small DRWY			Vogr 2 Hudo Dark Info	nts' School Medium Term Plan	- Autumn 2		
		Week 1 We	ek 2 Week 3		Week 5	Week 6	Week 7
EXPERIENCE & EVENTS	English Enquiry Questions — Why is it important that information texts can be understood and how we do it?	questions about a story (The LKL) 2. LI: To identify the features of instructions (structural and language). 3. LI: To write in the present tense (sentence level with focus on +ing to verbs). 4. LI: To use adverbs to sequence ideas. (Sentence level sequencing of events using adverbs such as in the morning, later, afterwards, in the blink of an eye). 5. LI: To use coordinating conjunctions to link ideas (Sentence level -	aset of as on how to Grinling's wich) To use explanation (structura language) To use redinating ence uctions. To plan a set structions. To write a set extructions. To edit and ea a set of extructions. To write a set extructions. To plan a set extructions. To create expanded phrases to more deta. To use expanded extractions. To create extructions. To developir vocabular treachero. To developir vocabul	ships). In and I. LI: To write in third person. I. (SPAG SAT) I. (Comprehension SAT) I. (Maths SAT) I. (Maths SAT) I. (Maths SAT) I. (To plan an explanation. I. (Maths SAT) I. (Maths SAT) II: To plan an explanation. III. Check work for meaning and careless spelling and punctuation errors. In is really I. (Maths SAT) III. To plan an explanation. III. To plan an explanation.	Non-Chronological Reports 1. LI: To write an explanation. 2. LI: To edit and revise an explanation. 3. LI: To identify the features of non-chronological reports (structural and language). 4. LI: To link ideas with adverbials. 5. LI: To use commas in a list. (Feed through this lesson technical language within writing). NC Link 1. Write a series of ideas, which are linked using a range of simple adverbs and adverbial phrases. 2. Annotate texts to show the different	Non-Chronological Reports (To write about the history of lighthouse) 1. LI: To research for a report. 2. LI: To plan a report. 3. LI: To write a report. 4. LI: To write a report. 5. LI: To edit and revise a report. NC Link 1. Check work for meaning and careless spelling and punctuation errors.	Instructions (Independent Task) 1. LI: To plan a set of instructions (linked to DT). 2. LI: To write a set of instructions (linked to DT). 3. LI: To edit and revise a set of instructions. 4. LI: To create and send a Christmas card (link back to letters in Aut 1). 5. LI: To create and send a Christmas card (link back to letters in Aut 1). NC Link 1. Check work for meaning and careless spelling and punctuation errors.

sentences, to explain how and

why.

different

features.

children use

conjunctions to

	link ideas together). NC Link 1. Write a series of ideas, which are linked using a range of simple adverbs and adverbial phrases. 2. Use simple coordinating and subordinating conjunctions to link ideas within sentences, to explain how and why. 3. Annotate texts to show the different features.		3. Use simple factual adjectives and expanded noun phrases to give precise detail. 4. Annotate texts to show the different features. 5. Use their knowledge about topic sentences to help them decide what each paragraph is about in a piece of information text.				
Spelling / Phonics	CEW (to be practiced daily in soft start); 1. father 2. class 3. grass 4. pass 5. plant	CEW (to be practiced daily in soft start); 1. path 2. bath 3. improve 4. move 5. prove Spelling Lesson (To be taught Friday and the practiced and tested the following week): The /r/ sound spelt wr at the beginning of words e.g. write, wrote, wrong, wrap. Spelling test: path, bath, improve,		practiced and tested the following week):	taught Friday and the practiced and tested the following week): Homophones (here/hear, sun/son, one/won)	CEW (to be practiced daily in soft start); 1. again 2. half 3. money 4. Mr 5. Mrs Spelling Lesson (To be taught Friday and the practiced and tested the following week): /aɪ/ sound spelt 'y' e.g. (cry, try, dry, July, why) Spelling Test: again, half, money,	CEW (to be practiced daily in soft start); 1. parents 2. Christmas 3. everybody 4. even 5. door Spelling Lesson (To be taught Friday and the practiced and tested the following week): Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're) Spelling Test: parents, Christmas,
	pass, plant, door, floor, poor, because, find (* final five from previous term)	move, prove, knock, knock, knee, gnat, gnaw	could, write, wrote, wrong, wrap, wrist	could, table, apple, bottle, little, middle.	people, water, city, race, cycle, circle, ice	Mr, Mrs, here, hear, sun, son, one, won	everybody, even, door, why, cry, try, July, why

