

# Summer 1 Medium Term Plan 2024 Year Group 1

Subject	Week 1	Week 2	Week 3 4 days	Week 4	Week 5	Week 6
<p><b>English Writing</b></p> <p><b>Links:</b></p> <p><b>Science / Art</b></p> <p><b>Animals</b></p>	<p><b>Narrative</b></p> <p><b>Text</b> <b>On My Way Home</b></p> <p>En1/1 Spoken Language</p> <p>En1/1a listen and respond appropriately to adults and their peers</p> <p>En1/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En1/1i participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>En1/1j gain, maintain and monitor the interest of the listener(s)</p> <p>L.O – To make predictions about a book</p>	<p><b>Narrative</b></p> <p><b>Text</b> <b>On My Way Home</b></p> <p>En1/1 Spoken Language</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 illustrate the events in a story</p> <p><b>Composition</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><b>Narrative</b></p> <p><b>Text</b> <b>Handa's Surprise</b></p> <p>En1/1 Spoken Language</p> <p>En1/1a listen and respond appropriately to adults and their peers</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>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>Narrative</b></p> <p><b>Text</b> <b>Handa's Surprise</b></p> <p>En1/1 Spoken Language</p> <p>En1/1i participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>En1/1b ask relevant questions to extend their understanding and knowledge</p> <p><b>Composition</b></p> <p>En1/3.3a write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p>	<p><b>Non-Fiction</b></p> <p><b>Text / Focus</b> <b>Animal Texts</b></p> <p>En1/1 Spoken Language</p> <p>En1/1a listen and respond appropriately to adults and their peers</p> <p>En1/1b ask relevant questions to extend their understanding and knowledge</p> <p>En1/1i participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for</p>	<p><b>Non-Fiction</b></p> <p><b>Text / Focus</b> <b>My First Animal Encyclopaedia</b></p> <p>En1/1 Spoken Language</p> <p>En1/1b ask relevant questions to extend their understanding and knowledge</p> <p>En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</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 listen and join in with predictable phrases</p> <p>L.O – to rehearse and perform a text with repeated phrases</p> <p>L.O To orally re-tell a story to a partner or small group</p>	<p>sequencing sentences to form short narratives</p> <p>L.O – To sequence sentences to 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</p> <p>Outcome – To write own version of ‘On The Way Home’.</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>Outcome – To plan the content of a new story linked to Handa’s surprise and own lives.</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 story map ideas for a narrative</p> <p>L.O – To orally rehearse a short narrative</p> <p>L.O – To independently write a short narrative (2 days)</p> <p>Outcome – To write another version of Handa’s Surprise, changing the character and key details</p>	<p>expressing feelings.</p> <p><b>Composition</b></p> <p>En1/3.3a</p> <p>write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>L.O – To know the difference between fiction and non-fiction</p> <p>L.O – To use a non-fiction text to find out information</p> <p>L.O – To match descriptions of animals with their pictures</p> <p>L.O – To present information about an animal (to a partner / group or the class)</p> <p>En1/3.3c read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>peers and the teacher.</p> <p><b>Composition</b></p> <p>En1/3.3a write sentences by:</p> <p>sequencing sentences to form short narratives (non-fiction)</p> <p>re-reading what they have written to check that it makes sense</p> <p>En1/3.3b discuss what they have written with the teacher or other pupils</p> <p>L.O – To plan the structure of a text using pictures and words</p> <p>L.O – to orally describe an animal</p> <p>L.O – To write a short non-fiction text (2 days)</p> <p>Outcome - To write descriptions of animals to be included in our own</p>
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					Outcome – To verbally share learning from the week with others	class encyclopaedia
<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>Read and Hold a sentence (from RWI)</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>Read and Hold a sentence (from RWI)</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>Read and Hold a sentence (from RWI)</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>Read and Hold a sentence (from RWI)</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>Read and Hold a sentence (from RWI)</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>Read and Hold a sentence (from RWI)</p>

