

Roe Green Infant School MEDIUM TERM PLANNING 2025-26



YEAR 2 – Autumn Term Theme Changes

					CT SPECIFIC VO										
	Week 1 1/9/25	Week 2 8/9/25	Week 3 15/9/25	Week 4 22/9/25	Week 5 29/9/25	Week 6 6/10/25	Week 7 13/10/25	Week 8 20/10/25	Week 9 3/11/25	Week 10 10/11/25	Week 11 17/11/25	Week 12 24/11/25	Week 13 1/12/25	Week 14 8/12/25	Week 15 15/12/2
	Key Text: Little Red Riding Hood	Key Text: Little Red Riding Hood	Key Text: Little Red Riding Hood Little Red Riding Hood	Key Text: Little Red Riding Hood Linte Red Riding Hood	Key Text: Wolf Story Out of a control of the case of	Key Text: The Wolf Story	Key Text: The Wolf Story O and the management of the calls This female with the calls	Key Text: Goldilocks and just one Bear	Key Text: Instructional Writing	Key Text: Goldilocks and just one Bear Goldilock Gold	Key Text: Goldilocks and just one Bear Goldilock Gold	Key Text: Owl who was afraid of the Dark Jill Tomlinson The Gwl	Key Text: Owl who was afraid of the Dark Jill Tomlinson Who Owl Afraid The Dork	Key Text: Assessment Week	Key Text: Owl who was afraic of the Dar
	Writing: Read the book Sequence the main events of the story	Writing: Describe the forest scene. Describe Little Red Riding Hood Write a character description of LRRH	Writing: Whoosh Activity Oral retell of the story Story map	Writing: Retell the story by changing the ending	Writing: Read the story Whoosh exercise Describe the wolf Wolf comparison with the wolf in the traditional story	Writing: To ask questions linked to the text Other types of questions Hot seat LRRH Wolf asks her questions Practice to write a letter from Mr Wolf to LRRH	Writing: Big Write: To write a letter from the wolf to the woodcutter	Writing: Read the orginal story of G and the TB To write a poem about the orignal Goldilocks Read new story	Instructional writing: How to make a poppy To write instructions about how to make a poppy	Writing: Whoosh Story map To describe a city setting. To write noun phrases (Bear fronm GJOB) To write different types of sentences	Writing: To plan a story To be able to change aspects of the main story (Closed procedure) Big Write: To write the story of Goldilocks and just the one bear with changes	Writing: Big Write To compare the hospital before and after Florence Nightingale improved them Letter/Diary extract Whole Class Reading: The owl who was afraid of the dark (Jill Tomlinson)	Writing: Big Write Editing	Writing: NTS Assessment	Writing:
AUTUMN ENGLISH	Skill: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing the sequence of events in books and how items of information are related Recognising simple recurring literary language in stories	Skill: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Skill: Planning or saying out loud what they are going to write about Encapsulating what they want to say, sentence by sentence writing down ideas and/or key words, including new vocabulary	Skill: Discussing the sequence of events in books and how items of information are related Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Discussing the sequence of events in books	Skill: Expanded noun phrases to describe and specify	Skill: Planning or saying out loud what they are going to write about Encapsulating what they want to say, sentence by sentence writing down ideas and/or key words, including new vocabulary Writing for different purposes	Skill: Encapsulating what they want to say, sentence by sentence Writing for different purposes	Skill: writing poetry writing for different purposes	Skill: Recognise and use sentences with different forms: statement, question, exclamation, command Use the present consistently Writing for different purposes	To learn different words for 'said' Skill: planning or saying out loud what they are going to write about Writing down ideas and/or key words including new vocabulary	Skill: Encapsulating what they want to say, sentence by sentence Writing narratives about personal experiences and those of others (real and fictional) Writing about real events	Skill: Encapsulating what they want to say, sentence by sentence writing for different purposes Writing narratives about personal experiences and those of others (real and fictional) Writing about real events	Skill: Evaluating their writing with the teacher and other pupils Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently. Proofreading to check for errors in spelling, grammar and punctuation Checking that the text makes sense to them as they read and correcting inaccurate reading	Skill: Read for themselves making inferences on the basis of what is being said and done Answering and asking questions	

	FF Week	Nelson Comprehension Pupil Book 2 Unit 3 Traditional tales Little Red Riding	FF Week	Comprehension: Nelson Comprehension Pupil Book 2 Unit 3 Traditional tales Little Red Riding Hood	FF Week	Comprehension:	FF Week	Comprehension: Nelson Comprehension Pupil Book 2 Unit 2 Instructions	FF Week	Comprehension: The Christmas Truce	FF Week	Comprehension: Florence Nightingale	NTS Assessment
