

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<u>Year 1</u> The Odd Egg Prediction  <u>Year 2</u> <b>Fire Cat</b> Diary Entry	<u>Year 1</u> The Odd Egg Description  <u>Year 2</u> <b>Fire Cat</b> Lost Poster	<u>Year 1</u> The Odd Egg Reports  <u>Year 2</u> <b>Fire Cat</b> Character Description	<u>Year 1</u> I want my hat back Speech bubbles  <u>Year 2</u> <b>A Walk in London</b> Recount	<u>Year 1</u> I want my hat back Posters  <u>Year 2</u> <b>A Walk in London</b> Non Chronological Report.	<u>Year 1</u> Leo and the octopus Fact files  <u>Year 2</u> <b>A Walk in London</b> Non Chronological Report.	<u>Year 1</u> Leo and the octopus Fact files  <u>Year 2</u> <b>A Walk in London</b> Non Chronological Report.
Mathem atics	<u>Year 1</u> Place value to 20  <u>Year 2</u> Money	<u>Year 1</u> Place value to 20  <u>Year 2</u> Money	<u>Year 1</u> Place value to 20  <u>Year 2</u> Multiplication & Division	<u>Year 1</u> Addition and subtraction within 20  <u>Year 2</u> Multiplication & Division	<u>Year 1</u> Addition and subtraction within 20  <u>Year 2</u> Multiplication & Division	<u>Year 1</u> Addition and subtraction within 20  <u>Year 2</u> Multiplicatio & Division	<u>Year 1</u> Addition and subtraction within 20  <u>Year 2</u> Multiplication & Division
Science	How do animals change as they grow?	How do humans change as they grow?	What do animals need to survive?	What do animals need to survive?	How do we stay healthy?	How do we stay healthy?	Assessment
Computi ng		To recognise that digital content can be represented in many forms	To design a rocket	To sequence a set of instructions	To build a rocket	To add data to a table or spreadshee t	Online safety

Geography			Where am I in the world?		Where are the 7 continents on a map?		Where are the 5 oceans that link the continents?
History		<b><u>The Great Fire of London</u></b> When and where did the Great Fire of London start?		<b><u>The Great Fire of London</u></b> What were the events of the Great Fire of London?		<b><u>The Great Fire of London</u></b> Why did the fire spread so quickly and stay alight for so long?	
Art and Design		To identify key features of a landscape.		To explore different textures.		To paint using different tints and shades.	
Design and technology	To explore making a mechanism.		To design a moving story book.		To construct a moving picture.		To evaluate my finished product.
P.E.		<u>Gymnastics</u> Balances and rolls • Ask the children to work in pairs and teach them how to help each other to balance on large	<u>Gymnastics</u> Jumps and travelling • Teach the children how to jump from two feet to two feet. Show them the	<u>Gymnastics</u> Linking actions • Ask the children to select one large body part balance. Challenge them to try to roll from it. Then challenge	<u>Gymnastics</u> Linking actions Ask the children to travel into another action or from an action into	<u>Gymnastics</u> Creating sequences • Ask the children to select their four best actions – a	<u>Gymnastics</u> Creating sequences • Ask the children to select their four best actions – a