<b>Handwriting</b>	<b>En1/3.2 Handwriting and Presentation</b>  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					
<b>Reading Comprehension</b>  <b>English / Science / Art</b>  <b>Animals</b>	<b>Eric Carle</b>  <b>Slowly Slowly Slowly, said the sloth</b>  <a href="https://www.youtube.com/watch?v=IZX39Nc20Ys">https://www.youtube.com/watch?v=IZX39Nc20Ys</a>  En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding  discussing word meanings, linking new meanings to those already known  being encouraged to link what they read or hear to their own experiences  drawing on what they already know or on background information and vocabulary	<b>Eric Carle</b>  <b>The Very Busy Spider</b>  <a href="https://www.youtube.com/watch?v=TfL0g-XRxnA&amp;t=49s">https://www.youtube.com/watch?v=TfL0g-XRxnA&amp;t=49s</a>  En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:  listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  learning to appreciate rhymes and poems, and to recite some by heart	<b>Eric Carle</b>  <b>The Very Quiet Cricket</b>  <a href="https://www.youtube.com/results?sp=mAEB&amp;search_query=the+very+quiet+cricket">https://www.youtube.com/results?sp=mAEB&amp;search_query=the+very+quiet+cricket</a>  En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:  becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  being encouraged to link what they read or hear to their own experiences	<b>Poetry</b>  <b>Rumble in the Jungle</b>  <a href="https://www.youtube.com/watch?v=fgdfQegaM">https://www.youtube.com/watch?v=fgdfQegaM</a>  En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems at a level beyond that at which they can read independently  learning to appreciate rhymes and poems, and to recite some by heart  recognising and joining in with predictable phrases	<b>Julia Donaldson</b>  <b>The Ugly Five</b>  <a href="https://www.youtube.com/watch?v=WBR838XNVCO">https://www.youtube.com/watch?v=WBR838XNVCO</a>  En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:  drawing on what they already know or on background information and vocabulary provided by the teacher  recognising and joining in with predictable phrases  discussing word meanings, linking new meanings to those already known	<b>Julia Donaldson</b>  <b>Monkey Puzzle</b>  <a href="https://www.youtube.com/watch?v=ZoPgbQ7JiR0">https://www.youtube.com/watch?v=ZoPgbQ7JiR0</a>  En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by  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