		Hood Skill: Answering and asking questions Read for themselves making inferences on the basis of what is being said and done		Heather Amery version Skill: Answering and asking questions Read for themselves making inferences on the basis of what is being said and done		Skill: Answering and asking questions Read for themselves making inferences on the basis of what is being said and done		Making butter, making poppies Skill: Being introduced to non-fiction books that are structured in different ways Answering and asking questions		Skill: Answering and asking questions Read for themselves making inferences on the basis of what is being said and done			Skill: Answering and asking questions Read for themselves making inferences on the basis of what is being said and done
SPaG: Revisit the concept of a sentence.	SPaG: Present tense of verb to be/have Single-clause sentences Full stop/capital letters Present tense of verb 'to be/to have' (3rd person singular) Adjectives She is tall/ she has black hair Pronouns it/she	SPaG: Verbs – past tense -ed suffix (to retell the story)	SPaG: Past simple tense Adjectives Coordination to join clauses (and) Time adverbs (then, later) Pronouns Exclamation sentences – what big ears you have! Nelson Grammar Unit 8 Conjunctions (and, but) for comparing the wolf	SPaG: Present tense (including negative sentences) for when they compare the wolf He has/he doesn't have He likes/he doesn't like Coordinating conjunctions and/but Pronouns Adjectives/expanded noun phrases LA single clause sentences. Use pronoun – He Synonyms for wolf eg creature, beast, animal Sentences to compare using "but" HA use 'whereas, but' Practise is/have Are/have	SPaG: Sentence types – questions + punctuation How to formulate questions Are you? Do you like? Why do you?	SPaG: Past tense Possibly in negative sentences eg I didn't eat I didn't want Make lists of regular/irregular verbs past tense ed Identify from book practise sentences using these verbs	SPaG: nouns and adjectives Noun phrase – determiner + adjective + noun	SPaG: Imperative Verbs Command form Time adverbs – first, next Coordination - and	SPaG: Present tense Constructions – there is/there are Adjectives Noun phrases Determiners a/an Prepositions - in/on/under/next to	SPaG: Past simple tense Past progressive (He was walking) Adjectives and noun phrases Coordination to join clauses (and) Time adverbs (then, later) Pronouns	SPaG: Past simple tense Adjectives Comparative - er suffix (cleaner) Coordination (and/but) Time adverbs (then, later) Pronouns	SPaG:	SPaG:
Handwriting: Practice writing numbers in words	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 1 - in join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 2 - ut join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 3 - ve join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 4 - ok join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 5 – sh and es join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 6 - ri join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 7 - oa join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 8 - ee join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 9 - ow join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit 10 - ky join	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit – Catch up	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit - Catch up	Handwriting: Nelson Handwriting- Developing Skills (Yellow Level) Unit - Catch up

Phonics: Bugclub phase 4 unit 12	Phonics: Bugclub phase 5 unit 13 Phoneme /w/ written as 'wh' 'ph'	Phonics: Bugclub phase 5 unit 14 Phoneme /ai/ written as 'ay' Phoneme /ai/ written as 'a-e' Phoneme /ai/ written as 'eigh' 'ey' 'ei'	Phonics: Bugclub phase 5 unit 15 Phoneme /ee/ written as 'ea' Phoneme ee/ written as 'e-e' Phoneme /ee/ written as 'ie' 'ey' 'y'	Phonics: Bugclub phase 5 unit 16 Phoneme /iigh/ written as 'ie' Phoneme /igh/ written as 'i-e' Phoneme /igh/ written as ''y' Phoneme /igh/ written as ''i'	Phonics: Bugclub phase 5 unit 17 Phoneme /oa/ written as 'ow' Phoneme /oa/ written as 'o-e' Phoneme /oa/ written as ''o' and 'oe'	Phonics: Bugclub phase 5 unit 18 Phoneme long/oo/ written as ' 'ew' Phoneme long/oo/ written as 'ue' Phoneme long/oo/ written as ''o' and 'u-e' Phoneme short/oo/ written as ''u' and 'oul'	Phonics: Bugclub phase 5 unit 19 Phoneme /or/ written as ' 'aw' Phoneme /or/ written as 'au' Phoneme /or/ written as ''al'	Phonics: Bugclub phase 5 unit 20 Phoneme /ur/ written as ' 'ir' Phoneme /ur/ written as 'er' Phoneme /ur/ as 'ear'	Phonics: Bugclub phase 5 unit 21 Phoneme /ow/ written as ' 'ou' Phoneme /oi/ written as ' 'oy'	Phonics: Bugclub phase 5 unit 22 Phoneme /ear/ written as ' 'ere' and 'eer' Phoneme /air/ written as 'are' and 'ear'	Phonics: Bugclub phase 5 unit 23 Phoneme /c/ written as ' 'c' Phoneme /c/ written as 'k' Phoneme /c/ written as 'ck' Phoneme /c/ written as 'ch'	Phonics: Bugclub phase 5 unit 24 Phoneme /s/ written as ' 'c(e)' c(i)' c(y)' Phoneme /s/ written as 'sc' and st(l)' Phoneme /s/ and /z/ written as 'se'	Phonics: Bugclub phase 5 unit 25 Phoneme /j/ written as ' 'g(e)' g(i)' g(y)' Phoneme /j/ written as 'dge'