$\overline{}$			NC Link	1.	Spell by:	1.	Spell by:	1.	Spell by:	1.	Spell by:	NC	Link_
		NC Link	1. Spell by:		segmenting		segmenting		segmenting		segmenting	1.	Spell by:
		1. Spell by:	segmenting		spoken words		spoken words		spoken words		spoken words		segmenting
		segmenting	spoken words		into phonemes		into phonemes		into phonemes		into phonemes		spoken words
		spoken words	into phonemes		and representing		and representing		and representing		and representing		into phonemes
		into phonemes	and representing		these by		these by		these by		these by		and representing
		and representing	these by		graphemes,		graphemes,		graphemes,		graphemes,		these by
		these by	graphemes,		spelling many		spelling many		spelling many		spelling many		graphemes,
		graphemes,	spelling many		correctly		correctly		correctly		correctly		spelling many
		spelling many	correctly	2.	Learning to spell	2.	Learning to spell	2.	Learning to spell	2.	Learning to spell		correctly
		correctly	2. Learning to spell		common		common		common		common	2.	Learning to spell
		2. Learning to spell	common		exception words.		exception words.		exception words.		exception words.		common
		common	exception words.	3.	Apply spelling	3.	Apply spelling	3.	Apply spelling	3.	Apply spelling		exception words.
		exception words.	3. Apply spelling		rules and		rules and		rules and		rules and	3.	Apply spelling
		3. Apply spelling	rules and		guidelines, as		guidelines, as		guidelines, as		guidelines, as		rules and
		rules and	guidelines, as		listed in English		listed in English		listed in English		listed in English		guidelines, as
		guidelines, as	listed in English		Appendix 1.		Appendix 1.		Appendix 1.		Appendix 1.		listed in English
		listed in English	Appendix 1.	4.	Write from	4.	Write from	4.	Write from	4.	Write from		Appendix 1.
		Appendix 1.	4. Write from		memory simple		memory simple		memory simple		memory simple	4.	Write from
		4. Write from	memory simple		sentences		sentences		sentences		sentences		memory simple
		memory simple	sentences		dictated by the		dictated by the		dictated by the		dictated by the		sentences
		sentences	dictated by the		teacher that		teacher that		teacher that		teacher that		dictated by the
		dictated by the	teacher that		include words		include words		include words		include words		teacher that
		teacher that	include words		using the GPCs,		using the GPCs,		using the GPCs,		using the GPCs,		include words
		include words	using the GPCs,		common		common		common		common		using the GPCs,
		using the GPCs,	common		exception words		exception words		exception words		exception words		common
		common	exception words		and punctuation		and punctuation		and punctuation		and punctuation		exception words
		exception words and punctuation.	and punctuation.										and punctuation
		· ·	Parada e e altabata da cara				al composition to the composition of the compositio		. da. e P.b. l		. d e . P.b. b		. day e . Pak laya
		Linked to English lesson: 1. Correct choice	Linked to English lesson: 1. Subordination	Link 1.	ed to English lesson: Using adjectives	1.	ed to English lesson: Use of capital	Link 1.	ed to English lesson: Use of capital	Link 1.	ed to English lesson: Use of capital	Link 1.	ed to English lesson: Use of capital
		and consistent		1.	to describe.	1.	letters, full stops,	1.	letters, full stops,	1.	letters, full stops,		letters, full stops,
		use of present	(using when, if,	2.	Expanded noun		question marks		question marks		question marks		question marks
		tense and past	that, because)	۷.	phrases for		and exclamation		and exclamation		and exclamation		and exclamation
		tense throughout	and co-		description and		marks to		marks to		marks to		marks to
		writing.	ordination (using		specification.		demarcate		demarcate		demarcate		demarcate
		2. Subordination	or, and, but)	3.	Subordination		sentences.		sentences.		sentences.		sentences.
		(using when, if,	2. To use adverbs		(using when, if,		50	NC	Link:		56.116.116651		56.116.11665.
	Grammar	that, because)	to sequence		that, because)	NC	Link:		ecognise and use	NC	Link:	NC	Link:
	Gramma.	and co-	ideas.		and co-	To r	ecognise and use	ll .	terminology	To r	ecognise and use	To r	ecognise and use
		ordination (using	3. Use of capital		ordination (using	the	terminology	thro	ough discussion		terminology	the	terminology
		or, and, but)	letters, full stops,		or, and, but)	thro	ugh discussion	and	practice.	thro	ough discussion	thro	ough discussion
		3. To use adverbs	question marks		or, and, bac,	and	practice.			and	practice.	and	practice.
		to sequence	and exclamation	NC	Link:								
		ideas.	marks to	To r	ecognise and use								
			demarcate	the	terminology	•							
		NC Link:	sentences.	thro	ough discussion								
		To recognise and use	NC Link:	and	practice.								
		the terminology	IVC LITIK.										
		<u> </u>											

