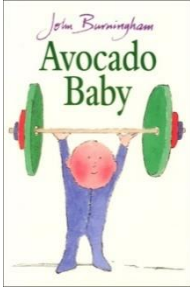
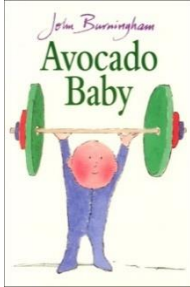
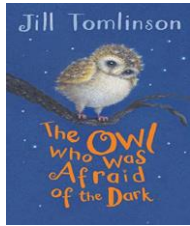
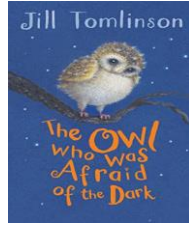
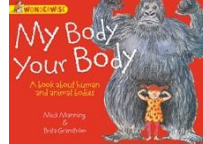
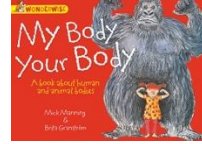


# Summer 2 Medium Term Plan 2024 Year Group 1

Subject	Week 1	Week 2	Week 3	Week 4 Eid?	Week 5	Week 6 4 days	Week 7
<p><b>English Writing</b></p> <p><b>Links:</b></p> <p><b>Animals including humans – Science - Senses</b></p>	<p><b>Key text</b> <b>Avocado Baby</b></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><b>Key text</b> <b>Avocado Baby</b></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</p>	<p><b>Key text</b> <b>The Owl Who Was Afraid of the Dark</b></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>En1/1e give well-structured descriptions,</p>	<p><b>Key text</b> <b>The Owl Who Was Afraid of the Dark</b></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 written to check</p>	<p><b>Key text</b> <b>Non-Fiction Senses texts</b></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><b>Key text</b> <b>Non-Fiction Senses texts</b></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 peers and the teacher</p>	<p><b>Key text</b> <b>All About Me</b></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>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>write a short narrative</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>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>that it makes sense</p> <p>L.O – To plan a story chapter (2 days)</p> <p>L.O – To write a new chapter (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 piece of writing – a new chapter of The Owl Who...</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>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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<b>Spelling</b>	<p>En1/3.1a</p> <p>spell: words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>months of the year</p>	<p>En1/3.1a</p> <p>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>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>En1/3.1c add prefixes and suffixes:</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</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>En1/3.1a</p> <p>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>using –ing where no change is needed in the spelling of root words</p>	<p>En1/3.1a</p> <p>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>using –ed where no change is needed in the spelling of root words</p>	<p>En1/3.1c add prefixes and suffixes:</p> <p>using –ed 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 using the GPCs and common exception words taught so far.</p> <p>Outcome – dictated write – progress check</p>	<p>Final Spelling quiz of the year</p> <p>Range of words learnt throughout Y1</p>
<b>Handwriting</b>	<p><b>En1/3.2 Handwriting and Presentation</b></p> <p>En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly</p> <p>En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>En1/3.2c form capital letters</p> <p>En1/3.2d form digits 0-9</p> <p>En1/3.2e understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</p>						