Library: Library Fairy Tales Read, discuss and retell fairy tales	Library: Fairy Tales Read, discuss and retell fairy tales	Library: Fairy Tales Compare different fairy tales	Library: Fairy Tales Compare different fairy tales	Library: Alternative Fairy Tales Read alternative fairy tales	Library: Alternative Fairy Tales Read alternative fairy tales	Library: Alternative Fairy Tales Compare alternative tales with their original version	Library: Alternative Fairy Tales Read alternative fairy tales	Library: Non-Fiction Significant Figures Shared reading and answering questions about a significant figure	Library: Alternative Fairy Tales Compare alternative tales with their original version	Library: Alternative Fairy Tales Compare alternative tales with their original version	Library: Non-Fiction Significant Figures Research on Florence Nightingale using books	Library: Non-Fiction Significant Figures Research on Florence Nightingale using books	Library: Non-Fiction Significant Figures Link to History
Skill: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognising simple recurring literary language in stories and poetry	Skill: Alternative Fairy Tales Compare alternative tales with their original version	Skill: Discussing their favourite words and phrases Discussing the sequence of events in books and how items of information are related Drawing on what they already know or on background information and vocabulary provided by the	Skill: Discussing their favourite words and phrases Discussing the sequence of events in books and how items of information are related Drawing on what they already know or on background information and vocabulary provided by the	Skill: Discussing the sequence of events in books and how items of information are related Making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far	Skill: Discussing the sequence of events in books and how items of information are related Making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read	Skill: Explain and discuss their understanding of books, both those that they listen to and those that they read for themselves	Skill: Listening to, discussing and expressing views about a wide range of stories and non-fiction at a level beyond that at which they can read independently	Skill: Discussing the sequence of events in books and how items of information are related Making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read	Skill: Participate in discussion about books, that are read to them & those that they can read for themselves, taking turns and listening to what others say	Skill: Participate in discussion about books that are read to them & those that they can read for themselves, taking turns and listening to what others say	Skill: Being introduced to non-fiction books that are structured in different ways Explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves	Skill: Being introduced to non-fiction books that are structured in different ways Explain and discuss their understanding of book and other material, both those that they listen to and those that they read for themselves	Skill: Participate in discussion about books & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say

	Recap Number writing in numerals and words. Number bonds to 10/20	Unit 1: Number and Place Value Skip counting in twos, threes, fives and tens	Unit 1: Number and Place Value Representing numbers using practical materials	Unit 2: Addition and Subtraction Representing simple addition and subtraction number sentences	Unit 2: Addition and Subtraction Addition and subtraction within and to 20	Unit 3: Multiplication and Division Multiplication as repeated addition	Unit 3: Multiplication and Division Missing number problems	Unit 4: Addition and Subtraction Reasoning about addition and subtraction in the concrete and the pictorial	Unit 4: Addition and Subtraction Reasoning about addition and subtraction in the abstract	Unit 5: Fractions Recognizing and finding unit and non-unit fractions	Unit 5: Fractions Representing fractions to solve problems	Unit 6: Measurement Measuring using non-standard and standard units	Unit 6: Measurement Comparing and ordering measurements	Assessment Week	Assessme Week