	through discussion and practice.	To recognise and use the terminology through discussion and practice.					
Reading Comprehensi on	LI: To retrieve information from a non-fiction text. (Linked to English lesson – use topic book from PLS) NC Link: 1. Develop pleasure in reading, motivation to read, vocabulary & understanding 2. Discussing the sequence of events in books and how items of information are related 3. Discussing and clarifying the meanings of words, linking new meanings 4. Making inferences based on what is being said and done 5. Answering and asking questions	sequence). NC Link: 1. Develop pleasure in reading, motivation to read, vocabulary & understanding 2. Discussing the sequence of events in books and how items of information are related 3. Discussing and clarifying the meanings of words, linking new meanings 4. Making	NC Link: 1. Develop pleasure in reading, motivation to read, vocabulary & understanding 2. Discussing the sequence of events in books and how items of information are related	motivation to read, vocabulary & understanding 2. Discussing the sequence of events in books and how items of	retrieve information from a text. (Link to English lesson – a non-fiction text on Grace Darling). NC Link: 1. Develop pleasure in reading, motivation to read, vocabulary & understanding 2. Discussing the sequence of events in books	in reading, motivation to	motivation to read, vocabulary & understanding 2. Discussing the sequence of events in books and how items of information are related 3. Discussing and clarifying the meanings of words, linking new meanings 4. Making inferences based
Maths	Money LI: To recognise and count money. (Up to £1)	Money LI: To know that there are different ways to make the	Money LI: To find the difference between two amounts of	Multiplication and Division	Multiplication and Division LI: To write multiplication	Multiplication and Division LI: To learn and use the 10 times table.	Multiplication and Division LI: To make equal groups by grouping.

