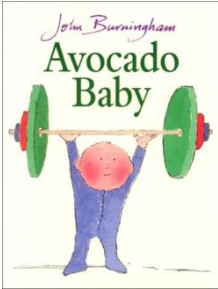
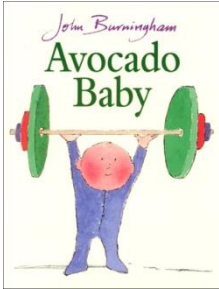
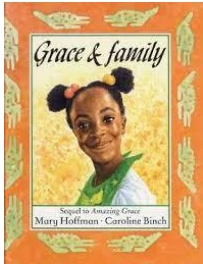
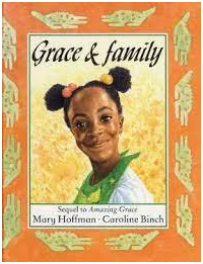
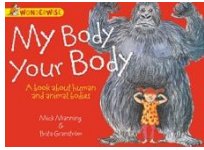
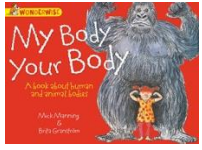


Y1 Summer 2 Half Term Plan 2022

Subject	Weekly detail						
WRITING: composition	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Links:</p> <p>Animals including humans – Science - Senses</p>	<p>Key text Avocado Baby</p> 	<p>Key text Avocado Baby</p> 	<p>Key text Grace and Family</p> 	<p>Key text Grace and Family</p> 	<p>Key text Non-Fiction Senses texts</p> 	<p>Key text Non-Fiction Senses texts</p> 	<p>Key text All About Me</p> <p>All about me text to give to new teacher in Y2</p> <p>En1/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En1/1j gain, maintain and monitor the interest of the listener(s)</p> <p>En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En1/3.3a</p>
	<p>En1/1a Listen and respond appropriately to adults and their peers</p> <p>En1/1c use relevant strategies to build their vocabulary</p> <p>L.O – to use clues to make predictions about a text</p> <p>L.O – To listen and respond to a story</p>	<p>En1/3.3a Write sentences by: saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>L.O – To sequence sentences to write a short narrative</p>	<p>En1/1b Ask relevant questions to extend their understanding and knowledge</p> <p>En1/1c use relevant strategies to build their vocabulary</p> <p>En1/1d Articulate and justify answers, arguments and opinion</p>	<p>En1/3.3a Composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>En1/3.3b discuss what they have written with the teacher or other pupils</p> <p>re-reading what they have</p>	<p>En1/1a Listen and respond appropriately to adults and their peers</p> <p>En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En1/1c use relevant strategies to build their vocabulary</p> <p>En1/3.3a</p>	<p>En1/3.3a Composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>En1/3.3b discuss what they have written with the teacher or other pupils</p> <p>En1/3.3c read their writing aloud clearly enough to be heard by their</p>	

