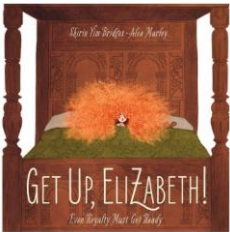
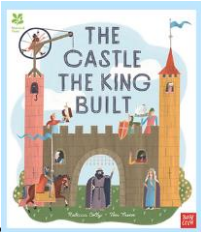



Year 1 - Summer Term 2 Explore and Enquire MTP 2022



Theme: Kings and Queens  
 Driver: History/DT  
 The Big Question: What is a monarch?

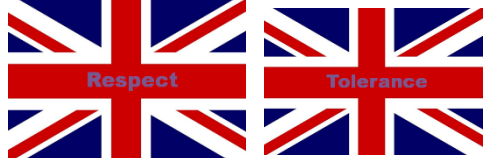
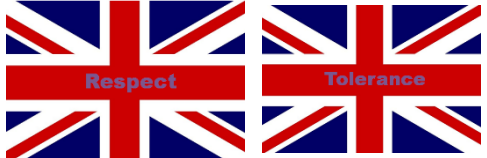

Reading for Pleasure Class Novel: The Queen's Fool by Ally Sherrick

	Week 1 (w/c 6 <sup>th</sup> June)	Week 2 (w/c 13 <sup>th</sup> June)	Week 3 (w/c 20 <sup>th</sup> June)	Week 4 (w/c 27 <sup>th</sup> June)	Week 5 (w/c 4 <sup>th</sup> July)	Week 6 (w/c 11 <sup>th</sup> July)	Week 7(w/c 18 <sup>th</sup> July)
Weekly question:							
English	<p><b>Unit: Information text: Fact file on Queen Elizabeth I</b></p> <p><b>Supporting Text:</b>                      Get Up Elizabeth! By Shirin Yim Bridges</p>  <p><b>NC Link:</b>  <b>Writing – Composition</b>                      saying out loud what they are going to write about                      composing a sentence orally before writing it                      sequencing sentences to form short narratives                      re-reading what they have written to check that it makes sense                      discuss what they have written with the teacher or other pupils                      read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Vocab, grammar, and punctuation</b>                      leaving spaces between words                      joining words and joining clauses using and                      beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark                      using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'                      learning the grammar for year 1 in English Appendix 2                      use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p><b>Handwriting</b>                      Pupils should be taught to:                      sit correctly at a table, holding a pencil comfortably and correctly                      begin to form lower-case letters in the correct direction, starting and finishing in the right place                      form capital letters                      form digits 0-9                      understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><b>Spelling</b>                      words containing each of the 40+ phonemes already taught                      common exception words                      the days of the week                      name the letters of the alphabet:                      naming the letters of the alphabet in order                      using letter names to distinguish between alternative spellings of the same sound                      add prefixes and suffixes:                      using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs                      using the prefix un–                      using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]                      apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>                      write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p><b>Curriculum Link – History: What is the role of a monarch?</b></p>	<p><b>Unit: Persuasive write</b>                      The castle the king built, Rebecca Colby</p>  <p><b>NC Link:</b>  <b>Writing – Composition</b>                      saying out loud what they are going to write about                      composing a sentence orally before writing it                      sequencing sentences to form short narratives                      re-reading what they have written to check that it makes sense                      discuss what they have written with the teacher or other pupils                      read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Vocab, grammar, and punctuation</b>                      leaving spaces between words                      joining words and joining clauses using and                      beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark                      using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'                      learning the grammar for year 1 in English Appendix 2                      use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p><b>Handwriting</b>                      Pupils should be taught to:                      sit correctly at a table, holding a pencil comfortably and correctly                      begin to form lower-case letters in the correct direction, starting and finishing in the right place                      form capital letters                      form digits 0-9                      understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><b>Spelling</b>                      words containing each of the 40+ phonemes already taught                      