living in the wider world A recap on them-reinforce behaviour/how they come across to others.</p> <p>Skill: To explore attitude</p> <p>Assembly Emergencies</p>	<p>Relationships Piece 6 Celebrating special relationships</p> <p>Skill:</p> <ul style="list-style-type: none"> I can tell you why I appreciate someone who is special to me <p>Living in the wider world Realise that people and other things have needs –RSPCC</p> <p>Skill: Understand that we need to look after ourselves and our natural world</p> <p>Assembly Time management</p>	<p>Changing me Piece 1 Lifecycles</p> <p>Skill:</p> <p>start to understand the life cycles of animals and humans understand that changes happen as we grow and that this is OK</p> <p>Living in the wider world Realise that people and other things have needs –RSPCC</p> <p>Skill: Understand that we need to look after ourselves and our natural world</p> <p>Assembly Time management</p>	<p>Changing me Piece 2 Changing me</p> <p>Skill:</p> <p>tell you some things about me that have changed and some things about me that have stayed the same know that changes are OK and that sometimes they will happen whether I want them to or not</p> <p>living in the wider world Beginning to understand that they have more responsibilities to meet the needs of living things</p> <p>Skill: Explore the needs of Living things</p> <p>Assembly Environment</p>	<p>Changing me Piece 3 My changing body</p> <p>Skill:</p> <p>know how my body has changed since I was a baby understand that growing up is natural and that everybody grows at different rates</p> <p>Relationships To offer support and feedback to others.</p> <p>Skill: What being kind means</p> <p>Assembly Family</p>	<p>Changing me Piece 4 Boys' and girls' bodies</p> <p>Skill:</p> <p>identify the parts of the body that make boys different to girls and use the correct names for these. respect my body and understand which parts are private</p> <p>Relationships To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class</p> <p>Skill: Put an opinion across</p> <p>Assembly Last half term</p>	<p>Changing me Piece 5 Learning and growing</p> <p>Skill:</p> <p>understand that every time I learn something new I change a little bit enjoy learning new things</p> <p>Circle Times Relationships To recognise that their behaviour can affect other people.</p> <p>Skill: Discuss feelings</p> <p>Assembly New beginnings Talk about going into Year 2 - new teacher new beginning/first impressions</p>	<p>Changing me Piece 6 Coping with changes</p> <p>Skill:</p> <p>tell you about changes that have happened in my life know some ways to cope with changes</p> <p>Circle Times Relationships To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>Skill: Develop empathy</p> <p>Assembly Summer holidays</p>	<p>Changing me</p> <p>Talk about transitioning to year 2</p> <p>Skill:</p> <p>know some ways to cope with changes</p> <p>Circle Time Relationships Understands what it means to have an active lifestyle and taking responsibility for the choices we make. Skill: Recognise benefits of healthy food and exercise on our body Assembly Temptation</p>
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