	<p>L.O – To organise the events in a story</p> <p>L.O – To suggest changes to a story using pictures and words</p>	<p>2 Lessons (independent write)</p> <p>En1/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En1/1j gain, maintain and monitor the interest of the listener(s)</p> <p>En1/3.3c read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>L.O – To read writing aloud to the class / another class</p> <p>Outcome – Own story using the Character of Avocado Baby</p>	<p>En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>L.O – To listen and respond to a story</p> <p>L.O – To use drama and role play to respond to a story</p> <p>L.O – To suggest and make changes to a story</p>	<p>written to check that it makes sense</p> <p>L.O – To plan a story (2 days)</p> <p>L.O – To write a story (2 days independent write)</p> <p>En1/3.3b discuss what they have written with the teacher or other pupils</p> <p>re-reading what they have written to check that it makes sense</p> <p>Outcome - Extended story based on Grace and Family</p>	<p>Composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>L.O – to add labels to a diagram</p> <p>L.O – To add captions to pictures</p> <p>L.O – To explain how our senses help us in different ways</p> <p>Speaking and listening – group work / presentation (2 days)</p>	<p>peers and the teacher</p> <p>re-reading what they have written to check that it makes sense</p> <p>L.O – To write about our senses (whole week)</p> <p>Each lesson to focus on one sense</p> <p>Outcome – Pupils to create a ‘senses book’ including labelled diagrams, captions and non-fiction sentences to explain how our senses help us.</p>	<p>Composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>En1/3.3b discuss what they have written with the teacher or other pupils</p> <p>re-reading what they have written to check that it makes sense</p> <p>L.O – To write a short text about myself (2 days)</p> <p>Outcome – texts and self-portraits to be given to new teacher in Y2.</p>
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WRITING:VGP	1	2	3	4	5	6	7
<p>Links:</p> <p>Taught throughout English lessons</p>	<p>En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>En1/3.4b use the grammatical terminology in English Appendix 2 in discussing their writing and reading.</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>joining words and joining clauses using "and"</p>	<p>En1/3.4b use the grammatical terminology in English Appendix 2 in discussing their writing and reading.</p> <p>joining words and joining clauses using "and"</p>	<p>En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>joining words and joining clauses using "and"</p>
WRITING: Spelling	1	2	3	4	5	6	
<p>Links:</p> <p>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p>	<p>En1/3.1e write from memory simple sentences dictated by the teacher that include words</p> <p>using the GPCs and common exception words taught so far.</p> <p>Outcome – dictated write – progress check</p>	<p>En1/3.1a spell: words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>En1/3.1c add prefixes and suffixes:</p> <p>using the spelling rule for adding –s</p>	<p>En1/3.1a spell:</p> <p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>En1/3.1c add prefixes and suffixes:</p>	<p>En1/3.1a spell:</p> <p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>En1/3.1e write from memory simple sentences</p>	<p>En1/3.1a spell: words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>En1/3.1c add prefixes and suffixes:</p>	<p>En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Outcome – dictated write – progress check</p>	<p>Spelling quiz of the year.</p> <p>Days of the week</p> <p>Numbers to 20</p> <p>Common Exception words</p>

		or –es as the plural marker for nouns and the third person singular marker for verbs	using the prefix un–	dictated by the teacher that include words using the GPCs and common exception words taught so far.	using –er where no change is needed in the spelling of root words		
Writing Transcription	En1/3.2 Handwriting and Presentation						
	En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly						
	En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place						
	En1/3.2c form capital letters						
	En1/3.2d form digits 0-9						
	En1/3.2e understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these						
READING: Comprehension	1	2	3	4	5	6	7
Links:	<p>Range of short stories and short novels including Horrid Henry and The Queen, Grace and Family and The Magic Finger Walking through the Jungle – poem / song – rehearse and perform for Queen’s Jubilee Party</p> <p>RC1- Listen and discuss a wide range of stories, poems and non fiction. RC2 – Be encouraged to link what they read or hear to their own experiences RC3 – Become familiar with key stories, fairy stories and traditional tales, re-telling them and understanding their characteristics RC4 – Recognise and join in with some predictable phrases RC5 – Learn to appreciate rhymes and poems and recite some by heart.</p>						
MATHS	1	2	3	4	5	6	7
Links:	Power Maths 1B Unit 10:	Power Maths 1B Unit 11:	Power Maths 1C Unit 12:	Power Maths 1C Unit 14:	Power Maths 1C Unit 16: Numbers to 100	Power Maths 1C Unit 17:	Wk7 Unit 18: Money