MATHS		Skill: Count in steps of 2, 3, and 5 from 0, and in tens from any number, forwards and backwards. Recognize the place value of each digit in a 2- digit number (tens, ones). Identify, represent and estimate numbers using different representations, including the number line. Read and write numbers to at least 100 in numerals and in words.	Skill: Recognize the place value of each digit in a 2-digit number (tens, ones). Identify and represent numbers using different representations. Read and write numbers to at least 100 in numerals and in words.	Skill: Add three 1-digit numbers using concrete objects, pictorial representations, and mentally. Add a 2-digit number and ones using concrete objects, pictorial representations, and mentally	Skill: Represent and use number bonds within 20. Recall and use addition and subtraction facts to 20 fluently. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognize and use the inverse relationship between addition and subtraction and use this to solve missing number problems.	Skill: Recall and use multiplication facts for the 2- multiplication table, and begin practising counting in 3s. Recall and use multiplication facts for the 5 and 10 multiplication tables. Recognize odd and even numbers.	Skill: Recall and use multiplication and division facts for the 2-multiplication table, and begin practising counting in threes. Recall and use multiplication and division facts for the 5 and 10 multiplication tables. Solve problems involving multiplication and division, using materials and arrays, including problems in contexts.	Skill: Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	Skill: Recognize and use the inverse relationship between addition and subtraction and use this to solve missing number problems.	Skill: Recognize, find, name and write fractions 1/4, 1/2 and 3/4 of a length, shape, set of objects or quantity	Skill: Write simple fractions, for example ½ of 6 = 3.	Skill: Understand why we need standard units when measuring. Read scales to the nearest appropriate unit.	Skill: Compare and order lengths, mass, volume/capac ity and record the results using >, < and =.	Skill: Recap strategies to work out problems Show working out	Skill: Recap strategie work ou problem Show working
		Local Habitats Children observe alive, once alive	Local Habitats What lives in my tree?	Local Habitats What animals live in this wooded	Local Habitats What animals live in this arassy habitat?	Local Habitats What do animals that live in the	Local Habitats What do animals that live in a pond	Assessment	Choosing materials	Choosing materials	Choosing materials Which material is	Choosing materials Who develops new materials?	Assessment		
		never been alive	nee:	habitat?		woods eat?	eat?		Is that a good choice of material?	Which ball bounces the highest?	best for toddlers dungarees?				
SCIENCE		skill Identifying and classifying	Skill Identifying and classifying Observing Answering questions	Skill Identifying and classifying Observing Answering questions	Skill Identifying and classifying Observing Answering questions	Skill Identifying and classifying Observing Answering questions	Skill Identifying and classifying Observing Answering questions Protect habitats Song on You Tube 'Earth we're in it together'		Skill Asking questions Identifying and classifying Gathering and recording data Observing Reuseable, recyclable, sustainable	Skill Asking questions Gathering and recording data Observing Performing tests Single use plastic- impact on pollution	Skill Asking questions Identifying and classifying Gathering and recording data observing How can we create more sustainable materials/ Are designers doing this?	Skill Asking questions Identifying and classifying Gathering and recording data observing			

GEOGRAP		GEOGRAPHY	GEOGRAPHY	GEOGRAPHY	GEOGRAPHY	HISTORY	HISTORY Remembrance	HISTORY Remembrance	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	End of Unit
United King	•	United Kingdom	United Kingdom	United Kingdom	Remembrance	Remembrance	To find out what	Remembrance	End of Unit Quiz	Florence Nightingale	Florence Nightingale	Florence Nightingale	Florence Nightingale	Florence Nightingale	Quiz
To be able identify the countries of capital cities. UK.	he	To name the seas and oceans of the UK.	To find out about the features and characteristics of the countries.	To identify the physical and human features of each country of the UK and its key facts. End of Unit Quiz	Think about why we remember things and why we wear poppies. To find out about Armistice and the origins of Remembrance Day.	To think who we remember on Remembrance Day.	happens on Remembrance Day and why?	To think about why it is important to remember.		To find out who Florence Nightingale was and when she lived.	To know the conditions of hospital in Scutari when Florence Nightingale got there.	To find out how Florence Nightingale improved the conditions at the Scutari hospital	To order events in the life of Florence Nightingale.	To identify similarities and differences between medical care now and in the Victorian times.	