common exception words                      the days of the week                      name the letters of the alphabet:                      naming the letters of the alphabet in order                      using letter names to distinguish between alternative spellings of the same sound                      add prefixes and suffixes:                      using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs                      using the prefix un–                      using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]                      apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>                      write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p><b>Curriculum Link: D.T – designing a banquet</b></p>	<p><b>Unit: Non chronological report relating to Bolsover castle</b></p> <p><b>Supporting Text:</b> N/A</p> <p><b>NC Link:</b>  <b>Writing – Composition</b>                      saying out loud what they are going to write about                      composing a sentence orally before writing it                      sequencing sentences to form short narratives                      re-reading what they have written to check that it makes sense                      discuss what they have written with the teacher or other pupils                      read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Vocab, grammar, and punctuation</b>                      leaving spaces between words                      joining words and joining clauses using and                      beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark                      using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'                      learning the grammar for year 1 in English Appendix 2                      use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p><b>Handwriting</b>                      Pupils should be taught to:                      sit correctly at a table, holding a pencil comfortably and correctly                      begin to form lower-case letters in the correct direction, starting and finishing in the right place                      form capital letters                      form digits 0-9                      understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><b>Spelling</b>                      words containing each of the 40+ phonemes already taught                      common exception words                      the days of the week                      name the letters of the alphabet:                      naming the letters of the alphabet in order                      using letter names to distinguish between alternative spellings of the same sound                      add prefixes and suffixes:                      using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs                      using the prefix un–                      using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]                      apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>                      write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p><b>Unit: Letter to the next teacher.</b></p> <p><b>Supporting text:</b> You choose – Nick Sharatt.</p>  <p><b>NC Link:</b>  <b>Writing – Composition</b>                      saying out loud what they are going to write about                      composing a sentence orally before writing it                      writing it                      sequencing sentences to form short narratives                      re-reading what they have written to check that it makes sense                      discuss what they have written with the teacher or other pupils                      read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Vocab, grammar, and punctuation</b>                      leaving spaces between words                      joining words and joining clauses using and                      beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark                      using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'                      learning the grammar for year 1 in English Appendix 2                      use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p><b>Handwriting</b>                      Pupils should be taught to:                      sit correctly at a table, holding a pencil comfortably and correctly                      begin to form lower-case letters in the correct direction, starting and finishing in the right place                      form capital letters                      form digits 0-9                      understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><b>Spelling</b></p>			