<p><b>Maths</b></p>	<p><b>Power Maths 1B Unit 10 Introducing mass and capacity</b></p> <p><b>Lesson 1:</b> Practical for unit 10, L1</p> <p><b>Lesson 2:</b> <b>U10, L1</b> L.O – to understand and use the terms heavier and lighter</p> <p><b>Lesson 3:</b> Practical for unit 10, L2</p> <p><b>Lesson 4:</b> <b>U10, L2</b> L.O – to weigh objects using non- standards units</p>	<p><b>.Power Maths 1B Unit 10 Introducing mass and capacity</b></p> <p><b>Lesson 1:</b> <b>U10, L3</b> L.O – to compare mass</p> <p><b>Lesson 2:</b> Practical for unit 10, L4</p> <p><b>Lesson 3:</b> <b>U10, L4</b> L.O – to understand full and empty using non- standard units</p> <p><b>Lesson 4:</b> <b>U10, L5</b> L.O – to estimate and measure capacity, using non-standard units</p>	<p><b>Power Maths 1B Unit 10 Introducing mass and capacity</b></p> <p><b>Lesson 1:</b> <b>U10, L6</b> L.O – to compare capacity using a variety of non- standard units</p> <p><b>Power Maths 1C Unit 11 Multiplication and division</b></p> <p><b>Lesson 2:</b> <b>U11, L1</b> L.O – to begin to count in 2's</p> <p><b>Lesson 3:</b> <b>U11, L2</b> L.O – to begin to count in 10's</p> <p><b>Lesson 4:</b> <b>U11, L3</b> L.O – to begin to count in 5's</p>	<p><b>Power Maths 1C Unit 11 Multiplication and division</b></p> <p><b>Lesson 1:</b> May Bank Holiday</p> <p><b>Lesson 2:</b> <b>U11, L4</b> L.O - to learn about equal groups</p> <p><b>Lesson 3:</b> <b>U11, L5</b> L.O – to begin adding equal groups together</p> <p><b>Lesson 4:</b> <b>U11, L6</b> L.O - to recognise, understand and create simple arrays</p>	<p><b>Power Maths 1C Unit 11 Multiplication and division</b></p> <p><b>Lesson 1:</b> <b>U11, L7</b> L.O - to develop understanding of what a double is and how to find one.</p> <p><b>Lesson 2:</b> <b>U11, L8</b> L.O – to recognise when groups are equal and when they are not</p> <p><b>Lesson 3:</b> <b>U11, L9</b> L.O – to recognise and explain sharing as one each shared to each group</p> <p><b>Power Maths Unit 12 Fractions</b></p> <p><b>Lesson 4:</b> Practical session for unit 12</p>	<p><b>Power Maths Unit 12 Fractions</b></p> <p><b>Lesson 1 &amp; 2:</b> <b>U12, L1</b> Half class practical Half class PM unit L.O – to recognise and find half of a shape (1)</p> <p><b>Lesson 3&amp;4:</b> <b>U12, L2</b> Half class practical Half class PM unit L.O – to recognise and find a half of a quantity (2)</p>
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<b>Calculation</b>	Reason about the location of numbers to 10 within the linear number system, including comparing using $<$ $>$ and $=$  1NPV-1 Count within 100, forwards and backwards, starting with any number.  Counting to 50 and beyond in this half term	Reason about the location of numbers to 10 within the linear number system, including comparing using $<$ $>$ and $=$  1NPV-1 Count within 100, forwards and backwards, starting with any number.  Counting to 60 and beyond in this half term	Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$  1NPV-1 Count within 100, forwards and backwards, starting with any number.  Counting to 70 and beyond in this half term	Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$  1NPV-1 Count within 100, forwards and backwards, starting with any number.  Counting to 80 and beyond in this half term	Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$  1NPV-1 Count within 100, forwards and backwards, starting with any number.  Counting to 90 and beyond in this half term	Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$  1NPV-1 Count within 100, forwards and backwards, starting with any number.  Counting to 100 and beyond in this half term

<p><b>Science</b></p>	<p>Humans and Animals</p> <p>Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/1.4 identifying and classifying</p> <p>L.O. I can identify and name some common animals.</p> <p>Outcome After observing around the school grounds, children Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>	<p>Humans and Animals</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Sc1/1.4 identifying and classifying</p> <p>L.O. I can describe and compare the structure of a variety of common animals.</p> <p>Outcome Children find the similarities and differences between animals of the same group, recording their ideas either pictures or writing.</p>	<p>Humans and Animals</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/1.4 identifying and classifying</p> <p>L.O. I can identify, name and sort animals that are herbivores, carnivores and omnivores.</p> <p>Outcome Children sort animals according to diet.</p>	<p>Humans and Animals</p> <p>Sc1/2.2d <b>identify, name, draw and label the basic parts of the human body</b> and say 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>Humans and Animals</p> <p>Sc1/2.2d identify, name, draw and label the basic parts of the human body and <b>say which part of the body is associated with each sense.</b></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>Humans and Animals</p> <p>Sc1/2.2c describe and compare the structure of a variety of common 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>
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<p><b>Computing</b></p>		<p><b>Strand 4 Programming A</b></p> <p><b>Algorithms – Sequencing and Sorting</b></p> <p>Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>4.1 What is an algorithm?</p> <p>L.O – To learn about algorithms and how they are used</p>		<p><b>Strand 4 Programming A</b></p> <p><b>Algorithms – Sequencing and Sorting</b></p> <p>Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>4.1 What is an algorithm?</p> <p>L.O – To learn how to program using software</p> <p><a href="https://www.j2e.com/jit5#turtle">https://www.j2e.com/jit5#turtle</a></p>		<p><b>Strand 4 Programming A</b></p> <p><b>Algorithms – Sequencing and Sorting</b></p> <p>Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>4.1 What is an algorithm?</p> <p>L.O – To program a character to move on a map</p> <p><a href="https://www.j2e.com/jit5#turtle">https://www.j2e.com/jit5#turtle</a></p>
<p><b>Design &amp; technology</b></p>	<p>Not taught this HT</p>					