simple geographi questions, Where is the What is it line has it char Investigate surroundin Make simple comparisor between for differen Use maps, and globe identify the its countrie as countrie continents oceans. Use 4 Compoints N, S	ged to ask shical s, e.g. this place? this place? this place? the their ings apple sons features ent places. se, atlases bes to he UK and ries, as well ries, ats and ampass S, E, W directional e unfant atlas	Skills: Name locate and identify four countries and capital cities of UK and surrounding seas. Use maps, atlases and globes to identify the UK and its countries, as well as continents and oceans. Use an infant atlas to locate seas and oceans	Skills: Make simple comparisons between features of different places Name locate and identify four countries and capital cities of UK Show understanding by describing the places and features they study using simple geographical vocabulary, Children encouraged to ask simple geographical questions, e.g. Where is this place? What is it like? How has it changed? Make simple comparisons between features of different places. Use aerial photographs and plans to recognise landmarks and	Skills: Name locate and identify four countries and capital cities of UK Show understanding by describing the places and features they study using simple geographical vocabulary, Children encouraged to ask simple geographical questions, e.g. Where is this place? What is it like? How has it changed? Make simple comparisons between features of different places. Use aerial photographs and plans to recognise landmarks and human and physical features	Skills: Recognising why people did things and why events happened Identify similarities and differences between ways of life at different times. Observe or handle sources to answer questions about the past on the basis of simple observations.	Skills: Identifying similarities and differences between ways of life at different times. Develop an awareness of the past.	Skills: Recognise why people did things, why events happened and what happened as a result	Skills: Recognise why people did things, why events happened and what happened as a result	Skills: Recall information from the unit	Skills: Identify differences between ways of life at different times Talk about who was important e.g. in a simple historical content Develop an awareness of the past observe or handle sources to answer questions about the past on the basis of simple observations	Skills: Recognise why people did things why events happened and what happened as a result Identify differences between ways of life at different times	Skills: Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times	Skills: chronology- Sequencing photographs from different periods of her life Using common words and phrases relating to the passing of time	Skills: what happened as a result of a significant individual	Skills: Recall information from the un

	What Do Muslims believe about God?	Why do Muslims pray?	The Five Pillars	The use of symbols - What's the hidden meaning? (Judaism)	Why is headwear important? (Judaism)	Can you wear your heart on your sleeve, or head? (Judaism)	How can we tell Jesus is special from the Easter story?	Why is light used as a symbol for Jesus?	Why is light used as a symbol for Jesus?	Why are their different crosses and crucifixes?	Is God the same in all religions? (Sikhism)	How can what we wear show what some believe God is like? (Sikhism)	End of Unit Quiz	
RE	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging	Skills: Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging		
Ŋ.	FF Computing systems and networks 1: What is a		FF Computing systems and networks 1:		FF Computing systems and networks 1: What is a		FF Online Safety What happens		FF Online Safety How do I keep my things safe		FF Online Safety Who should I ask?		FF Online Safety It's my choice	
COMPUTING	computer? Computer parts To recognise the parts of a computer		computer? Inputs To recognise how technology is controlled		computer? Technology safari To recognise technology		when I post online? I know what happens to information posted online		online? To know how to keep things safe and private online		To explain what should be done before sharing information online		To explain why I have the right to say no and deny permission	

	Gymnastics Unit 1 Lesson 1 Use prior led to create a element sequence Combine balance, ra jumping, ro and spinnin Perform usin recognised and finish st	to create power in jumps Participate in strength challenges (squat challenge jumping distance and endurance challenge)	elements can link smoothly and continuously Explore transitions between elements Compare linking movements that improve a	Gymnastics Unit 1 Lesson 4 Define in simple terms flexibility Demonstrate in shapes their full range of flexibility Choose, adapt and perform shapes at different levels	Gymnastics Unit 1 Lesson 5 Perform various travel movements at different speeds Identify suitable speeds for different types of travel Show how these speeds apply to different moves in a sequence	Gymnastics Unit 1 Lesson 6 Choose and apply to a simple sequence element from unit 1 Perform a sequence of between 4 and 6 elements Select appropriate elements to get maximum points	Gymnastics Unit 1 Lesson 4 Define in simple terms flexibility Demonstrate in shapes their full range of flexibility Choose, adapt and perform shapes at different levels	Gymnastics Unit 2 Lesson 8 Identify which muscles they are using in their core to control movement Copy and repeat arch and dish shapes Work collaboratively to move a hoop	Gymnastics Unit 2 Lesson 9 With a partner, make as many bridges and tunnels as they can with body control Travel over, under and through your partner's shapes in a variety of ways (sliding, jumping, rolling,	Gymnastics Unit 2 Lesson 10 Introduce frog jump and L-sit Play a variety of competitive games using leapfrog jumps Refine leap from movements	Gymnastics Unit 2 Lesson 11 Demonstrate distance and control in broad jump Accurately replicate pike and use in short sequence Link previous learning to transition elements	Gymnastics Unit 2 Lesson 12 Combine all ten elements of the Unit 2 body management in order Refine and develop routine to ensure it is aesthetically pleasing Perform with	