Enrichment	<p><b>Launch:</b> The Kings Coronation Reading corner changed into castle/throne.</p> <p><b>Media/Visual Literacy:</b> Reading corner changed into Castle.</p> <p><b>Visits/Visitors:</b> Virtual tour of Windsor castle - <a href="https://www.royal.uk/virtual-tours-windsor-castle">https://www.royal.uk/virtual-tours-windsor-castle</a></p>						
SPAG Focus	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use and/so. To use a full stop.</p>	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use and/so. To use a full stop.</p>	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and. To use the conjunction because.</p>	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and. To use the conjunction because.</p>	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and.</p>	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and.</p>	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and.</p>
Maths	<p><b>Unit: Place Value within 100</b> Count from 50 to 100 Step 2 Tens to 100 Step 3 Partition into tens and ones Step 4 The number line to 100 Step 5 1 more, 1 less Step 6 Compare numbers with the same number of tens Step 7 Compare any two numbers <b>NC Link:</b> <b>Number and place value</b> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words.</p>	<p><b>Unit: Place Value within 100</b> Count from 50 to 100 Step 2 Tens to 100 Step 3 Partition into tens and ones Step 4 The number line to 100 Step 5 1 more, 1 less Step 6 Compare numbers with the same number of tens Step 7 Compare any two numbers <b>NC Link:</b> Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]. Measure and begin to record the following: time (hours, minutes, and seconds). Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p><b>Unit: Measurement (money)</b> Unitising Step 2 Recognise coins Step 3 Recognise notes Step 4 Count in coins <b>NC Link:</b> Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.  Recognise and know the value of different denominations of coins and notes.</p>	<p><b>Unit: Time</b> Before and after Step 2 Days of the week Step 3 Months of the year Step 4 Hours, minutes and seconds Step 5 Tell the time to the hour Step 6 Tell the time to the half hour <b>NC Link:</b> measure and begin to record the following: ☑ lengths and heights ☑ mass/weight ☑ capacity and volume  compare, describe, and solve practical problems for: ☑ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ☑ mass/weight [for example, heavy/light, heavier than, lighter than] ☑ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]  <b>Curriculum Link : History- measuring castles</b></p>	<p><b>Unit: Time</b> Before and after Step 2 Days of the week Step 3 Months of the year Step 4 Hours, minutes and seconds Step 5 Tell the time to the hour Step 6 Tell the time to the half hour <b>NC Link:</b> measure and begin to record the following: ☑ lengths and heights ☑ mass/weight ☑ capacity and volume  compare, describe, and solve practical problems for: ☑ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ☑ mass/weight [for example, heavy/light, heavier than, lighter than] ☑ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p>	<p><b>Unit: Consolidation</b> Geometry – Position and direction: Positions Lesson 1: Naming positions Lesson 2: Naming positions in queues. Lesson 3: Naming left and right positions. Chapter consolidation  <b>NC Link:</b> Geometry – Position and direction Pupils should be taught to: ☑ describe position, direction, and movement, including whole, half, quarter, and three-quarter turns.  <b>Curriculum Link: Geography: The world around us</b></p>	<p><b>Unit: Consolidation</b> Geometry – Position and direction: Space Lesson 1: Describing positions Lesson 2: Describing movements Lesson 3: Making turns Consolidation  <b>NC Link:</b> Geometry – Position and direction Pupils should be taught to: ☑ describe position, direction, and movement, including whole, half, quarter, and three-quarter turns.  <b>Curriculum Link: Geography: The world around us</b></p>
Science	<p><b>Unit: Scientists and Inventors</b> <u>Lesson: Why is Lego so great?</u> To describe the simple physical properties of a variety of everyday materials To use observations to suggest answers to questions</p>	<p><b>Unit: Scientists and Inventors</b> <u>Lesson: Why was Mae Jamison famous?</u> To ask simple questions and use simple secondary sources to find answers</p>	<p><b>Unit: Scientists and Inventors</b> <u>Lesson: What do we find in zoos?</u> To describe and compare the structure of a variety of common animals To identify and classify animals</p>	<p><b>Unit: Scientists and Inventors</b> <u>Lesson: What can we find in a sensory garden?</u> To identify and name a variety of common wild and garden plants To gather and record data to help in answering questions</p>	<p><b>Unit: Scientists and Inventors</b> <u>Lesson: How do scientists measure weather?</u> To observe and describe weather associated with the seasons To gather and record data to help in answering questions</p>	<p><b>Unit: Scientists and Inventors</b> <u>Lesson: What happens at a vets?</u> To describe and compare the structure of a variety of common animals, including pets To identify and classify</p>	<p><b>Unit: Scientists and Inventors</b> <u>Lesson: Consolidation</u></p>