	<p>Introducing lengths and heights</p> <p>Ma1/3.1a compare, describe and solve practical problems for:</p> <p>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p> <p>Ma1/3.1b measure and begin to record the following: lengths and heights</p> <p>Monday: Lesson 1 – Comparing lengths and heights L.O - to learn to compare, describe and solve practical problems for:</p>	<p>Introducing weights and volume</p> <p>Ma1/3.1a compare, describe and solve practical problems for: mass / weight capacity and volume</p> <p>Ma1/3.1b measure and begin to record the following: mass/weight capacity and volume</p> <p>Monday: Lesson 4 Comparing capacity L.O – to compare a range of objects according to their capacity.</p> <p>Tuesday: Lesson 5 Measuring capacity L.O – to estimate and measure the capacity of a</p>	<p>Multiplication</p> <p>Ma1/2.1a count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Ma1/2.1b count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>Ma1/2.3a solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Monday: Lesson 3 Adding equal groups L.O – to recognise where</p>	<p>Halves and quarters</p> <p>Ma1/2.4a recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</p> <p>Ma1/2.4b recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.</p> <p>Monday: Lesson 1 Finding halves (1) L.O – to recognise and find halves of shapes and objects</p> <p>Tuesday: Lesson 3 Finding quarters (1) L.O - to recognise and find quarters of shapes and objects</p>	<p>Ma1/2.1a count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Ma1/2.1d identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Ma1/2.2a read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Monday: Lesson 1 Counting to 100 L.O - develop their ability to count to numbers up to 100 by</p>	<p>Time</p> <p>Ma1/3.1a compare, describe and solve practical problems for: Time</p> <p>Ma1/3.1b measure and begin to record the following: time (hours, minutes, seconds)</p> <p>Ma1/3.1d sequence events in chronological order using language</p> <p>Ma1/3.1e recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Ma1/3.1f tell the time to the hour and draw the hands on a clock face to</p>	<p>Ma1/3.1c recognise and know the value of different denominations of coins and notes</p> <p>Monday: Lesson 3 L.O – to recognise and know the value of different denominations of coins and notes</p>
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	<p>lengths and heights</p> <p>Tuesday: Lesson 2 – Non-standard unit of measure (1) L.O – to learn to measure and begin to record the following: lengths and heights</p> <p>Power Maths 1B Unit 11: Introducing weights and volume</p> <p>Ma1/3.1a compare, describe and solve practical problems for:</p> <p>mass / weight capacity and volume</p> <p>Ma1/3.1b measure and</p>	<p>range of containers, using a variety of non-standard units</p> <p>Power Maths 1C Unit 12: Multiplication Ma1/2.1a count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Ma1/2.1b count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>Ma1/2.3a solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Wednesday: Lesson 1</p>	<p>groups are equal and add these groups together to find a total</p> <p>Power Maths 1C Unit 13: Division</p> <p>Ma1/2.1 Number & Place Value Ma1/2.1a count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Ma1/2.3a solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p>	<p>Power Maths 1C Unit 15: Position and Direction</p> <p>Ma1/3.3a describe position, directions and movements, including whole, half, quarter and three-quarter turns.</p> <p>Wednesday: Lesson 1 Describing Turns L.O – to learn to describe turns as quarter, half, three-quarter or whole turns.</p> <p>Thursday: Lesson 2 Describing Positions L.O - to learn to describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	<p>counting 10s and 1s using multiple representations.</p> <p>Tuesday: Lesson 2 Exploring number patterns L.O – to investigate the patterns created by counting 1 more, 1 less or 10 more, 10 less</p> <p>Wednesday: Lesson 8 Bonds to 100 L.O - to develop their understanding of number bonds to 100.</p> <p>Power Maths 1C Unit 17: Time</p> <p>Ma1/3.1a compare, describe and solve practical problems for: Time</p> <p>Ma1/3.1b measure and begin to</p>	<p>show these times.</p> <p>Monday: Lesson 2 Using a calendar L.O – to learn to use a calendar to read and record information related to days and dates.</p> <p>Tuesday: Lesson 3 Telling the time to the hour L.O – to learn to use an analogue clock face to read a time to the hour</p> <p>Power Maths 1C Unit 18: Money</p> <p>Ma1/3.1c recognise and know the value of different denominations of coins and notes</p>	
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	<p>begin to record the following:</p> <p>mass/weight capacity and volume</p> <p>Wednesday: Lesson 1 Comparing weight L.O - to compare the weights of a range of familiar objects</p> <p>Thursday: Lesson 2 Measuring weight L.O – to weigh objects using a variety of non-standard units.</p>	<p>Counting in 10s, 5s and 2s L.O – to investigate the patterns of 2, 5 & 10's different concrete, pictorial and abstract representations.</p> <p>Thursday: Lesson 2 Making equal groups L.O - to recognise and find equal groups of numbers and say how many groups of a number there are</p>	<p>Tuesday: Lesson 1 Making equal groups (1) L.O - recognise when groups are equal and when they are not</p> <p>Wednesday: Lesson 2 Making equal groups (2) L.O - recognise when groups are equal and when they are not</p> <p>Thursday: Lesson 3 Sharing equally (1) L.O – to recognise and explain sharing as 'one each' shared to each group equally</p>		<p>record the following: time (hours, minutes, seconds)</p> <p>Ma1/3.1d sequence events in chronological order using language</p> <p>Ma1/3.1e recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Ma1/3.1f tell the time to the hour and draw the hands on a clock face to show these times.</p> <p>Thursday: Lesson 1 Using before and after L.O – to learn to use a range of language to sequence events in chronological order.</p>	<p>Wednesday: Lesson 1 Recognising coins L.O - to learn to recognise coins and become familiar with their relative values</p> <p>Thursday: Lesson 2 Recognising notes L.O - to learn to recognise and compare banknotes.</p>	
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CALCULATION	1	2	3	4	5	6	7
Links:	1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. 1NPV-1 Count within 100, forwards and backwards, starting with any number	1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. 1NPV-1 Count within 100, forwards and backwards, starting with any number.	1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. 1NPV-1 Count within 100, forwards and backwards, starting with any number.	1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. 1NPV-1 Count within 100, forwards and backwards, starting with any number.	1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. 1NPV-1 Count within 100, forwards and backwards, starting with any number.	1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. 1NPV-1 Count within 100, forwards and backwards, starting with any number.	1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. 1NPV-1 Count within 100, forwards and backwards, starting with any number.
MATHS	1	2	3	4	5	6	7
Links:	Animals including humans Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Animals including humans Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Animals including humans Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Animals including humans Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Animals including humans Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Seasonal Changes – Summer Sc1/4.1a observe changes across the 4 seasons Sc1/4.1b observe and describe weather associated with the seasons and	Seasonal Changes – Summer Sc1/4.1a observe changes across the 4 seasons Sc1/4.1b observe and describe weather associated with the seasons and

