

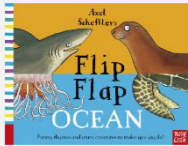







Roe Green Infant & Strathcona School

MEDIUM TERM PLANNING 2021-2022

YEAR 1 – Enchanted World



		Week 1 15/4/24	Week 2 22/4/24	Week 3 29/4/24	Week 4 6/5/24	Week 5 13/5/24	Week 6 20/5/24
SUMMER	ENGLISH	<p>Monday - INSET</p> <p>Key Text:</p>  <p>Flip Flap Ocean Flip Flap Jungle Flip Flap Safari</p> <p>Writing: To know how to describe an alien.</p> <p>Skill:</p> <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. 	<p>Key Text:</p>  <p>Writing: To know how to write a riddle.</p> <p>Skill:</p> <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 	<p>Monday – Bank Holiday</p> <p>Key Text:</p>  <p>Writing: To know how a diary is organised.</p> <p>To know how to write sentences using past tense.</p> <p>To know how to choose time phrases.</p> <p>Skill:</p> <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 	<p>Monday – bank holiday</p> <p>Key Text:</p>  <p>Writing: To plan my diary.</p> <p>Skill:</p> <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 	<p>Key Text:</p>  <p>Writing: To write my diary.</p> <p>Skill:</p> <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 	<p>Key Text:</p>  <p>Writing: To know how to create an information leaflet.</p> <p>Skill:</p> <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
		<p>SPaG:</p>	<p>SPaG:</p>	<p>SPaG: Verbs (Tenses)</p>	<p>SPaG: Conjunctions</p>	<p>SPaG: Proper nouns</p>	<p>SPaG: Adverbials of Time (Time phrases)</p>
		<p>Handwriting: Nelson Handwriting Developing Skills (Red) Unit 7</p> <p>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'</p> <p>Phonics will be streamed as part of Recovery Curriculum</p>	<p>Handwriting: Nelson Handwriting Developing Skills (Red) Unit 8</p> <p>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'</p>	<p>Handwriting: Nelson Handwriting Developing Skills (Red) Unit 9</p> <p>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'</p>	<p>Handwriting: Nelson Handwriting Developing Skills (Red) Unit 10</p> <p>Class Phonics: Phase 5 Unit 22 on active learn primary Phoneme /air/ written as 'are' Phoneme /air/ written as 'ear'</p>	<p>Handwriting: Nelson Handwriting Developing Skills (Red) Unit 11</p> <p>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'</p>	<p>Handwriting: Nelson Handwriting Developing Skills (Red) Unit 12</p>
	MATHS	<p>MathsBeat Term 3 – Unit 14 – Week 1</p> <p>Number and Place Value</p> <p>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.</p>	<p>MathsBeat Term 3 – Unit 15 – Week 2</p> <p>Addition and Subtraction</p> <p>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.</p>	<p>MathsBeat Term 3 – Unit 15 – Week 3</p> <p>Addition and Subtraction</p> <p>Skill: Solve missing number problems. Add and subtract 1 digit and 2 digit numbers to 20, including 0.</p>	<p>MathsBeat Term 3 – Unit 16 – Week 4</p> <p>Properties of Shapes</p> <p>Skill: Recognise and name 3 D and 2 D shapes, including pyramids, rectangles, circles, hexagons and triangles.</p>	<p>MathsBeat Term 3 – Unit 17 – Week 5</p> <p>Measurement</p> <p>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.</p>	<p>MathsBeat Term 3 – Unit 17 – Week 6</p> <p>Measurement</p> <p>Skill: Measure and begin to record lengths and heights.</p>
	SCIENCE	<p><u>Everyday Materials</u></p> <p>What's it like?</p> <p>Skill: observe and use equipment</p> <p>(written)</p>	<p><u>Everyday Materials</u></p> <p>Wembley Stadium Trip</p>	<p><u>Everyday Materials</u></p> <p>Does it bend or stretch?</p> <p>Skill: gathering, recording and answering questions</p> <p>(written)</p>	<p><u>Everyday Materials</u></p> <p>How wet can you get?</p> <p>Skill: simple tests</p> <p>(Floor Book)</p>	<p><u>Everyday Materials</u></p> <p>What properties do ice and water have?</p> <p>(Floor Book)</p> <p>Skill: Performing simple tests</p>	<p><u>Assessment</u></p>