		<p>body parts (side, back, tummy, hips, shoulders).</p> <ul style="list-style-type: none"> <li>• Show examples of good extended and well-held balances. Explain that balances should be held for a short period of time. Help them to do this by counting one, two, three.</li> <li>• Ask the children to show you the rolls they can remember and teach any that require more work.</li> <li>• Challenge the children to try the actions using different pieces of apparatus.</li> </ul> <p><u>Games</u></p>	<p>shapes that can be done (straight, tuck, star, straddle, twisted). Remind them to use their arms and to land with their knees slightly bent. Challenge them to jump a half turn.</p> <ul style="list-style-type: none"> <li>• Teach the children to cat leap.</li> <li>• Ask the children to perform three different or the same jumps, one after another.</li> <li>• Remind the children how to travel about the space (eg spider walks, bunny hops, walking, skipping).</li> <li>• Challenge the children to try the actions using different pieces of apparatus.</li> </ul>	<p>them to use a roll to get to it. • Ask the children to jump</p> <p><u>Games</u> Throwing into a channel – practise aiming and throwing at a target.</p>	<p>travel. Challenge them to perform travel at different directions, levels and speeds.</p> <ul style="list-style-type: none"> <li>• Remind the children how to get to and from the floor.</li> </ul> <p><u>Games</u> Outwitting opponents. Teach strategies to</p>	<p>roll, jump, balance and travel – and to perform these in any order. Use a sheet like the one below to help them create their sequence.</p> <ul style="list-style-type: none"> <li>• Challenge them to perform their sequence on apparatus.</li> <li>• Teach the children how to link actions on the apparatus.</li> </ul>	<p>roll, jump, balance and travel – and to perform these in any order. Use a sheet like the one below to help them create their sequence.</p> <ul style="list-style-type: none"> <li>• Challenge them to perform their sequence on apparatus.</li> <li>• Teach the children how to link actions on the apparatus.</li> </ul> <p><u>Games</u></p>
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		Sending a ball – rolling, underarm throw, overarm throw.	<u>Games</u> Retrieving a ball – how to stop a ball, watch and track.		outwit your opponent.	<u>Games</u> Play the core task	Evaluate and improve
Music	Composer: Elvis Presley		Charanga- How Does Music Make the World a Better Place? Tempo and dynamics.		Charanga- How Does Music Make the World a Better Place? Tempo and dynamics		Easter Celebrations
R.E.		<p><b><u>What do we already know about Jesus?</u></b></p> <p>Pupils should learn: that Christians see Jesus as special</p> <ul style="list-style-type: none"> <li>that Jesus lived in Nazareth and that Jesus travelled around telling people about God</li> </ul> <p>that Jesus chose some special followers (disciples) to help him.</p>	<p><b><u>Why did Jesus tell stories?</u></b></p> <p>Pupils should learn: that Jesus told special stories called parables</p> <ul style="list-style-type: none"> <li>Jesus told parables to tell people about God and how to act and behave</li> <li>about the meaning of The Lost Sheep</li> </ul> <p>how Christians will try to follow the examples of Jesus, say sorry and forgive others.</p>	<p><b><u>How did Jesus change lives?</u></b></p> <p>Pupils should learn:</p> <ul style="list-style-type: none"> <li>how Jesus cared for others</li> <li>about Jesus meeting Zacchaeus</li> <li>how Zacchaeus changed his life</li> </ul> <p>how Christians try to follow Jesus' example and show love and care for others.</p>	<p><b><u>What do Christians believe about Jesus' power? (1)</u></b></p> <p>Pupils should learn:</p> <ul style="list-style-type: none"> <li>that Christians believe Jesus performed special acts (miracles)</li> <li>about the story of Jesus calming the storm</li> </ul>	<p><b><u>What do Christians believe about Jesus' power? (2)</u></b></p> <p>Pupils should learn:</p> <ul style="list-style-type: none"> <li>that Christians believe Jesus' power was shown in miracles (recap</li> </ul>	<p><b><u>So, why is Jesus special to Christians?</u></b></p> <p>Pupils should learn:</p> <ul style="list-style-type: none"> <li>about some of the ways that Christians depict Jesus to show he is special</li> <li>to reflect on learning across</li> </ul>

					<ul style="list-style-type: none"> <li>to ask questions, discuss, listen to others, give simple reasons for views.</li> </ul>	of last lesson) <ul style="list-style-type: none"> <li>about the story of Jesus healing the paralysed man.</li> </ul>	the unit in order to answer the unit question to reflect on people who are special to them.
PHSE		To describe ways that I can help my school community.	To describe ways that I can be a good neighbour.	To identify things that help and harm my neighbourhood.	To describe what it is like to live in the British Isles.	To explore how people living in the British Isles can be different and how they are the same.	To talk about being British and living in the British Isles.