	L.O – To show understanding on a concept map L.O – To draw around a human body and label the basic parts (group work)	L.O – To label the basic part of the human body (independent)	L.O – To understand the 5 senses using pictures and scientific vocabulary	L.O – To understand the 5 senses using pictures and scientific vocabulary	L.O – To show understanding on a concept map	how day length varies. L.O – To draw and describe the weather in summer	how day length varies. L.O – To use technology to measure temperature and record weather in summer
ART & DESIGN	1	2	3	4	5	6	7
Links:	Self Portraits – Link to artist 1.1 To use a range of materials creatively to design and make products 1.2 To use drawing and painting to develop and share their ideas, experiences and imagination 1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 1.4 About the work of a range of artists making	Self Portraits – Link to artist 1.1 To use a range of materials creatively to design and make products 1.2 To use drawing and painting to develop and share their ideas, experiences and imagination 1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 1.4 About the work of a range of artists making	Self Portraits – Link to artist 1.1 To use a range of materials creatively to design and make products 1.2 To use drawing and painting to develop and share their ideas, experiences and imagination 1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Self Portraits – Link to artist 1.1 To use a range of materials creatively to design and make products 1.2 To use drawing and painting to develop and share their ideas, experiences and imagination 1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Self Portraits – Link to artist 1.1 To use a range of materials creatively to design and make products 1.2 To use drawing and painting to develop and share their ideas, experiences and imagination 1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 1.4 About the work of a range of artists making		