PE	Skill: Develop sh sequences their own. Have a clestart, middlend. Form simple sequences different acusing floor apparatus. Use imagint to find differways of usin apparatus.	and control Skill: Develop balance, agility and co- ordination. of travelling, stillness, jumping timing, changing shape, size, direction ent	Skill: Develop short sequences on their own. Have a clear start, middle and	Skill: Develop balance, agility and coordination. of travelling, stillness, jumping, timing, changing shape, size, direction Describe what they have done and what they have seen.	Skill: Develop balance, agility and coordination. of travelling, stillness, jumping, timing, changing shape, size, direction Describe what they have done and what they have seen.	Skill: Develop short sequences on their own. Have a clear focus when watching others perform. Say when a movement or skill is performed well (aesthetic appreciation) Describe what they have done and what they have seen. Use simple gymnastics scoring	Skill: Develop balance, agility and coordination. of travelling, stillness, jumping, timing, changing shape, size, direction Describe what they have done and what they have seen.	skill: Develop balance, agility and coordination. of travelling, stillness, jumping, timing, changing shape, size, direction Describe what they have done and what they have seen.	etc.) Introduce back support and crab actions Skill: Develop balance, agility and coordination. of travelling, stillness, jumping, timing, changing shape, size, direction Describe what they have done and what they have seen Form simple sequences of different actions using floor and apparatus.	Skill: participate in team games, Develop balance, agility and co- ordination. of travelling, stillness, jumping, timing, changing shape, size, direct	Skill: Develop balance, agility and co- ordination. of travelling, stillness, jumping, timing, changing shape, size, direction Develop short sequences on their own. Form simple sequences of different actions using floor and apparatus.	rhythm and control Skill: Develop short sequences on their own. Form simple sequences of different actions using floor and apparatus. Have a clear focus when watching others perform. Say when a movement or skill is performed well (aesthetic appreciation).	
	FF-Movemes Games: SHI (Balancing Space), ML STATUES (Sh Levels, Free BODY 2 BO (Physical Connection STAGE GAN Exercise Introduction Group Brain on Theme: PREDATORS Magic Circ Groups of 6 the Circle EMBODYING physicality Animal fron card. EXIT ti circle as Mu Fades Next group and Exits	and storm OP Enter the fithe cue e sic	FF-Movement Games: SHIPS (Balancing Space), MUSICAL STATUES (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection) STAGE GAME Exercise Magic Circle- Choose ONE of the Predators to explore in the Magic Circle demonstrating clear SHAPE and SPEED of chosen animal.		FF-Movement Games: SHIPS (Balancing Space), MUSICAL STATUES (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection), MUSICAL HOOPS Exercise In 2 groups Demonstrate the SHAPES from cue card with BODY CONNECTION In 2 Groups Demonstrate each Predator as a Group Freeze Frame with BODY CONNECTION	and judging Remember and repeat simple dance phrases.	FF-Movement Games: SHIPS (Balancing Space), MUSICAL STATUES (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection) STAGE GAME Exercise: Learn a 2'8 Sequence Embodying the Predators Demonstrate in Two Groups Group Feedback		FF-Movement Games: SHIPS (Balancing Space), MUSICAL STATUES (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection), MUSICAL HOOPS Exercise: In partners create 4 Moves Each Teach each other their '4 move' sequence Connect both sequences Demonstrate to Whole group in the Magic Circle		FF-Movement Games: SHIPS (Balancing Space), MUSICAL STATUES (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection), MUSICAL HOOPS, STAGE GAME Exercise: Keeper Of The Keys- One person has the 'keys'. The Rest of the group retrieve the Key Embodying a chosen Predator	Describe what they have done and movement Evaluate and improve a dance performance by recording and viewing their rehearsals	FF- Movement Games: SHIPS (Balancing Space), MUSICAL STATUES (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection), MUSICAL HOOPS, STAGE GAME Exercise: In pairs explore 'Mirroring' with One Leader and

							One Follower in a Hoop
							Switch Pairs
							Spotlight
							Demonstratio
							n
	FF-Drawing: Tell a	FF-Drawing: Tell	FF - Drawing: Tell a	DT	FF-Drawing: Tell a .	FF-Structures-Baby	FF-Structures-
	story Lesson 1:	a story Lesson 2:	story Lesson 3: My toy	Make a poppy	story Lesson 5	bear's chair. Lesson 6	Baby bear's chair.
