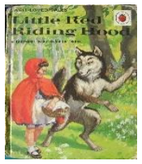
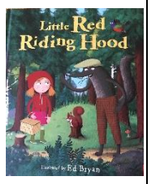
Roe Green Infant School

MEDIUM TERM PLANNING 2026-27

YEAR 2 – Autumn Term Theme Changes

SUBJECT SPECIFIC VOCABULARY FOR EACH LESSON WILL BE SHOWN ON THE WEEKLY PLANS

		Week 1 1/9/26	Week 2 7/9/26	Week 3 14/9/26	Week 4 21/9/26	Week 5 28/9/26	Week 6 5/10/26	Week 7 12/10/26	Week 8 19/10/26	Week 9 2/11/26	Week 10 9/11/26	Week 11 16/11/26	Week 12 23/11/26	Week 13 30/12/26	Week 14 7/12/26	Week 15 14/12/26
AUTUMN	ENGLISH	**Key Text:** Little Red Riding Hood 	**Key Text:** Little Red Riding Hood 	**Key Text:** Little Red Riding Hood 	**Key Text:** Little Red Riding Hood 	**Key Text:** The Wolf Story 	**Key Text:** The Wolf Story 	**Key Text:** The Wolf Story 	**Key Text:** Goldilocks and just one Bear 	**Key Text:** Instructional Writing 	**Key Text:** Goldilocks and just one Bear 	**Key Text:** Goldilocks and just one Bear 	**Key Text:** Owl who was afraid of the Dark 	**Key Text:** Owl who was afraid of the Dark 	**Key Text:** Assessment Week	**Key Text:** Owl who was afraid of the Dark
		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 To learn different words for 'said'	**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:**
		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	**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 Hood **Skill:** Answering and asking questions Read for themselves making inferences on the basis of what is being said and done	**FF Week**	**Comprehension:** **Nelson Comprehension** Pupil Book 2 Unit 3 **Traditional tales** Little Red Riding Hood Heather Amery version **Skill:** Answering and asking questions Read for themselves making inferences on the basis of what is being said and done	**FF Week**	**Comprehension:** **Skill:** Answering and asking questions Read for themselves making inferences on the basis of what is being said and done	**FF Week**	**Comprehension:** **Nelson Comprehension** Pupil Book 2 Unit 2 **Instructions** Making butter, making poppies **Skill:** Being introduced to non-fiction books that are structured in different ways Answering and asking questions	**FF Week**	**Comprehension:** The Christmas Truce **Skill:** Answering and asking questions Read for themselves making inferences on the basis of what is being said and done	**FF Week**	**Comprehension:** Florence Nightingale	**NTS Assessment** **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'	**Phonics:** **Bugclub phase 5** **unit 26** Phoneme /l/ written as ' 'le' Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr'
		Library: Library Fairy Tales Read, discuss and retell fairy tales **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 	**Library:** Fairy Tales Read, discuss and retell fairy tales **Skill:** Alternative Fairy Tales Compare alternative tales with their original version	**Library:** Fairy Tales Compare different fairy tales **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 teacher	**Library:** Fairy Tales Compare different fairy tales **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 teacher	**Library:** Alternative Fairy Tales Read alternative fairy tales **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	**Library:** Alternative Fairy Tales Read alternative fairy tales **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	**Library:** Alternative Fairy Tales Compare alternative tales with their original version **Skill:** Explain and discuss their understanding of books, both those that they listen to and those that they read for themselves	**Library:** Alternative Fairy Tales Read alternative fairy tales **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	**Library:** Non-Fiction Significant Figures Shared reading and answering questions about a significant figure **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	**Library:** Alternative Fairy Tales Compare alternative tales with their original version **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	**Library:** Alternative Fairy Tales Compare alternative tales with their original version **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	**Library:** Non-Fiction Significant Figures Research on Florence Nightingale using books **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	**Library:** Non-Fiction Significant Figures Research on Florence Nightingale using books **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	**Library:** Non-Fiction Significant Figures Link to History **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	