	<p><b>NC Link:</b></p> <ul style="list-style-type: none"> <li>observe and describe 4 properties of plastic;</li> <li>identify common zoo animals;</li> <li>sort animals into 3 groups based on their body parts;</li> <li>name 4 sensory plants;</li> <li>choose their favourite sensory plant from a selection;</li> <li>observe and describe the local weather;</li> <li>identify common pets;</li> <li>describe how vets look after animals;</li> <li>take part in an investigation to find out the best materials to keep us warm.</li> </ul>			<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>answer questions about David Attenborough's life and work;</li> <li>research and present facts about living things, including diet and habitat;</li> <li>identify different types of evidence;</li> <li>describe Margaret Hamilton's work on programming the on-board computer for the Apollo 11 spacecraft;</li> <li>list the planets in our solar system;</li> <li>describe Leonardo da Vinci's life and his famous work;</li> <li>carry out an inquiry to test the accuracy of Leonardo da Vinci's ideas about proportion;</li> <li>order facts about Eva Crane's life and work;</li> <li>group and rank materials based on their hardness and weight;</li> <li>describe the theory that Stonehenge could have been used as an astronomical calendar.</li> </ul>			
Computing	<p><b>Unit: Programming A – Moving a robot.</b></p> <p><u>Lesson: Buttons</u> To explain what a given command will do.</p>	<p><b>Unit: Programming A – Moving a robot.</b></p> <p><u>Lesson: Directions</u> To act out a given word.</p>	<p><b>Unit: Programming A – Moving a robot.</b></p> <p><u>Lesson: Forwards and backwards</u> To combine 'forwards' and 'backwards' commands to make a sequence.</p>	<p><b>Unit: Programming A – Moving a robot.</b></p> <p><u>Lesson: Four directions.</u> To combine four direction commands to make sequences.</p>	<p><b>Unit: Programming A – Moving a robot.</b></p> <p><u>Lesson: Getting there.</u> To plan simple program.</p>	<p><b>Unit: Programming A – Moving a robot.</b></p> <p><u>Lesson: Routes.</u> To find more than one solution to a problem.</p>	<p><b>Unit: Programming A – Moving a robot.</b></p> <p><u>Lesson: Routes.</u> To find more than one solution to a problem.</p>
	<p><b>NC link:</b></p> <ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Recognise common uses of information technology beyond school</li> </ul>						
Geography	<p><b>Unit: The world around us</b></p> <p>Lesson: What are the names of the 5 oceans?</p> <p><b>NC Link:</b> Name and locate the world's seven continents and five oceans. To use world maps, atlas, and globes, as well as the countries, continents, and oceans at this key stage.</p>	<p><b>Unit: The world around us</b></p> <p>Lesson: What are the names of the continents?</p> <p><b>NC Link:</b> To name and locate the world's seven continents and five oceans. To use world maps, atlas, and globes to identify the UK and its countries, as well as the countries, continents, and oceans at this key stage.</p>	<p><b>Unit: The world around us</b></p> <p>Lesson: Can I identify the North Pole, South Pole and equator?</p> <p><b>NC Link:</b> To name and locate the world's seven continents and five oceans. To use world maps, atlas, and globes to identify the UK and its countries, as well as the countries, continents, and oceans at this key stage.</p>	<p><b>Unit: The world around us</b></p> <p>Lesson: Can I identify hot and cold areas of the world?</p> <p><b>NC Link:</b> To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole. To use world maps, atlas, and globes to identify the UK and its countries, as well as the countries, continents, and oceans at this key stage.</p>	<p><b>Unit: The world around us</b></p> <p>Lesson: Can I compare hot and cold climates?</p> <p><b>NC Link:</b> To name and locate the world's seven continents and five oceans, in the context of a case study approach about Europe. To use world maps, atlas, and globes to identify the UK and its countries, as well as the countries, continents, and oceans at this key stage.</p>	<p><b>Unit: The world around us</b></p> <p>Lesson: Can I read aerial maps of Bolsover Castle?</p> <p><b>NC Link:</b> To use aerial photographs to recognise landmarks and basic human and physical features. To use basic geographical vocabulary to refer to key physical and human features.</p> <p><b>Curriculum link – History (Bolsover Castle visit)</b></p>	<p><b>Unit: The world around us</b></p> <p>Lesson: Can I devise a simple key?</p> <p><b>NC Link:</b> To name and locate the world's seven continents and five oceans, in the context of a case study approach about Europe. To use world maps, atlas, and globes to identify the UK and its countries, as well as the countries, continents, and oceans at this key stage.</p> <p><b>Curriculum link – History (Gainsborough Hall)</b></p>