<b>Reading</b>	<b>Novel Study – The Owl who was afraid of the dark – longer chapter book</b>  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.						
<b>Maths</b>  <b>Power Maths Unit 12 Fractions</b>	<b>Power Maths Unit 12 Fractions</b>  <b>Lesson 1:</b> U12, L4 L.O – to recognise and find a quarter of a quantity  <b>Power Maths Unit 13 Position &amp; direction</b>  <b>Lesson 2: Practical session on turns (outside or inside)</b>  <b>Lesson 3:</b> U13, L1 L.O - to describe turns as quarter, half, three-quarter or whole turns	<b>Power Maths Unit 13 Position &amp; direction</b>  <b>Lesson 1:</b> U13, L3 L.O – to learn how to follow and give instructions in order to reach a given goal  <b>Lesson 2:</b> U13, L4 L.O – to be able to describe above and below position  <b>Lesson 3:</b> U13, L5 L.O – to learn to describe the position of an object in a set using ordinal numbers	<b>Power Maths Unit 14 Numbers to 100</b>  <b>Lesson 1:</b> U14, L2 L.O – to be able to count on in 10s, from 0 to 100,  <b>Lesson 2:</b> U14, L3 L.O – to learn to partition into 10s and 1s  <b>Lesson 3:</b> U14, L4 L.O – to be able to place numbers in their correct position 50-100  <b>Lesson 4:</b> U14, L5 L.O – to be able to find one more and one less than any number	<b>Power Maths Unit 14 Numbers to 100</b>  <b>Lesson 1:</b> U14, L6 L.O – to be able to compare two 2-digit numbers using their knowledge of 10s and 1s  <b>Power Maths Unit 15 Money</b>  <b>Lesson 2:</b> U15, L1 L.O – to be able to recognise all of the coins and can order them according to value <b>Practical session – role play shop</b>	<b>Power Maths Unit 15 Money</b>  <b>Lesson 1</b> U15, L2 L.O – to be able to recognise all of the different banknotes and can arrange them in order of value <b>Practical session – role play shop</b>  <b>Lesson 2</b> U15, L2 L.O – to be able to recognise all of the different banknotes and can arrange them in order of value <b>Practical session – role play shop</b>	<b>Power Maths Unit 16 Time</b>  <b>Lesson 1:</b> U16, L1 L.O – to sequence events in order using before and after  <b>Lesson 2:</b> U16, L2 L.O – to know and order the days of the week  <b>Lesson 3:</b> U16, L3 L.O – to know and order the months of the year	<b>Power Maths Unit 16 Time</b>  <b>Lesson 1:</b> U16, L4 L.O – to be able to tell the time to the hour  <b>Lesson 2:</b> U16, L5 L.O – to be able to tell the time to the half hour <b>Practical session</b>  <b>Lesson 3:</b> U16, L5 L.O – to be able to tell the time to the half hour

	<p><b>Lesson 4:</b> U13, L2 L.O – to know which direction is left and which direction is right.</p>	<p><b>Power Maths Unit 14 Numbers to 100</b></p> <p><b>Lesson 4:</b> U14, L1 L.O – to be able to count from 50-100 forwards and backwards</p>	<p>between 1 and 100.</p>	<p><b>Lesson 3:</b> U15, L1 L.O – to be able to recognise all of the coins and can order them according to value <b>Practical session – role play shop</b></p> <p><b>Lesson 4:</b> U15, L1 L.O – to be able to recognise all of the coins and can order them according to value</p>	<p><b>Lesson 3:</b> U15, L2 L.O – to be able to recognise all of the different banknotes and can arrange them in order of value</p> <p><b>Lesson 4:</b> U15, L3 L.O – to be able to count in coins</p>	<p><b>Lesson 4:</b> U16, L4 L.O – to be able to tell the time to the hour <b>Practical session</b></p>	
<b>Calculation</b>	<p><b>Number fluency grid focus:</b> 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.</p> <p><b>Mastery Maths</b> – following daily planning from maths hub scheme.</p>						
<b>Science</b>	<p><b>Animals And Humans</b></p> <p>Sc1/2.2d identify, name, draw and label the basic parts of the human body and say</p>	<p><b>Animals And Humans</b></p> <p>Sc1/2.2d identify, name, draw and label the basic parts of the human body and say</p>	<p><b>Animals And Humans</b></p> <p>Sc1/2.2d identify, name, draw and label the basic parts of the human body and say</p>	<p><b>Animals And Humans</b></p> <p>Sc1/2.2c describe and compare the structure of a variety of common</p>	<p><b>Animals And Humans</b></p> <p>Sc1/2.2c describe and compare the structure of a variety of common</p>	<p><b>Seasonal Changes – Summer</b></p> <p>Sc1/4.1a observe changes across the 4 seasons</p>	<p><b>Seasonal Changes – Summer</b></p> <p>Sc1/4.1a observe changes across the 4 seasons</p>