	MATHS	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 **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.	Unit 1: Number and Place Value Representing numbers using practical materials **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.	Unit 2: Addition and Subtraction Representing simple addition and subtraction number sentences **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	Unit 2: Addition and Subtraction Addition and subtraction within and to 20 **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.	Unit 3: Multiplication and Division Multiplication as repeated addition **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.	Unit 3: Multiplication and Division Missing number problems **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.	Unit 4: Addition and Subtraction Reasoning about addition and subtraction in the concrete and the pictorial **Skill:** Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	Unit 4: Addition and Subtraction Reasoning about addition and subtraction in the abstract **Skill:** Recognize and use the inverse relationship between addition and subtraction and use this to solve missing number problems.	Unit 5: Fractions Recognizing and finding unit and non-unit fractions **Skill:** Recognize, find, name and write fractions ¼, ½ and ¾ of a length, shape, set of objects or quantity	Unit 5: Fractions Representing fractions to solve problems **Skill:** Write simple fractions, for example ½ of 6 = 3.	Unit 6: Measurement Measuring using non-standard and standard units **Skill:** Understand why we need standard units when measuring. Read scales to the nearest appropriate unit.	Unit 6: Measurement Comparing and ordering measurements **Skill:** Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	Assessment Week **Skill:** Recap strategies to work out problems Show working out	Assessment Week **Skill:** Recap strategies to work out problems Show working out
	SCIENCE	 	**Local Habitats** **Children observe alive, once alive never been alive** **Skill** Identifying and classifying 	**Local Habitats** **What lives in my tree?** **Skill** Identifying and classifying Observing Answering questions	**Local Habitats** **What animals live in this wooded habitat?** **Skill** Identifying and classifying Observing Answering questions	**Local Habitats** **What animals live in this grassy habitat?** **Skill** Identifying and classifying Observing Answering questions	**Local Habitats** **What do animals that live in the woods eat?** **Skill** Identifying and classifying Observing Answering questions	**Local Habitats** **What do animals that live in a pond eat?** **Skill** Identifying and classifying Observing Answering questions Protect habitats Song on You Tube 'Earth we're in it together'	Assessment	Choosing materials **Is that a good choice of material?** **Skill** Asking questions Identifying and classifying Gathering and recording data Observing Reuseable, recyclable, sustainable	Choosing materials **Which ball bounces the highest?** **Skill** Asking questions Gathering and recording data Observing Performing tests Single use plastic- impact on pollution	Choosing materials **Which material is best for toddlers dungarees?** **Skill** Asking questions Identifying and classifying Gathering and recording data observing How can we create more sustainable materials/ Are designers doing this?	Choosing materials **Who develops new materials?** **Skill** Asking questions Identifying and classifying Gathering and recording data observing	**Assessment**		
		More able pupils will be challenged through deeper learning activities for individual lessons. See primary science document ' Challenging The More Able'														

	HUMANITIES	**GEOGRAPHY** **United Kingdom** To be able to identify the countries and capital cities of the UK. **Skills:** Name locate and identify four countries and capital cities of UK and surrounding seas. Children encouraged to ask simple geographical questions, e.g. Where is this place? What is it like? How has it changed? Investigate their surroundings Make simple comparisons between features of different places. Use maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans. Use 4 Compass points N, S, E, W and use directional language Use an infant atlas to locate places	**GEOGRAPHY** **United Kingdom** To name the seas and oceans of the UK. **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 	**GEOGRAPHY** **United Kingdom** To find out about the features and characteristics of the countries. **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 human and physical features	**GEOGRAPHY** **United Kingdom** To identify the physical and human features of each country of the UK and its key facts. **End of Unit Quiz** **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	**GEOGRAPHY** **Remembrance** Think about why we remember things and why we wear poppies. To find out about Armistice and the origins of Remembrance Day. **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.	**HISTORY** **Remembrance** To think who we remember on Remembrance Day. **Skills:** Identifying similarities and differences between ways of life at different times. Develop an awareness of the past.	**HISTORY** **Remembrance** To find out what happens on Remembrance Day and why? **Skills:** Recognise why people did things, why events happened and what happened as a result	**HISTORY** **Remembrance** **Remembrance** To think about why it is important to remember. **Skills:** Recognise why people did things, why events happened and what happened as a result	**HISTORY** **End of Unit Quiz** **Skills:** Recall information from the unit	**HISTORY** **Florence Nightingale** To find out who Florence Nightingale was and when she lived. **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	**HISTORY** **Florence Nightingale** To know the conditions of hospital in Scutari when Florence Nightingale got there. **Skills:** Recognise why people did things why events happened and what happened as a result Identify differences between ways of life at different times	**HISTORY** **Florence Nightingale** To find out how Florence Nightingale improved the conditions at the Scutari hospital **Skills:** Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times	**HISTORY** **Florence Nightingale** To order events in the life of Florence Nightingale. **Skills:** **chronology-** Sequencing photographs from different periods of her life Using common words and phrases relating to the passing of time	**HISTORY** **Florence Nightingale** To identify similarities and differences between medical care now and in the Victorian times. **Skills:** what happened as a result of a significant individual	**End of Unit Quiz** **Skills:** Recall information from the unit