	Art	<p><b>Unit: Line and shape</b></p> <p>Lesson: How do artists use line and shape? <b>Sketch Gainsborough Hall</b> David Hockney – digital sunrise</p> <p><b>Curriculum Link – Bolsover Castle Visit</b></p>	<p><b>Unit: Line and shape</b></p> <p>Lesson: How can I use line and shape? Taking photos of the school, drawing them, cut them out etc. David Hockney</p>	<p><b>Unit: Line and shape</b></p> <p>Lesson: Can I use line and shape to create a final piece? <b>Photos of Gainsborough Hall – outline in posca pen/paint</b> Using positive and negative shapes, cut out to create banners to be displayed inside a castle. David Hockney</p>			

	<p><b>NC Link:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products.</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination.</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</li> </ul> <p>Pupils taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>						
DT			<p><b>Unit: Food technology: Design and create a dish for a medieval banquet.</b></p> <p><u>Lesson:</u> Research</p> <p><b>NC Link:</b> Cooking and nutrition use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p> <p><b>Curriculum link – history: What is the role of a monarch?</b></p>	<p><b>Unit: Food technology: Design and create a dish for a medieval banquet.</b></p> <p><u>Lesson:</u> Design</p> <p><b>NC Link:</b> Design 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</p>	<p><b>Unit: Food technology: Design and create a dish for a medieval banquet.</b></p> <p><u>Lesson:</u> Design</p> <p><b>NC Link:</b> Design 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</p>	<p><b>Unit: Food technology: Design and create a dish for a medieval banquet.</b></p> <p><u>Lesson:</u> Make</p> <p><b>NC Link:</b> Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Unit: Food technology: Design and create a dish for a medieval banquet.</b></p> <p><u>Lesson:</u> Evaluate</p> <p><b>NC Link:</b> Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>	<p><b>Unit: Food technology: Design and create a dish for a medieval banquet.</b></p> <p><u>Lesson:</u> Review</p> <p><b>NC Link:</b> Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>
Music	<p><b>Charanga Unit: Reflect, rewind and replay.</b></p> <p>Lesson 1: Listen and appraise: Reflect – A song before sunrise by Delius – 20<sup>th</sup> Century.</p> <p>Rewind and listen out! The fresh Prince of Bel Air by Will Smith.</p> <ol style="list-style-type: none"> <li>A composition activity using first composer.</li> <li>Rhythm grid work</li> <li>The language of music</li> <li>Rewind and replay (Revision) – Revisit songs form the year.</li> </ol>	<p><b>Charanga Unit: Reflect, rewind and replay.</b></p> <p>Lesson 2: Listen and appraise: The firebird by Stravinsky – 20<sup>th</sup> Century.</p> <p>Rewind and listen out! When I’m 64 by The Beatles.</p> <ol style="list-style-type: none"> <li>Warm up games</li> <li>Composition activity using first composer</li> <li>Rhythm grid work</li> <li>Rewind and replay (Revision) – Revisit songs form the year.</li> </ol>	<p><b>Charanga Unit: Reflect, rewind and replay.</b></p> <p>Lesson 3: Listen and appraise: The Bird by Prokofiev – 20<sup>th</sup> Century.</p> <p>Rewind and listen out! Jai Ho by A. R. Rahman</p> <ol style="list-style-type: none"> <li>Flexible games with rhythm in the way we walk.</li> <li>Composition activity using first composer</li> <li>Rhythm grid work</li> <li>The language of music</li> <li>Rewind and replay (Revision) – Revisit songs form the year.</li> </ol>	<p><b>Charanga Unit: Reflect, rewind and replay.</b></p> <p>Lesson 4: Listen and appraise: Grand March from Aida by Verdi – Classical</p> <p>Rewind and listen out! Oye Como Va by Santana</p> <ol style="list-style-type: none"> <li>Warm-up Games with In the groove</li> <li>Composition activity using first composer</li> <li>Rhythm grid work</li> <li>The language of music</li> <li>Rewind and replay (Revision) – Revisit songs form the year.</li> </ol>	<p><b>Charanga Unit: Reflect, rewind and replay.</b></p> <p>Lesson 5: Listen and appraise: Boléro by Ravel – 20<sup>th</sup> Century.