	<p>which part of the body is associated with each sense.</p> <p>Sc1/1.4 identifying and classifying</p> <p>L.O. To name, identify and label the parts of the human body.</p> <p>Outcome Children draw, label parts of the body and write about and write about their functions.</p>	<p>which part of the body is associated with each sense.</p> <p>Sc1/1.4 identifying and classifying</p> <p>L.O. To name, identify and label the parts of the human body.</p> <p>Outcome Children draw, label parts of the body and write about and write about their functions.</p>	<p>which part of the body is associated with each sense.</p> <p>Sc1/1.3 performing simple tests</p> <p>L.O. To name the five senses and to perform simple tests to find out more about them.</p> <p>Outcome Children explore a variety of objects using their senses.</p>	<p>animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Sc1/1.4 identifying and classifying</p> <p>L.O. To sort animals according to criteria.</p> <p>Outcome Children sort animals using their own criteria.</p>	<p>animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Sc1/1.4 identifying and classifying</p> <p>L.O. To sort animals according to criteria.</p> <p>Outcome Children sort animals using their own criteria.</p>	<p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p> <p><b>L.O. To draw and describe the weather in summer</b></p>	<p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p> <p>L.O. To use technology to measure temperature and record weather in summer</p>
<b>Art &amp; design</b>	<p><b>Self Portraits – Link to artist</b></p> <p>1.1 To use a range of materials creatively to design and make products</p> <p>1.2 To use drawing and painting to develop and share their ideas,</p>	<p><b>Self Portraits – Link to artist</b></p> <p>1.1 To use a range of materials creatively to design and make products</p> <p>1.2 To use drawing and painting to develop and share their ideas,</p>	<p><b>Self Portraits – Link to artist</b></p> <p>1.1 To use a range of materials creatively to design and make products</p> <p>1.2 To use drawing and painting to develop and share their ideas,</p>	<p><b>Self Portraits – Link to artist</b></p> <p>1.1 To use a range of materials creatively to design and make products</p> <p>1.2 To use drawing and painting to develop and share their ideas,</p>			

	<p>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</p> <p>L.O – To draw a self-portrait in the style of Van Gogh</p>	<p>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</p> <p>L.O – To draw a self-portrait in the style of John Michel Basquiat</p>	<p>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</p> <p>L.O – Visit form Patty B</p>	<p>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</p> <p>L.O – To draw a self-portrait in the style of Patty B</p>			
<b>Computing</b>	<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 <a href="https://scratch.mit.edu/projects/54049496/">https://scratch.mit.edu/projects/54049496/</a></p>	<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 <a href="https://scratch.mit.edu/projects/54049496/">https://scratch.mit.edu/projects/54049496/</a></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>	<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>		

<b>Design &amp; technology</b>					<b>Food</b>  1.1 use the basic principles of a healthy and varied diet to prepare dishes  L.O – To make lentils and rice	<b>Food</b>  1.2 Understand where food comes from.  L.O – L.O – To make a fruit pizza	
<b>Geography</b>					<b>Human and Physical</b>  Summer  1.3a Identify seasonal and daily weather patterns in the United Kingdom  L.O – To make summer weather symbols for our classroom map	<b>Human and Physical</b>  Summer  1.3a Identify seasonal and daily weather patterns in the United Kingdom  L.O – To present a short summer weather forecast	<b>Human and Physical</b>  Summer  1.3a Identify seasonal and daily weather patterns in the United Kingdom  L.O – To present a short summer weather forecast
<b>History</b>	<b>Toys</b> 1.1 changes within living memory.  L.O – To discuss memories of	<b>Toys</b> 1.1 changes within living memory.  L.O – To sort toys and describe	<b>Toys</b> 1.1 changes within living memory.  L.O – To understand how toys have	<b>Toys</b> 1.1 changes within living memory.  L.O – To understand how toys have			