	same amount. (Up to	money. (Problem	LI: To recognise equal	calculations that		(Problems 2, 5, 10
LI: To recognise and	£10)	solving up to £20)	groups. (Up to total	represent a picture.	LI: To use the 2-, 5-,	times tables)
count money. (Up to			30)	(2, 5, 10 times tables)	and 10-times table.	
£20)	LI: To compare	LI: To find change			(Mixed fluency 2, 5,	
	amounts of money.	needed. (1 step,	LI: To make equal	LI: To make and use	10 times tables)	LI: To divide by 2.
LI: To select amounts	(Pounds and pence up	manipulatives up	groups. (Up to 30)	arrays. (2, 5, 10 times		(Within 24)
of money. (Pence up	to £20)	to£1)		tables)		
to £1))	II. Ta Carlaba Askal af	II. To Cook shows	LI: To add equal	·	LI: To make equal	LI To understand and
LI: To select amounts	LI: To find the total of	LI: To find change	groups. (Up to 50)		groups by sharing.	use odd and even
of money. (Notes and	an amount of money. (Manipulatives up to	needed. (1 step, problem solving up to		LI: To make doubles.	(Manipulatives 2, 5,	numbers.
coins up to £20)	£20)	£1)	LI: To write	(Up to double 20)	10 times tables)	II. Ta disida bor
coms up to 120)	120)	L +)	multiplication	,	,	LI: To divide by 5. (Within 60)
	LI: To find the total of	LI: To find change	calculations using a x	LI: To learn and use		(WILIIII 60)
SMSC LINK	an amount of money.	needed. (2 step pence	symbol. (2-, 5-, and	the 2 times table.	LI: To make equal	LI: To divide by 10.
Social- Talk partners	(Problem solving up	up to £5)	10-times tables)		groups by sharing.	(Within 100)
Moral- Solving	to £20)	,	,	LI: To learn and use	(Problems 2, 5, 10	SMSC LINK
problems.	,	LI: To find change	LI: To write	the 5 times table.	times tables)	Social- Talk partners
SPIRITUAL -	LI: To find the	needed. (2 step	multiplication		,	Moral- Solving
Generating and	difference between	pounds and pence up	calculations using a x	SMSC LINK		problems.
exploring ideas,	two amounts of	to £20)	symbol. (2, 5, 10	Social- Talk partners	LI: To make equal	SPIRITUAL -
making connections	money. (Fluency up to		times tables)	Moral- Solving	groups by grouping.	Generating and
to previous	£20)		,	problems.	(Manipulatives 2, 5,	exploring ideas,
knowledge.			SMSC LINK	SPIRITUAL -	10 times tables)	making connections
Cultural- Respect		SMSC LINK	Social- Talk partners	Generating and	,	to previous
others' views and	CAACCLIANK	Social- Talk partners	Moral- Solving	exploring ideas,		knowledge.
understandings of how to solve the math	SMSC LINK Social- Talk partners	Moral- Solving	problems.	making connections		Cultural- Respect
problems.	Moral- Solving	problems. SPIRITUAL -	SPIRITUAL -	to previous		others' views and
problems.	problems.	Generating and	Generating and	knowledge.	SMSC LINK	understandings of how to solve the math
NC Link:	SPIRITUAL -	exploring ideas,	exploring ideas,	Cultural- Respect others' views and	Social- Talk partners	problems.
• count in	Generating and	making connections	making connections	understandings of	Moral- Solving	NC Link:
	exploring ideas,	to previous	to previous	how to solve the math	problems.	 solve problems
steps of 2,	making connections	knowledge.	knowledge. Cultural- Respect	problems.	SPIRITUAL -	· ·
3, and 5	to previous	Cultural- Respect	others' views and	Pro-0-1-1-1-1	Generating and	with addition
from 0,	knowledge.	others' views and	understandings of	NC Link:	exploring ideas, making connections	and
and in tens	Cultural- Nespect	understandings of	how to solve the math	 solve problems 	to previous	subtraction:
from any	others' views and	how to solve the math	problems.	with addition	knowledge.	 using concrete
number,	understandings of	problems.			Cultural- Respect	objects and
forward	how to solve the math		NC Link:	and	others' views and	pictorial
and	problems.	NC Link:	 solve problems 	subtraction:	understandings of	representation
backward	NC Umbu	 solve problems 	with addition	 using concrete 	how to solve the math	s, including
 recognise 	NC Link:	with addition	and	objects and	problems.	_
the place	• count in steps	and	subtraction:	pictorial	NC Link:	those involving
value of	of 2, 3, and 5	subtraction:	using concrete	representation	 solve problems 	numbers,
each digit	from 0, and in	 using concrete 	objects and	s, including	with addition	quantities and
in a two-	tens from any	objects and	pictorial	those involving	and	measures
digit	number,	pictorial	representation	numbers,	subtraction:	 applying their
number		representation	·	numbers,	Subtraction.	increasing
		representation	s, including			11 0