	RE	30 MINORITY CULTURE, LANGUAGE AND RELIGION	What Do Muslims believe about God? **Skills:** Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Why do Muslims pray? **Skills:** Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	The Five Pillars **Skills:** Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	The use of symbols - What's the hidden meaning? (Judaism) **Skills:** Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Why is headwear important? (Judaism) **Skills:** Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Can you wear your heart on your sleeve, or head? (Judaism) **Skills:** Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	How can we tell Jesus is special from the Easter story? **Skills:** Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Why is light used as a symbol for Jesus? **Skills:** Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Why is light used as a symbol for Jesus? **Skills:** Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Why are their different crosses and crucifixes? **Skills:** Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging	Is God the same in all religions? (Sikhism) **Skills:** Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging	How can what we wear show what some believe God is like? (Sikhism) **Skills:** Recount beliefs, practices and sources with correct vocabulary. Recount with correct vocabulary the actions, symbols and features of identity and belonging	**End of Unit Quiz**	
	COMPUTING		**FF** Computing systems and networks 1: What is a computer? Computer parts To recognise the parts of a computer		**FF** Computing systems and networks 1: What is a computer? Inputs To recognise how technology is controlled		**FF** Computing systems and networks 1: What is a computer? Technology safari To recognise technology		**FF** Online Safety What happens when I post online? I know what happens to information posted online		**FF** Online Safety How do I keep my things safe online? To know how to keep things safe and private online		**FF** Online Safety Who should I ask? To explain what should be done before sharing information online		**FF** Online Safety It's my choice To explain why I have the right to say no and deny permission	