</p> <p>Rewind and listen out! Pure imagination from the film Charlie and the chocolate factory.</p> <ol style="list-style-type: none"> <li>Warm-up Games with Round and round.</li> <li>Composition activity using first composer</li> <li>Rhythm grid work</li> <li>The language of music</li> <li>Rewind and replay (Revision) – Revisit songs form the year</li> </ol>	<p><b>Charanga Unit: Reflect, rewind and replay.</b></p> <p>Lesson 6: Listen and appraise: The Lamb by John Tavener – Contemporary</p> <p>Rewind and listen out! Rainbow connection sung by Kermit the Frog.</p> <ol style="list-style-type: none"> <li>Warm-up Games with Round and round.</li> <li>Composition activity using first composer</li> <li>Rhythm grid work</li> <li>The language of music</li> <li>Rewind and replay (Revision) – Revisit songs form the year</li> </ol>	<p><b>Charanga Unit: Reflect, rewind and replay.</b></p> <p>Lesson 7: Catch up if needed.</p>
PE	<b>Unit: Invasion Games</b>	<b>Unit: Invasion Games</b>	<b>Unit: Invasion Games</b>	<b>Unit: Athletics</b>	<b>Unit: Athletics</b>	<b>Unit: Athletics</b>	<b>Unit: Athletics</b>

	<p><b>NC link:</b> The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active lives.</li> </ul>			<ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>			
RE	<p><b>Unit: Religion and Rituals</b> What are rituals and how are they different to routines. A New Place of Worship To use and apply the key parts of a place of worship to a new design.</p>	<p><b>Unit: Religion and Rituals</b> What are rituals and how are they different to routines. A New Place of Worship To use and apply the key parts of a place of worship to a new design.</p>	<p><b>Unit: Religion and Rituals</b> What are rituals and how are they different to routines. A New Place of Worship To use and apply the key parts of a place of worship to a new design.</p>	<p><b>Unit: Religion and Rituals</b> What are rituals and how are they different to routines. A New Place of Worship To use and apply the key parts of a place of worship to a new design.</p>	<p><b>Unit: Religion and Rituals</b> What are rituals and how are they different to routines. A New Place of Worship To use and apply the key parts of a place of worship to a new design.</p>	<p><b>Unit: Religion and Rituals</b> What are rituals and how are they different to routines. A New Place of Worship To use and apply the key parts of a place of worship to a new design.</p>	
	<p><b>NC Link:</b> Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, to find out about the meanings behind them. Pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Developing a growing sense of the child's awareness of self, their own community, and their place within this.</p> 			<p><u>Exploring and discovering</u> Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</p> <p><u>Vocab progression:</u> Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon, and star.</p> 			
PSHE	<p><b>Unit: Changing me</b> <u>Lesson: Changing me introduction assembly.</u></p>	<p><b>Unit: Changing me</b> <u>Lesson: Life cycles – Understand that everyone is unique and special.</u></p>	<p><b>Unit: Changing me</b> <u>Lesson: Changing me – Express how I feel when change happens.</u></p>	<p><b>Unit: Changing me</b> <u>Lesson: My changing body – Understand and respect the changes that they see in themselves.</u></p>	<p><b>Unit: Changing me</b> <u>Lesson: Boys' and girls' bodies – understand and respect the changes that they see in other people.</u></p>	<p><b>Unit: Changing me</b> <u>Lesson: Learning and growing – Know who to ask for help if they are worried about change.</u></p>	<p><b>Unit: Changing me</b> <u>Lesson: Coping with changes – are they looking forward to change.</u></p>
	<p><b>NC Links, knowledge, and skills:</b></p> <ul style="list-style-type: none"> <li>- Understand the lifecycles of animals and humans.</li> <li>- Understand that changes happen as we grow, and this is ok.</li> <li>- Tell you some things about me that have changed and are the same.</li> <li>- Knowing that change is ok and that sometimes changes with happen whether I like them or not.</li> <li>- Knowing how my body has changed since I was a baby.</li> <li>- Understanding that growing up is natural and that everybody grows at different rates.</li> </ul> 			<ul style="list-style-type: none"> <li>- Identify the parts of the body that make boys different to girls and can use the correct names for these.</li> <li>- I respect my body and understand which parts are private.</li> <li>- Understand that every time I learn something new, I change a little bit.</li> <li>- I enjoy learning new things.</li> <li>- I can tell you about changes that have happened in my life.</li> <li>- I know some ways to cope with changes.</li> </ul> 