	/+		forward and		o includina		those invelving		augntities en l				len quelo d'es est
	(tens,		forward and backward		s, including those involving		those involving numbers,		quantities and	•	using concrete		knowledge of
	ones)	•					· ·		measures		objects and		mental and
	• identify,	•	recognise the place value of		numbers, quantities and		quantities and measures	•	applying their		pictorial		written
	represent and		each digit in a		measures	•	applying their		increasing		representation		methods
	estimate		two-digit	•	applying their	•	increasing		knowledge of		s, including	•	recall and use
	numbers		number (tens,	Ĭ	increasing		knowledge of		mental and		those involving		addition and
	using		ones)		knowledge of		mental and		written		numbers,		subtraction
	different	•	identify,		mental and		written		methods		quantities and		facts to 20
	representa		represent and		written		methods	•	recall and use		measures		fluently, and
	tions,		estimate		methods	•	recall and use		addition and	•	applying their		derive and use
	including		numbers using	•	recall and use		addition and		subtraction		increasing		related facts up
	the		different		addition and		subtraction		facts to 20		knowledge of		to 100
	number		representation		subtraction		facts to 20		fluently, and		mental and	•	add and
	line		s, including the		facts to 20		fluently, and		derive and use		written		subtract
	compare		number line		fluently, and		derive and use		related facts up		methods		numbers using
	and order	•	compare and		derive and use		related facts up		to 100	•	recall and use		concrete
	numbers		order numbers		related facts up		to 100	•	add and		addition and		objects,
	from 0 up		from 0 up to		to 100	•	add and		subtract		subtraction		pictorial
	to 100; use		100; use and =	•	add and		subtract		numbers using		facts to 20		representation
	and = signs		signs read and write		subtract		numbers using		concrete		fluently, and		s, and mentally,
	• read and	•	numbers to at		numbers using		concrete		objects,		derive and use		including:
	write		least 100 in		concrete		objects,		pictorial		related facts up	•	a two-digit
	numbers to at least		numerals and		objects, pictorial		pictorial representation		representation		to 100		number and
	100 in		in words		representation		s, and mentally,		s, and mentally,	•	add and		ones
	numerals	•	use place value		s, and mentally,		including:		including:		subtract	•	a two-digit
	and in		and number		including:		a two-digit		a two-digit		numbers using		number and
	words		facts to solve	•	a two-digit		number and		number and		concrete		tens
	 use place 		problems.		number and		ones		ones		objects,		two two-digit
	value and				ones	•	a two-digit		a two-digit		pictorial	Ĭ	numbers
	number			•	a two-digit		number and	Ĭ	number and		representation		adding three
	facts to				number and		tens		tens		s, and mentally,		_
	solve				tens	•	two two-digit		two two-digit		including:		one-digit numbers
	problems.			•	two two-digit		numbers	•			_		
					numbers	•	adding three		numbers	•	a two-digit	•	show that
				•	adding three		one-digit	•	adding three		number and		addition of two
					one-digit		numbers		one-digit		ones		numbers can
					numbers	•	show that		numbers	•	a two-digit		be done in any
				•	show that		addition of two	•	show that		number and		order
					addition of two		numbers can		addition of two		tens		(commutative)
					numbers can		be done in any		numbers can	•	two two-digit		and subtraction
					be done in any		order		be done in any		numbers		of one number
					order		(commutative)		order				
					(commutative)		and subtraction		(commutative)				

			and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	one-digit numbers show that addition of two numbers can be done in any order	between addition and subtraction and use this to check calculations and solve missing number problems.
Science Enquiry Question - How does sound affect our lives	Lesson 1 L I: To recognise different types of energy. Lesson 2 LI: To know that sound is a type of energy. SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. NC Link asking simple questions and recognising that they can	Lesson 1 L I: To identify the source of a sound. (sound quiz) Lesson 2 LI: To identify the sources of a sound. (Sound walk around School.) SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. NC Link asking simple questions and recognising that they can be answered	Lesson 1 L I: To know that quiet sounds can be amplified. (string telephones) Lesson 2 LI: To identify and sort the sources of loud and quiet sounds. (Sort musical instruments.) SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. NC Link asking simple questions and recognising that they can	Lesson 1 L I: To know that sound can travel through solids and gases. Lesson 2 LI: To know that humans can detect the direction of a sound. SMSC LINK Social- Talk partners Cultural - we show respect for different opinions NC Link asking simple questions and recognising that they can	Cultural - we show respect for different opinions NC Link asking simple questions and	0 - 1 -	9 0.000.000.000

