

	Week 1	Week 2	Week 3	Week 4	Week 5
English	<u>Year 1</u> The Gingerbread Man Predictions <u>Year 2</u> Traction man Speech bubbles	<u>Year 1</u> The Gingerbread Man/ The Day the Crayons Quit Letters <u>Year 2</u> Traction man Innovated story	<u>Year 1</u> The Day the Crayons Quit Letters <u>Year 2</u> Traction man/ We are water protectors Innovated story	<u>Year 1</u> The Enormous Turnip Retell points in sequence. <u>Year 2</u> We are water protectors Writing to explain	<u>Year 1</u> The Enormous Turnip Retell points in sequence. <u>Year 2</u> We are water protectors Writing to explain
Mathematics	<u>Year 1</u> Place Value to 50 <u>Year 1/2</u> Multiplication and Division	<u>Year 1</u> Place Value to 50 <u>Year 1/2</u> Length and height	<u>Year 1</u> Length and Height <u>Year 1/2</u> Length and height	<u>Year 1</u> Mass and Volume <u>Year 1/2</u> Mass, capacity and temperature	<u>Year 1</u> Mass and Volume <u>Year 1/2</u> Mass, capacity and temperature
Science	What things need electricity? <ul style="list-style-type: none"> ▪ Know appliances need electricity ('power' source) ▪ Can name a range of appliances that use electricity. ▪ Knows where electricity comes from (mains (power stations, sockets) or battery) <i>(begin to know other sources, e.g. solar).</i> 	How can we use electricity safely? <ul style="list-style-type: none"> ▪ Know the dangers of using electricity in the home or in the classroom. Knows what not to do. ▪ Knows how to keep themselves safe when using electricity in the classroom. 	How can we make things work? What is a circuit? <ul style="list-style-type: none"> ▪ Knows that a battery is the 'power'/energy source. ▪ Can connect components of a circuit correctly to make it work. Begins to name components correctly. ▪ Knows that is called a closed / complete circuit. 	What are the components of a circuit? <ul style="list-style-type: none"> ▪ Identifies the battery as the energy source. Can recognise & draw the symbol (including + & - sides) ▪ Can identify & recognise/draw the symbols for wire, bulb, buzzer and motor. 	Can you build a circuit? <ul style="list-style-type: none"> ▪ Can construct circuits from circuit diagrams. ▪ Can use a simple circuit diagram to construct circuits using the above components. ▪ Can draw circuit diagrams for working circuits they construct. Can use correct symbols and labels.

			Begins to describe 'flow' of electricity around a circuit.		
Computing	Online Safety: to recognise that not everything online is true.	Lesson 1: Using ScratchJR.	Lesson 2: Creating an animation.	Lesson 3: Making a musical instrument.	Lesson 4: Programming a joke.
Geography		To identify and describe the animals that live in hot and cold places.		Describe what I could see in a hot or cold place.	
History	To find out about the people living in medieval castles.		To find out about how the common people were treated in medieval times.		To find out about how the Tower of London's use has changed over time. End of unit quiz.
Art		Can the pupils create a self-portrait?		Can the pupils create a 3-d figure?	
D & T	Can the pupils explore the concept and features of structures and the stability of different shapes?		Can pupils explore strength in different structures and understand that the shape of the structure affects the strength?		Can pupils make a structure according to design criteria?

P.E.	Gymnastics Assessment task 1-2	Gymnastics Assessment task 1-2	Gymnastics Assessment task 1-2	Gymnastics Assessment task 1-2	Gymnastics Assessment task 1-2
	<p>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</p> <p>Teach sequence to a partner and perform together</p> <p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p> <p>Net & Wall</p>	<p>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</p> <p>Teach sequence to a partner and perform together</p> <p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p>	<p>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</p> <p>Teach sequence to a partner and perform together</p> <p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p> <p>Net & Wall</p>	<p>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</p> <p>Teach sequence to a partner and perform together</p> <p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p> <p>Net & Wall</p>	<p>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</p> <p>Teach sequence to a partner and perform together</p> <p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p> <p>Net & Wall Badminton</p>

	Badminton participate in team games, developing simple tactics for attacking and defending Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams	Net & Wall Badminton participate in team games, developing simple tactics for attacking and defending Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams	Badminton participate in team games, developing simple tactics for attacking and defending Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams	Badminton participate in team games, developing simple tactics for attacking and defending Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams	participate in team games, developing simple tactics for attacking and defending Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams
Music	Step 3- listen (part 1)		Step 4- listen (part 2)		Step 5/6- the orchestra song. Assessment checkpoint.
R.E.	What can we remember about the Easter story?	What can we remember about the Easter story?	How do Christians use objects to celebrate Easter?	How do Christians remember Good Friday and Easter Day in Church?	How do Christians remember Good Friday and Easter Day in Church?
PHSE	Our bodies.	Is it ok?	Pink and blue.	Your family, my family.	Getting older and changes.