	Charcoal mark	Creating texture.	story.	(Linked to	To develop	To explore the	Lesson 7
	making. To develop a	To explore and experiment with	To develop observational	Humanities)	illustrations to tell a story.	concept and	To explore
	range of mark	mark-making to	drawing.	Mixed Media Poppies.	d 35617.	features of structures and the	strength in different
	making techniques.	create textures.		Children use their		stability of different	structure
				previous skills of		shapes	Skills
	Skills: Experiment with	Skills: Describe how an		mark making to	Skills: Recount a		То
	charcoal to draw	object feels.	Skills:	draw poppies for Remembrance	familiar story and	Skills:	understand
	different marks, understand a	Try out different drawing	Recognise and describe shapes in	adding detail and	select key events.	Identify natural and	that the shape of the
	word and explain	materials.	an object to start a	outlines with	Create and draw	man-made	structure affects its
	how to can draw	Experiment with making different	drawing. Look carefully to	markers and chalk.	imaginary scenes for a storybook.	structures	strength.
	Express the	marks to make	add details.		Use mark making	Understand what is meant by stability	Know the
	meaning of words using	texture. Vocabulary.	Use mark-making techniques to add		to show different textures.	and can identify	meaning of the words
	charcoal mark	Blending, feel	texture.		Vocabulary	when a structure is	strength, stiffness and
	making techniques.	Hatching, mark Scribbling,	Vocabulary. Mark-making,		character concertina,	more or less stable than another	stability
	Vocabulary.	stippling	observation, outline		frame	Know that shapes	Know there are different
Б	charcoal lines, marks	Texture, tool touch			re-tell, story storyboard	and structures with	ways paper
ంర	mark-making,				Cross Curricular:	wide, flat bases or	can be folded to
ART	thick thin				English story	legs are the most stable	improve its
<		Introduce Binka	Introduce Binka Cross Stitch		writing	Vocabulary	strength and stiffness
		Cross Stitch	Cross silicri			Design criteria	Build a strong
						Man-made	and stiff structure by
						Natural Properties	folding
						Structure	paper
						Stable, shape Cross Curricular:	Test the strength of
						Maths, geometry,	my structure
						measurement	Vocabulary
							Design
							criteria
							Man-made Natural
							Properties
							Structure Stable,
							shape
							Cross
							Curricular: Science:
							materials,
							(testing)

	Session 1 Start to understand how to follow verbal and sung cues. Understand how to keep the beat on our bodies. Understand how to sing, recognise Soh, Mi La notes and signs. Start to understand how to talk about different elements of music: Dynamics Tempo		Start to understand how to follow verbal and sung cues. Start to understand how to keep the beat (using percussion instruments) Understand how to sing, recognise Soh, Mi La and Do notes and signs. Start to understand how to talk about different elements of music: Dynamics Tempo		Session 3 Learn a big song (with phrases) Start to understand how to move and react to music physically. Start to understand how to keep the beat (using percussion instruments) Start to understand how to talk about different elements of music: Pitch, Duration (Rhythm)		Learn a big song (with phrases) Understand how to follow non-verbal and sung cues. Understand loud and quiet; singing, chanting, speaking, listening and playing. Start to understand how to talk about different elements of music: Pitch, Duration (Rhythm).		Session 5 Learn a big song (with phrases) Start to understand the difference between high and low; Soh La and Do notes and signs. Start to understand how to recognise different rhythmic patterns. Start to understand how to reflect on music heard.		Session 6 Learn a big song (with phrases) Start to understand the difference between high and low as opposed to loud/quiet. Start to understand how to keep the beat using glockenspiels Start to understand how to recognise and recall rhythms (patterns).		Session 7 Learn a big song (with phrases) Understand the difference between loud/quiet as opposed to high/low. Understand how to maintain the beat using sticks, percussion and glockenspiels Understand how to recognise and recall	