	toys from own past  L.O – To draw favourite toys past and present	whether they are old or new	changed over the last 100 years. Outcome - To draw and describe changes in materials used to make toys	changed over the last 100 years. Outcome - To draw and describe technology used to make toys			
<b>PE Indoor</b>	PE2/1.1a  <b>Key Skills</b> (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	PE2/1.1a  <b>Key Skills</b> (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 throw, measure (in steps) and improve performance	PE2/1.1a  <b>Key Skills</b> (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 – run, measure (in cones collected) and improve performance	PE2/1.1a  <b>Key Skills</b> (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	PE2/1.1a  <b>Key Skills</b> (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 throw, measure (in steps) and improve performance	PE2/1.1a  <b>Key Skills</b> (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 – run, measure (in cones collected) and improve performance	PE2/1.1a  <b>Key Skills</b> (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 play favourite games from Y1
<b>PE Outdoor</b>	<b>Athletics Skills</b>  PE1/1.1a master basic	<b>Key Skills</b>  PE1/1.1a master basic	<b>Sports Day</b>  PE1/1.1a master basic	<b>Team Games</b>  PE1/1.1a master basic	<b>Athletics Skills</b>  PE1/1.1a master basic	<b>Team Games</b>  PE1/1.1a master basic	<b>Team Games</b>  PE1/1.1a master basic

	<p>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>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>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>L.O – To apply movement skills to competitive events</p>	<p>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>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>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>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>
<p><b>RE</b></p> <p>Eid-Al-Adha is likely to fall on Monday 17<sup>th</sup> June 2024</p>	<p><b>A. Celebrations and festivals:</b></p> <p>(A1 )Islam – Eid Al Adha (3 weeks)</p>	<p><b>A. Celebrations and festivals:</b></p> <p>(A1 )Islam – Eid Al Adha (3 weeks)</p>	<p><b>A. Celebrations and festivals:</b></p> <p>(A1 )Islam – Eid Al Adha (3 weeks)</p>	<p><b>B. Myself (C3)</b></p> <p>Ask questions and write simple sentences about...</p> <p>L.O:Explore: Who am I?</p>	<p><b>B. Myself (C3)</b></p> <p>Ask questions and write simple sentences about...</p> <p>L.O:Explore: Who am I?</p>	<p><b>B. Myself (C3)</b></p> <p>Ask questions and write simple sentences about...</p> <p>L.O:Explore: Who am I?</p>	<p><b>B. Myself (C3)</b></p> <p>Ask questions and write simple sentences about...</p> <p>L.O:Explore: Who am I?</p>