	be answered in different ways identifying and classifying using their observations and ideas to suggest answers to questions	in different ways observing closely, using simple equipment identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in	be answered in different ways observing closely, using simple equipment performing simple tests using their observations and ideas to suggest answers to questions gathering and recording data to help in	be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in	in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in	in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in	in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in
History Enquiry Question - Why were lighthouses significant?	Lesson 1 L I: To locate the seven continents and five oceans on a map of the world. Don't think this needs to be included next time – more geography based Lesson 2 L I: To understand Plymouth's relationship with the sea. SMSC Link: Social – talk partners Cultural – We show respect for other's opinions.	Lesson 1 L I: To understand dangers to ships at sea. Lesson 2 LI: To understand where to locate a lighthouse. (investigation-children use clues to identify a good site on a map and then explain) SMSC Link: Social – talk partners	Lesson 1 LI: To understand difficulties of constructing an offshore lighthouse. (Eddystone rocks) Lesson 2 LI: To understand why being the first offshore lighthouse is significant. SMSC Link: Social – talk partners Cultural – We show respect for other's opinions.	Lesson 1 LI: To evaluate Winstanley's lighthouse. (Construction, destruction, first ever) Lesson 2 L I: To evaluate Rudyard's lighthouse.(constructi on, destruction and tolls) SMSC Link: Social – talk partners	Lesson 1 LI: To evaluate the "marvellous ingenuity" of Smeaton's lighthouse. Lesson 2 L I: To understand improvements of Douglass' lighthouse. SMSC Link: Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas. NC Link:	Lesson 1 LI: To order lighthouses chronologically and rank them. Lesson 2 LI: To explain why lighthouses were significant. (Big write- GD are they still significant) SMSC Link: Social – talk partners Cultural – We show respect for other's opinions.	Lesson 1 L I: To understand why Smeaton's Tower is on the Hoe. Lesson 2 LI: To compare lighthouses around the world. SMSC Link: Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas. NC Link: To ask and answer questions.

	Spiritual – generate and explore ideas. NC Link: To ask and answer questions. To use parts of stories and other sources to show that they know and understand key features of events. To study events beyond living memory that are significant nationally or globally To study the lives of significant individuals in the past who have contributed to national and international achievements.	Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas. NC Link: To ask and answer questions. To use parts of stories and other sources to show that they know and understand key features of events. To study events beyond living memory that are significant nationally or globally To study the lives of significant individuals in the past who have contributed to national and international achievements.	Spiritual – generate and explore ideas. NC Link: To ask and answer questions. To use parts of stories and other sources to show that they know and understand key features of events. To study events beyond living memory that are significant nationally or globally To study the lives of significant individuals in the past who have contributed to national and international achievements.	Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas. NC Link: To ask and answer questions. To use parts of stories and other sources to show that they know and understand key features of events. To study events beyond living memory that are significant nationally or globally To study the lives of significant individuals in the past who have contributed to national and international achievements.	To ask and answer questions. To use parts of stories and other sources to show that they know and understand key features of events. To study events beyond living memory that are significant nationally or globally To study the lives of significant individuals in the past who have contributed to national and international achievements. To compare aspects of life in different periods.	Spiritual – generate and explore ideas. NC Link: To ask and answer questions. To use parts of stories and other sources to show that they know and understand key features of events. To study events beyond living memory that are significant nationally or globally To study the lives of significant individuals in the past who have contributed to national and international achievements.	To use parts of stories and other sources to show that they know and understand key features of events. To study events beyond living memory that are significant nationally or globally To study the lives of significant individuals in the past who have contributed to national and international achievements.
P.E	Lesson 1 (Hands 1 2021-22) L I: To dribble a ball to keep possession. Lesson 2 (Pathways 1 2021-22) LI: To zig-zag like champion athletes. SMSC Link: Social – dance partners Cultural – explore dances from other cultures Spiritual – generating and exploring ideas.	Lesson 1 L I: To pass a ball to keep possession. Lesson 2 LI: To link zig-zag movements using apparatus. SMSC Link: Social – dance partners Cultural – explore dances from other cultures Spiritual – generating and exploring ideas.	Lesson 1 L I: To combine dribbling and passing to keep possession. Lesson 2 LI: To link movements on curved pathways. SMSC Link: Social – dance partners Cultural – explore dances from other cultures Spiritual – generating and exploring ideas.	Lesson 1 L I: To keep control while dribbling to score points. Lesson 2 LI: To make curved movement pathways on apparatus. SMSC Link: Social – team games Cultural – listen to and understand other's ideas and opinions. Spiritual – generating and exploring ideas. Winning and losing.	Lesson 1 L I: To pass a ball on target to score points. Lesson 2 LI: To create my own sequence of linking movements on a pathway. SMSC Link: Social – team games Cultural – listen to and understand other's ideas and opinions.	Lesson 1 L I: To combine dribbling and passing to score points. Lesson 2 LI: To perform a sequence of movements on a pathway. SMSC Link: Social – team games Cultural – listen to and understand other's ideas and	Lesson 1 L I: To combine dribbling and passing in a competition. (Extension as Complete PE finishes at Week 6). Lesson 2 LI: To create a Christmas story using linked movements (Extension as Complete PE sinishes at Week 6). SMSC Link: Social – team games Cultural – listen to