<p><b>Geography</b></p>	<p><b>Human &amp; Physical</b> <b>Ge1/1.3b</b></p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>LO: To use fieldwork skills to identify human and physical features</p> <p>Outcome – Find, draw and label features in the school grounds</p>	<p><b>Human &amp; Physical</b> <b>Ge1/1.3b</b></p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>LO: To identify and name key physical features</p> <p>Outcome – Label features on geographical pictures</p>	<p><b>Human &amp; Physical</b> <b>Ge1/1.3b</b></p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>LO: To identify human features</p> <p>Outcome – Label features on geographical pictures</p>	<p><b>Human &amp; Physical</b> <b>Ge1/1.3b</b></p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>LO: To use simple compass terms when locating &amp; describing the features on a map</p> <p>Outcome – Active lesson using playground to follow a map</p>	<p><b>Human &amp; Physical</b> <b>Ge1/1.4b</b></p> <p>Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>L.O – To recognise features on an large scale map of the local area</p> <p>Outcome – List of features found</p>	<p><b>Human and Physical Summer</b> <b>1.3a</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Outcome –</p> <p>Record and analyse the weather patterns in summer</p>
<p><b>History</b></p>	<p>Not taught this HT</p>					

<p><b>Indoor PE</b></p>	<p><b>PE2/1.1b Indoor Games</b></p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</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 develop control and co-ordination when dribbling a ball with your hands</p>	<p><b>PE2/1.1b Indoor Games</b></p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</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 explore accuracy when rolling / throwing a ball</p>	<p><b>PE2/1.1b Indoor Games</b></p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</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><b>Soft Ball Games</b></p> <p><b>Dodgeball</b></p> <p>L.O – To develop throwing and co-ordination skills</p>	<p><b>PE2/1.1b Indoor Games</b></p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</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><b>Soft Ball Games</b></p> <p><b>Dodgeball</b></p> <p>L.O – To play competitive games, using simple tactics</p>	<p><b>PE2/1.1b Indoor Games</b></p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</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><b>Invasion Games</b></p> <p><b>Beanbag Bonanza</b></p> <p>L.O – To play class games with attacking and defending</p>	<p><b>PE2/1.1b Indoor Games</b></p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</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><b>Invasion Games</b></p> <p><b>Beanbag Bonanza</b></p> <p>L.O – To develop tactics to play class games</p>
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<p><b>Outdoor PE</b></p>	<p><b>Key Skills</b></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 (hockey skills)</p> <p>L.O – To begin to control ball with a bat / stick</p> <p>Outcome Children can hold a range of bats / sticks and can use them to control balls of different sizes</p>	<p><b>Key Skills</b></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 develop co-ordination and control of balls</p> <p>Outcome – Children can move in different directions, controlling a ball</p>	<p><b>Key Skills</b></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 (hockey skills)</p> <p>L.O – To apply control to pass balls with bats and sticks</p> <p>Outcome – Children can use control of a ball to pass to a peer or shoot at a goal.</p>	<p><b>Key Skills</b></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 (hockey skills)</p> <p>L.O – To apply a range of ball skills in different activities</p> <p>Outcome – Children can apply the range of skills taught to take part in four ball challenges</p>	<p><b>Games using key skills</b></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 (hockey skills)</p> <p>L.O – to play small sided bat and ball games (with adapted rules)</p> <p>Outcome – To apply skills to play in team games – thinking about simple tactics</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 (hockey skills)</p> <p>L.O – to compete in a variety of hockey challenges</p> <p>Outcome – To take part in a level 1 school games competition (class v class)</p>
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<p><b>RE</b></p>	<p><b>A. Celebrations and festivals:</b></p> <p>(A1) Islam – Eid Al-Fitr</p> <p>L.O: To review Ramadan and introduce Eid-Al-Fitr.</p> <p>Outcome: Ch discuss the festival and create Eid cards.</p>	<p><b>A. Celebrations and festivals:</b></p> <p>(A1) Islam – Eid Al-Fitr</p> <p>L.O: To understand that Eid-Al-Fitr comes at the end of Ramadan-an Islamic calendar month.</p> <p>Outcome: Ch discuss Ramadan as a month on the Islamic calendar- reviewing the moon phases.</p>	<p><b>A. Celebrations and festivals:</b></p> <p>(A1) Islam – Eid Al-Fitr</p> <p>L.O: To explore Eid-Al-Fitr as a time of community celebration.</p> <p>Outcome: Ch discuss the meaning of community/celebration.</p>	<p><b>A. Celebrations and festivals:</b></p> <p>(A1) Islam – Eid Al-Fitr</p> <p>L.O: To explore Eid-Al-Fitr as a time of community celebration.</p> <p>Outcome: Ch will brainstorm possible events for an Eid festival for the local community.</p>	<p><b>A. Celebrations and festivals:</b></p> <p>(A1) Islam – Eid Al-Fitr</p> <p>L.O: To reflect on the clothing that may be worn by muslims during Eid-Al-Fitr.</p> <p>Outcome: Ch discuss and design Eid outfits.</p>	<p><b>A. Celebrations and festivals:</b></p> <p>(A1) Islam – Eid Al-Fitr</p> <p>L.O: To understand Eid-Al-Fitr as a time of special prayers at the mosque.</p> <p>Outcome : Ch learn that the mosque is an islamic place of worship.</p>
<p><b>RSHE</b></p>	<p><b>Online safety Screen Time</b></p> <p>L.O – to know that people need to get the correct balance of time spent online and offline</p> <p>Outcome – to recognise the importance of knowing when to take a break from time online or TV</p>	<p><b>Online safety Personal information</b></p> <p>L.O – to know why we shouldn't share personal information</p> <p>Outcome – to understand how to keep our personal information private and safe when we are online</p>	<p><b>Online Safely Online Strangers</b></p> <p>L.O – to know that people online are strangers if we don't know them in real life</p> <p>Outcome – to understand that we shouldn't share private and personal information with strangers</p>	<p><b>Online Safety Fake News</b></p> <p>L.O – to know that anybody can put things online</p> <p>Outcome – to understand that things online are often not true and become more familiar with the term 'Fake News'</p>	<p><b>Mental Wellbeing Understanding my feelings</b></p> <p>L.O – to know how to recognise and name different feelings</p> <p>Outcome - to understand that we have a range of emotions, depending on our experiences and situations</p>	<p><b>Mental Wellbeing Understanding my feelings</b></p> <p>L.O – to know how to recognise and name different feelings</p> <p>Outcome - to understand that we have a range of emotions, depending on our experiences and situations</p>