	<p>L.O;To understand what Eid-Al-Adha is and explore the story of Prophet Ibrahim's sacrifice.</p> <p>Outcome:To become familiar with Eid-Al-Adha as the Festival of Sacrifice (Big Eid).</p>	<p>L.O: To understand why muslims celebrate Eid-Al-Adha.</p> <p>Outcome: For children to discuss Prophet Ibrahim's story and his faith in Allah.</p>	<p>L.O:To understand how Muslims celebrate Eid-Al-Adha e.g Hajj.</p> <p>Outcome: For children to name the different ways to celebrate Eid-Al-Adha including Hajj.</p>	<p>Where do I belong? (B2) (4 weeks)</p> <p>Outcome: Children discuss and write sentences about who they are.</p>	<p>Where do I belong? (B2) (4 weeks)</p> <p>Outcome: Children discuss and write sentences about belonging to their families.</p>	<p>Where do I belong? (B2) (4 weeks)</p> <p>Outcome: Children discuss friendship and write sentences about their special friends.</p>	<p>Where do I belong? (B2) (4 weeks)</p> <p>Outcome: Children discuss belonging to different groups and write sentences about their school/hobbies/ community</p>
<b>RSHE</b>	<p><b>Mental Wellbeing Understand my feelings</b></p> <p>M2) Who am I?</p> <p>L.O – to begin to know that each of us has skills and talents that are valuable</p> <p>Outcome – to understand. that everyone has different strengths</p>	<p><b>Mental Wellbeing Understand my feelings</b></p> <p>M2) Who am I?</p> <p>L.O – to begin to know that each of us has skills and talents that are valuable</p> <p>Outcome – to understand. that everyone has different strengths</p>	<p><b>Mental Wellbeing Understand my feelings</b></p> <p>M3) What helps me to be happy?</p> <p>L.O to begin to understand the connection between their actions and the feelings of themselves and others</p> <p>Outcome - Discover how our choice of activities can</p>	<p><b>Mental Wellbeing Understand my feelings</b></p> <p>M3) What helps me to be happy?</p> <p>L.O to begin to understand the connection between their actions and the feelings of themselves and others</p> <p>Outcome - Discover how our choice of activities can</p>	<p><b>Mental Wellbeing Understand my feelings</b></p> <p>Our Year in Y1</p> <p>What made me happy?</p> <p>What did I enjoy?</p> <p>Outcome – to discuss the 'best bits of Y1'</p>	<p><b>Mental Wellbeing Understand my feelings</b></p> <p>Our Year in Y1</p> <p>What made me happy?</p> <p>What did I enjoy?</p> <p>Outcome – to draw the 'best bits of Y1'</p>	<p><b>Mental Wellbeing and Understanding my feelings</b></p> <p>Transition to Y2 – How am I feeling?</p> <p>L.O – To understand that times of change can produce different emotions and feelings</p>

			affect our happiness	affect our happiness			
<b>Music</b>	<p>Head, Shoulders, Knees and Toes</p> <p>Dem bones</p> <p>L.O. To listen to a song.</p> <p>L.O. To Use my voice expressively when singing a song.</p> <p>L.O. To select and play instruments when singing.</p> <p>L.O. To explore a song when using selected instruments.</p>	<p>Head, Shoulders, Knees and Toes</p> <p>Dem bones</p> <p>L.O. To listen to a song.</p> <p>L.O. To Use my voice expressively when singing a song.</p> <p>L.O. To select and play instruments when singing.</p> <p>L.O. To explore a song when using selected instruments.</p>	<p>One finger, one thumb</p> <p>L.O. To listen to a song.</p> <p>L.O. To Use my voice expressively when singing a song.</p> <p>L.O. To select and play instruments when singing.</p> <p>L.O. To explore a song when using selected instruments.</p>	<p>One finger, one thumb</p> <p>L.O. To listen to a song.</p> <p>L.O. To Use my voice expressively when singing a song.</p> <p>L.O. To select and play instruments when singing.</p> <p>L.O. To explore a song when using selected instruments.</p>	<p>Dem bones</p> <p>L.O. To listen to a song.</p> <p>L.O. To Use my voice expressively when singing a song.</p> <p>L.O. To select and play instruments when singing.</p> <p>L.O. To explore a song when using selected instruments.</p> <p><a href="https://www.youtube.com/watch?v=YjJONLPzGfY">https://www.youtube.com/watch?v=YjJONLPzGfY</a></p>	<p>Dem bones</p> <p>L.O. To listen to a song.</p> <p>L.O. To Use my voice expressively when singing a song.</p> <p>L.O. To select and play instruments when singing.</p> <p>L.O. To explore a song when using selected instruments.</p> <p><a href="https://www.youtube.com/watch?v=YjJONLPzGfY">https://www.youtube.com/watch?v=YjJONLPzGfY</a></p>	<p>Hoki Koki</p> <p>L.O. To listen to a song.</p> <p>L.O. To Use my voice expressively when singing a song.</p> <p>L.O. To select and play instruments when singing.</p> <p>L.O. To explore a song when using selected instruments.</p> <p><a href="https://www.youtube.com/watch?v=TMcthi3pFEQ">https://www.youtube.com/watch?v=TMcthi3pFEQ</a></p>