	NC Link: To develop balance, agility and co- ordination.	To develop balance, agility and co- ordination.	NC Link: To develop balance, agility and co- ordination.	NC Link: To master basic movements including throwing and catching. To participate in team games, developing simple techniques for attacking and defending.	Spiritual – generating and exploring ideas. Winning and losing. NC Link: To master basic movements including throwing and catching. To participate in team games, developing simple techniques for attacking and defending,	Spiritual – generating and exploring ideas. Winning and losing. NC Link: To participate in Team games. To engage in competitive and cooperative physical activities.	other's ideas and opinions. Spiritual – generating and exploring ideas. Winning and losing. NC Link: To participate in Team games. To engage in competitive and cooperative physical activities.
PSHRE	LI: To understand ways that boys and girls are similar, and ways that they are different. (Continuing Celebrating Difference unit). SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. NC Link:	LI: To understand that bullying can be about difference. SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. NC Link:	LI: To recognise what is right and wrong and how to look after myself. SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. NC Link:	LI: To understand that it is okay to be different from other people and be friends with them. SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. NC Link:	LI: To explain ways that I am different from my friends. SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. NC Link:	LI: To choose a realistic goal and think about how to achieve it. (Start of new unit-Dreams and Goals). SMSC LINK Social- Talk partners Cultural - we show respect for different opinions. NC Link:	LI: To understand about perseverance. SMSC LINK Social- Talk partners Cultural - we show respect for different opinions.
RE Enquiry Question - Who is a Muslim and what do they believe?	LI: To understand the origin of The Qur'an. SMSC Link: Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas.	LI: To answer our questions about Muslim beliefs by talking to Muslims. (PIETY visit) SMSC Link: Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas.	LI: To understand what a story tells us about Muhammad (PBUH) (Muhammad and the Black Stone) SMSC Link: Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas.	LI: To identify objects used by Muslims and their purpose. SMSC Link: Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas.	LI: To understand the meaning of Ramadan and Eid al-Fitr. SMSC Link: Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas.	LI: To describe who a Muslim is and what they believe. (Enquiry question) SMSC Link: Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas.	LI: To explain what the idea of God means to me. SMSC Link: Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas.

LI: To create success criteria to evaluate materials to construct a model lantern room. (Reach back to

materials science, preteach for History dangers at sea and for Week 4 DT)

SMSC Link: **Social** – talk partners Cultural - We show respect for other's opinions.

NC Link: design purposeful. functional, appealing products for themselves and other users based on design criteria; generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate. information and communication technology; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics; explore and evaluate a range of existing products: evaluate their ideas and products against design criteria

LI: To read and follow a set of instructions to create a light circuit. (supporting Englishinstructions)

SMSC Link: Social - talk partners Cultural - We show respect for other's opinions.