<b>Art and Design</b>	<b>Animal fur/scales</b>  Zebra 1.2 To use drawing 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,	<b>Animal fur/scales</b>  Leopard 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  L.O – To create a silhouette of an animal  Outcome –	<b>Animal fur/scales</b>  Snake 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  L.O – To create a silhouette of an animal  Outcome –	<b>Eric Carle Art – Painting and collage session 1</b>  1.2 To use painting to develop and share their ideas and imagination  1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  L.O – To paint and decorate paper in the style of Eric Carle  Outcome -	<b>Eric Carle Art – Painting and collage session 2</b>  1.2 To use drawing to develop and share their ideas and imagination  1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  L.O – To create a collage in the style of Eric Carle  Outcome -	<b>Eric Carle Art – Painting and collage session 3</b>  1.2 To use drawing and painting to develop and share their ideas and imagination  1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape  L.O – To create a collage in the style of Eric Carle  Outcome
						

<b>Music</b>	<p>Old Macdonald Had a Farm</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>Alice the Camel</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=Nf5VzOdYU3s">https://www.youtube.com/watch?v=Nf5VzOdYU3s</a></p>	<p>5 Little Ducks</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=cwtgD1nPsQ">https://www.youtube.com/watch?v=cwtgD1nPsQ</a></p>	<p>Walking Through the Jungle</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=GoSq-yZcJ-4">https://www.youtube.com/watch?v=GoSq-yZcJ-4</a></p>	<p>Mary had a Little Lamb Walking</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>I had a little Turtle</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=8MWgVEltoxo">https://www.youtube.com/watch?v=8MWgVEltoxo</a></p>
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