	PE		**Gymnastics** **Unit 1** **Lesson 1** Use prior learning to create a 4-element sequence Combine balance, rolling, jumping, rocking and spinning Perform using a recognised start and finish shape **Skill:** Develop short sequences on their own. Have a clear start, middle and end. Form simple sequences of different actions using floor and apparatus. Use imagination to find different ways of using apparatus. **FF-Movement** Games: SHIPS (Balancing Space), MUSICAL STATUES (Shape, Levels, Freeze), BODY 2 BODY (Physical Connection) STAGE GAME Exercise Introduction and Group Brainstorm on Theme: TOP PREDATORS Magic Circle- In Groups of 6: Enter the Circle EMBODYING the physicality of the Animal from cue card. EXIT the circle as Music Fades Next group Enters and Exits	**Gymnastics** **Unit 1** **Lesson 2** Recognise how to create power in jumps Participate in strength challenges (squat challenge, jumping distance and endurance challenge) Show ways to jump with power and control **Skill:** Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction	**Gymnastics** **Unit 1** **Lesson 3** Define how gymnastic elements can link smoothly and continuously Explore transitions between elements Compare linking movements that improve a performance **Skill:** Develop short sequences on their own. Have a clear start, middle and end. Describe what they have done and what they have seen. **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.	**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 **Skill:** Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction Describe what they have done and what they have seen.	**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 **Skill:** Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction Describe what they have done and what they have seen. **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	**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 **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 and judging Remember and repeat simple dance phrases.	**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 **Skill:** Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction Describe what they have done and what they have seen. **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	**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 along a line of rolling children **Skill:** Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction Describe what they have done and what they have seen.	**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, etc.) Introduce back support and crab actions **Skill:** Develop balance, agility and co-ordination. 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. **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	**Gymnastics** **Unit 2** **Lesson 10** Introduce frog jump and L-sit Play a variety of competitive games using leapfrog jumps Refine leap from movements **Skill:** participate in team games, Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direct	**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 **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. **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	**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 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). 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 Demonstration
	ART & DT		FF-Drawing: Tell a story Lesson 1: Charcoal mark making. To develop a range of mark making techniques. Skills: Experiment with charcoal to draw different marks, understand a word and explain how to can draw it. Express the meaning of words using charcoal mark making techniques. Vocabulary. charcoal lines, marks mark-making, thick thin		FF-Drawing: Tell a story Lesson 2: Creating texture. To explore and experiment with mark-making to create textures. Skills: Describe how an object feels. Try out different drawing materials. Experiment with making different marks to make texture. Vocabulary. Blending, feel Hatching, mark Scribbling, stippling Texture, tool touch Introduce Binka Cross Stitch		FF - Drawing: Tell a story Lesson 3: My toy story. To develop observational drawing. Skills: Recognise and describe shapes in an object to start a drawing. Look carefully to add details. Use mark-making techniques to add texture. Vocabulary. Mark-making, observation, outline Introduce Binka Cross Stitch		DT Make a poppy (Linked to Humanities) Mixed Media Poppies. Children use their previous skills of mark making to draw poppies for Remembrance adding detail and outlines with markers and chalk.		FF-Drawing: Tell a story Lesson 5 To develop illustrations to tell a story. Skills: Recount a familiar story and select key events. Create and draw imaginary scenes for a storybook. Use mark making to show different textures. Vocabulary character concertina, frame re-tell, story storyboard Cross Curricular: English story writing	.	FF-Structures-Baby bear's chair. Lesson 6 To explore the concept and features of structures and the stability of different shapes Skills: Identify natural and man-made structures Understand what is meant by stability and can identify when a structure is more or less stable than another Know that shapes and structures with wide, flat bases or legs are the most stable Vocabulary Design criteria Man-made Natural Properties Structure Stable, shape Cross Curricular: Maths, geometry, measurement		FF-Structures-Baby bear's chair. Lesson 7 To explore strength in different structure Skills To understand that the shape of the structure affects its strength. Know the meaning of the words strength, stiffness and stability Know there are different ways paper can be folded to improve its strength and stiffness Build a strong and stiff structure by folding paper Test the strength of my structure Vocabulary Design criteria Man-made Natural Properties Structure Stable, shape Cross Curricular: Science: materials, (testing)	

	MUSIC	31 REST, PLAY, CULTURE, ARTS	**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 **Activities and Songs** **SONGS** Soh- Mi Greeting Hello Everyone See Saw **ACTIVITIES** Hungarian Dance No 5 ***LISTENING*** O Fortuna; Carmina Burana ***LISTENING*** BBC MUSIC KS1 SINGING IN DIFFERENT WAYS, WHY WE SING		**Session 2** 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 **Activities and Songs** **SONGS** Soh- Mi Greeting Extended Hello Everyone See Saw **ACTIVITIES** Hungarian Dance No 5 ***LISTENING*** O Fortuna; Carmina Burana ***LISTENING*** Hey My Name Is Joe		**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) **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** Trepak Hey My Name Is Joe Young Person's Guide To The Orchestra/Overture to Carmen Bizet ***LISTENING***		**Session 4** 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). **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** Trepak Witch Witch Young Person's Guide To The Orchestra/ Overture to Carmen Bizet ***LISTENING***		**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. **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** Trepak C+R Ta and TiTi Witch Witch Carol of The Bells ***LISTENING***		**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). **Activities and Songs** **SONGS** Soh-Mi Greeting Ext Hickety Tickety Cherry Pie Cuckoo Santa Is His Name-O **ACTIVITIES** C+R Ta and TiTi Carol of The Bells (ostinato sung and played)		**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 rhythms (patterns). **Activities and Songs** **SONGS** Soh-Mi Greeting Ext Hickety Tickety Cherry Pie Cuckoo Santa Is His Name-O Cuckoo **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 LI: 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**	

	OUT OF															
	IN SCHOOL WORKSHOPS													Christmas Theatre Production		