	links to their own work L.O – To draw a self-portrait using pencil	links to their own work L.O – To draw a self-portrait in the style of Frida Kahlo	1.4 About the work of a range of artists making links to their own work L.O – To draw a self-portrait in the style of Frida Kahlo	1.4 About the work of a range of artists making links to their own work L.O – To draw a self-portrait in the style of Leonardo Di Vinci	links to their own work L.O – To draw a self-portrait in the style of Leonardo Di Vinci		
COMPUTING	1	2	3	4	5	6	7
Links:					<p>Strand5 Programming B Algorithms – Sequencing and Sorting. 5.1What is a program?</p> <p>L.O - To understand that computers are controlled by humans.</p> <p>Activity – controlling a computer using https://scratch.mit.edu/projects/54049496/</p>	<p>Strand5 Programming B Algorithms – Sequencing and Sorting. 5.1What is a program?</p> <p>L.O - To program computers to make them do things by giving them instructions.</p> <p>Outcome – To program an online Bebot</p>	<p>Strand5 Programming B Algorithms – Sequencing and Sorting. 5.1What is a program?</p> <p>L.O - To program computers to make them do things by giving them instructions.</p> <p>Outcome – To program a Bebot</p>

DESIGN & TECH	1	2	3	4	5	6	7
Links:						Food 1.1 use the basic principles of a healthy and varied diet to prepare dishes L.O – To make a fruit pizza	Food 1.2 Understand where food comes from. L.O – To group foods according to where they come from
GEOGRAPHY	1	2	3	4	5	6	7
Links:					Human and Physical Summer 1.3a Identify seasonal and daily weather patterns in the United Kingdom L.O – To make summer weather symbols for our classroom map	Human and Physical Summer 1.3a Identify seasonal and daily weather patterns in the United Kingdom L.O – To present a short summer weather forecast	Human and Physical Summer 1.3a Identify seasonal and daily weather patterns in the United Kingdom L.O – To present a short summer weather forecast

HISTORY	1	2	3	4	5	6	7
Links: Computing	Toys 1.1 changes within living memory. L.O – To discuss memories of toys from own past L.O – To draw favourite toys past and present	Toys 1.1 changes within living memory. L.O – To sort toys and describe whether they are old or new	Toys 1.1 changes within living memory. L.O – To understand how toys have changed over the last 100 years. Outcome - To draw and describe changes in materials used to make toys	Toys 1.1 changes within living memory. L.O – To understand how toys have changed over the last 100 years. Outcome - To draw and describe technology used to make toys			
PE Indoor	1	2	3	4	5	6	7
Links:	PE2/1.1a Key Skills (including athletics and personal challenges) PE2/1.1f Evaluating Performance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1a Key Skills (including athletics and personal challenges) PE2/1.1f Evaluating Performance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1a Key Skills (including athletics and personal challenges) PE2/1.1f Evaluating Performance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1a Key Skills (including athletics and personal challenges) PE2/1.1f Evaluating Performance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1a Key Skills (including athletics and personal challenges) PE2/1.1f Evaluating Performance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1a Key Skills (including athletics and personal challenges) PE2/1.1f Evaluating Performance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1a Key Skills (including athletics and personal challenges) PE2/1.1f Evaluating Performance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	L.O – To jump, measure (with chalk) and improve performance	L.O – To throw, measure (in steps) and improve performance	L.O – run, measure (in cones collected) and improve performance	L.O – To jump, measure (with chalk) and improve performance	L.O – To throw, measure (in steps) and improve performance	L.O – run, measure (in cones collected) and improve performance	L.O – to play favourite games from Y1
P.E Outdoor	<p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>L.O – to master jumping movements</p>	<p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending</p> <p>L.O – To play games involving jumping</p>	<p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>L.O – To walk, jog and run with good body movements</p>	<p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending</p> <p>L.O – to play team games involving running</p>	<p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>L.O – To practise a range of movement skills (for sports day)</p>	<p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending</p> <p>L.O – To apply movement skills to competitive events</p>	<p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>L.O – To play favourite team games from Y1</p> <p>(decided by pupils)</p>