MUSIC	Activities and Songs SONGS Soh- Mi Greeting Hello Everyone See Saw		Activities and Songs SONGS Soh- Mi Greeting Extended Hello Everyone See Saw		Activities and Songs SONGS Soh- Mi Greeting Ext Hello Everyone See Saw Cuckoo H-E-L-L-O RED RIDING HOOD:Wolfie Blues/Stay On The Path/What Big Eyes You've Got		Activities and Songs SONGS Soh- Mi Greeting Ext Hello Everyone See Saw Cuckoo Cherry Pie H-E-L-L-O RED RIDING HOOD:Wolfie Blues/Stay On The Path/What Big Eyes You've Got		Activities and Songs SONGS Soh-Mi Greeting Ext Hickety Tickety Cherry Pie Cuckoo Carol of The Bells (ostinato sung) RED RIDING HOOD:Wolfie Blues/Stay On The Path/What Big Eyes You've Got/I Love Red		Activities and Songs SONGS Soh-Mi Greeting Ext Hickety Tickety Cherry Pie Cuckoo Santa Is His Name-O		rhythms (patterns). Activities and Songs SONGS Soh-Mi Greeting Ext Hickety Tickety Cherry Pie Cuckoo Santa Is His Name-O Cuckoo	
	ACTIVITIES Hungarian Dance No 5 LISTENING O Fortuna; Carmina Burana LISTENING BBC MUSIC KS1 SINGING IN DIFFERENT WAYS, WHY WE SING		ACTIVITIES Hungarian Dance No 5 LISTENING O Fortuna; Carmina Burana LISTENING Hey My Name Is Joe		ACTIVITIES Trepak Hey My Name Is Joe Young Person's Guide To The Orchestra/Overture to Carmen Bizet LISTENING		ACTIVITIES Trepak Witch Witch Young Person's Guide To The Orchestra/ Overture to Carmen Bizet LISTENING		ACTIVITIES Trepak C+R Ta and TiTi Witch Witch Carol of The Bells LISTENING		ACTIVITIES C+R Ta and TiTi Carol of The Bells (ostinato sung and played)		ACTIVITIES Trepak C+R Ta and TiTi Carol of The Bells (ostinato sung and played)	
PSHE	Being Me in My World Puzzle 1 - Being Me To identify some of my hopes and fear for the year Recognise when I feel worried and know who to ask for help	Being Me in My World Puzzle 2- Rights and responsibilities I understand the rights and responsibilities for being a member of my class and school	Being Me in My World Puzzle 3 - Rewards and Consequences I understand the rights and responsibilities for being a member of my class	Being Me in My World Puzzle 4 - Rewards and Consequences I can listen to other people and contribute my own ideas about rewards and consequences	Being Me in My World Puzzle 5 - Our Learning Charter I understand how following the Learning Charter will help me and others learn	Being Me in My World Puzzle 6 - Owning our Learning Charter I can recognise the choices I make and understand the consequences	Celebrating Differences Puzzle 1 - Boys and Girls Accept that everyone is different I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	Celebrating Differences Puzzle 2 - Boys and Girls Include others when working and playing I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	Celebrating Differences Puzzle 3 -Why does bullying happen? Know how to help if someone is being bullied Ll: I understand that bullying is sometimes about difference	Celebrating Differences Puzzle 4 - Standing up for myself and others Try to solve problems LI: I can recognise what is right and wrong and know how to look after myself	Celebrating Differences Puzzle 5 -Gender Diversity Try to use kind words I understand that it is OK to be different from other people and to be friends with them	Celebrating Differences Puzzle 6 - Celebrating differences and still being friends Know how to give and receive compliments LI: I can tell you some ways I am different from my friends	Celebrating Differences Assessment	

OUTOF								
WORKSHOPS							Christmas Theatre Production	
IN SCHOOL								