NC Link: explore and use mechanisms [for example, levers, sliders, wheels and axlesl, in their products.

LI: To record and evaluate suitability of materials to construct their properties) to a model lantern room.

SMSC Link: Social - talk partners Cultural - We show respect for other's opinions.

NC link: design purposeful, functional, appealing products for themselves and other users based on design criteria: generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics; explore and evaluate a range of existing products: evaluate their ideas and products against design criteria

LI: To choose suitable materials (based on design a storm-proof lighthouse model.

SMSC Link: Social - talk partners Cultural - We show respect for other's opinions.

NC link: design purposeful, functional, appealing products for themselves and other users based on design criteria; generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics; explore and evaluate a range of existing products; evaluate their ideas and products against design criteria: build structures, exploring how they can be made stronger, stiffer and more stable

LI: To design and construct a stormproof lighthouse model.

SMSC Link: Social – talk partners Cultural - We show respect for other's opinions.

design purposeful,

products for

functional, appealing

themselves and other

users based on design

generate, develop,

communicate their

ideas through talking,

mock-ups and, where

drawing, templates,

NC link:

criteria:

model and

appropriate,

information and

communication

technology; select

range of materials

and components,

characteristics;

to their

from and use a wide

including construction

materials, textiles and

ingredients, according

explore and evaluate

a range of existing

products; evaluate

their ideas and

products against

how they can be

and more stable

design criteria; build

structures, exploring

made stronger, stiffer

NC link: design purposeful, functional, appealing products for themselves and other users based on design criteria; generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics; explore and evaluate a range of existing products; evaluate their ideas and products against design criteria; build structures, exploring how they can be made stronger, stiffer

and more stable

LI: To improve a

lighthouse model.

Social - talk partners

Cultural - We show

respect for other's

storm-proof

SMSC Link:

opinions.

LI: To evaluate a storm-proof lighthouse model.

SMSC Link: Social – talk partners Cultural – We show respect for other's opinions.

NC link: design purposeful, functional, appealing products for themselves and other users based on design criteria; generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics; explore and evaluate a range of existing products; evaluate their ideas and products against design criteria; build structures, exploring how they can be made stronger, stiffer and more stable

DT

How does music teach us about		LI: To learn to sing	LI: To understand the	LI: To learn to sing	LI: To understand	LI: To respond to	LI: To play	LI: To enjoy singing
teach us about the past?	Music	"Sparkle in the sun". NC links: use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. SMSC Link: Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas.	role of brass bands in the history of trade unions. NC links: use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. SMSC Link: Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas.	"Listen". NC links: use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. SMSC Link: Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas.	what sea shanties can tell us about the past. NC links: use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music. SMSC Link: Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas.	"Fascinating Rhythm". NC links: use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. SMSC Link: Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas.	instruments with "The Orchestra Song". NC links: use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music SMSC Link: Social — talk partners Cultural — We show respect for other's opinions. Spiritual — generate and explore ideas.	Christmas songs. NC links: use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music SMSC Link: Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas
	ICT	LI: To understand how information can be shared. (Online safety unit) NC links: use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on	LI: To send and receive e-mail. NC links: use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on	LI: To understand how to leave a responsible digital footprint. (Build back to PSHRE Term 1- responsibility) NC links: use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support	sequence of sounds using 2Sequence. (Making music unit) NC links: use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. SMSC Link: Social – talk partners	LI: To edit tunes created using 2Sequence. NC links: use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. SMSC Link: Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas.	LI: To select and record sounds and sequence them to make a piece of music. NC links: use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. SMSC Link: Social – talk partners	LI: To record Christmas sounds and sequence them to make a piece of Christmas music. NC links: use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. SMSC Link: Social – talk partners Cultural – We show respect for other's opinions.

opinions.			online technologies. SMSC Link:	when they have concerns about content or contact on the internet or other online technologies. SMSC Link: Social – talk partners Cultural – We show respect for other's opinions.			Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas.	Spiritual – generate and explore ideas.
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