HUMANITIES	<p>To identify physical and human features in aerial photos.</p> <p>As part of our trip to Wembley stadium. Look at aerial photographs of the stadium in Ecuador and the Wembley stadium. Look at the map to travel to the stadium. When we come back look at the map and draw a map to get to Wembley stadium.</p> <p>Skill:</p> <ul style="list-style-type: none"> Use aerial photographs and plans to recognise landmarks and human and physical features 	<p>To visit our local landmark – Wembley Stadium</p> <ul style="list-style-type: none"> Children will recap the features of maps and identify the importance of using a key. They are then challenged to create a map of their own to show their journey to school or to show a given journey. <p>Skill:</p> <ul style="list-style-type: none"> Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. Investigate their surroundings Make observations where things are, e.g. within school or local area Use own symbols on imaginary map Use a simple map to move around the school. Use observational skills to study the geography of their school and its grounds and human and physical features of its surrounding environment. 	<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. Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>TRIP to Chiltern Victorian workshop</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>
	RE	<p>Unit: How Do We Know we Are Special?</p>	<p>What makes a person special?</p>	<p>How can we show that a person is special through pictures?</p>	<p>Who was Jesus?</p>	<p>→</p>
COMPUTING	<p>Digital Literacy Lesson 1 How does my garden grow?</p> <p>Busy Things (Gardener activity)</p> <p>Skill: Navigating a website</p>	<p>Digital Literacy Lesson 2 How does my garden grow?</p> <p>Busy Things (Parts of a plant)</p> <p>Skill: Navigating a website</p>	<p>Computer Science Lesson 1 I'm a problem solver</p> <p>Busy Things (Block-a-doodle-do)</p> <p>Skill: Understanding instructions</p>	<p>Computer Science Lesson 2 I'm a problem solver</p> <p>Busy Things (Direction of the car)</p> <p>Skill: Understanding instructions</p>	<p>Computer Science Lesson 3 I'm a problem solver</p> <p>Busy Things (Trial and error)</p> <p>Skill: Understanding instructions</p>	

PE	<p>Run Jump Throw Unit 1</p> <p>Lesson 1</p> <p>LI:</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>Send and Return (CC) Unit 1 Lesson 1 To slide a beanbag/ball over an opponent's goal line.</p> <p>Skill: Sliding and receiving a ball/beanbag.</p>	<p>Run Jump Throw Unit 1</p> <p>Lesson 2</p> <p>LI:</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>Send and Return (CC) Unit 1 Lesson 2 To explore different ways of sending a ball.</p> <p>Skill: Hitting</p>	<p>Unit 1 –</p> <p>Run Jump Throw Unit 1</p> <p>Lesson 3</p> <p>LI:</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>Send and Return (CC) Unit 1 Lesson 3 To get into positions to return balls to partners.</p> <p>Skill: Moving towards and returning balls</p>	<p>Unit 1 –</p> <p>Run Jump Throw Unit 1</p> <p>Lesson 4</p> <p>LI:</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>Send and Return (CC) Unit 1 Lesson 4 To work with a partner to receive and return balls to score points against opposition.</p> <p>Skill: Working together to send and return</p>	<p>Unit 2–</p> <p>Run Jump Throw Unit 1</p> <p>Lesson 5</p> <p>LI:</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>Send and Return (CC) Unit 1 Lesson 5 To play in a rally with a partner.</p> <p>Skill: Basic rally.</p>	<p>Unit 2</p> <p>M Run Jump Throw Unit 1</p> <p>Lesson 6</p> <p>LI:</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 	
	ART & DT	<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>
	MUSIC	<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) 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?) 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. (Responding to music)</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
	OUT OF SCHOOL					Trip to the Chiltern Victorian Museum and Workshop	
	IN SCHOOL WORKSHOP						