RE	1	2	3	4	5	6	7
Links: C. Stories of Jesus: What can we learn from stories of Jesus about praying and helping people? Parables: Jesus feeds the 5000 The Sower and the Seeds Jesus calms the storm Outcome – visual and written responses to the stories in our class RE journal							
RSHE	1	2	3	4	5	6	7
Links: M2) Who am I? L.O – to begin to know that each of us has skills and talents that are valuable Outcome – to understand. that everyone has different strengths	Mental Wellbeing Understand my feelings M2) Who am I? L.O – to begin to know that each of us has skills and talents that are valuable Outcome – to understand. that everyone has different strengths	Mental Wellbeing Understand my feelings M2) Who am I? L.O – to begin to know that each of us has skills and talents that are valuable Outcome – to understand. that everyone has different strengths	Mental Wellbeing Understand my feelings M3) What helps me to be happy? L.O to begin to understand the connection between their actions and the feelings of themselves and others Outcome - Discover how our choice of activities can affect our happiness	Mental Wellbeing Understand my feelings M3) What helps me to be happy? L.O to begin to understand the connection between their actions and the feelings of themselves and others Outcome - Discover how our choice of activities can affect our happiness	Mental Wellbeing Understand my feelings Our Year in Y1 What made me happy? What did I enjoy? Outcome – to discuss the ‘best bits of Y1’	Mental Wellbeing Understand my feelings Our Year in Y1 What made me happy? What did I enjoy? Outcome – to draw the ‘best bits of Y1’	Mental Wellbeing and Understanding my feelings Transition to Y2 – How am I feeling? L.O – To understand that times of change can produce different emotions and feelings

3	1	2	3	4	5	6	7
<p>Links: SEASONS Identifying changes in pitch and responding to them with movement</p> <ul style="list-style-type: none"> •Contrasting changes in pitch with changes in dynamics (volume) •Relating pitch changes to graphic symbols and performing pitch changes vocally •Listening and responding to pitch changes with movement <p>OUTCOMES KS1</p> <p>Pupils should be taught to: ♣ use their voices expressively and creatively by singing songs and speaking chants</p>	<p>Warm up and cool down Explore changes in dynamics and pitch through body movement</p> <p>Children: – learn a chant, noticing the changes in dynamics and responding to these changes with body movements; – learn a song, noticing the changes in pitch and responding to these changes with high and low body movements; – sing ‘in their heads’ as they perform high and low movements to represent the pitch changes.</p>	<p>NO MUSIC</p>	<p>Down go the seeds Perform an action song with falling and rising pitch patterns</p> <p>Children: – learn a song with actions that match the pitch shapes of the melody; – sing the song ‘in their heads’ as they make the pitch actions.</p> <p>Dig Dig Dig Sing a song and play a listening game to observe changes in pitch</p> <p>Children: – learn a song as they perform movements to represent the changes in pitch of the melody; – play a circle game, moving in</p>	<p>NO MUSIC</p>	<p>NO MUSIC</p>	<p>NO MUSIC</p>	<p>NO MUSIC</p>

<p>and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>LINKS: Science Seasonal changes</p>	<p>Listen at the window Sing a song with vocal sound effects to explore pitch shapes Children: – listen to and identify the pitch shapes of vocal sounds in a song; – follow a movie to draw the pitch shapes of vocal sounds in the air; – learn a song and draw the pitch shape of the melody as they sing. Where are the winter boots? Play a listening game to identify different pitched sounds Children: – learn a song by echo-singing and copying the actions; – play a listening game where they identify the pitch as high, middle, or low.</p>		<p>response to pitch changes in the music. Let the sun shine high Learn an action song Children: – learn a song to sing as they perform movements to represent the changes in pitch of the melody</p>				
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