

Subject Outcomes	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Events:	Black History Month-Community Fete		Into Film Festival - Ilford Cinema Trip				Class Christmas parties

History: Toys through time (Kapow How have toys changed?)

Learning outcome	<p>To discuss a favourite toy</p> <p>To use everyday words and phrases to describe an artefact</p>	<p>To find out what toys our parents and grandparents played with</p> <p>To ask and answer questions about objects from the past</p>	<p>To investigate what toys were like up to 100 years ago</p>	<p>To compare toys from the past with modern toys</p>	<p>To investigate how teddy bears have changed over time</p>	<p>To know how toys have changed over time</p>	<p>End of unit assessment</p>
Activity	<p>Children bring in their favourite toy from home. In mixed ability groups, each child shares their toy with the group and talks about why it is their favourite and, how long they have had it etc.</p> <p>Children draw a picture of their favourite toy and label e.g., what it is made from.</p>	<p>Did your parents/grandparents play with the same toys as you? How could you find out if the toys they played with are the same.</p> <p>Invite a visitor in to talk about their favourite toy. Children to work in pairs or small groups to raise questions for the visitor about their toy.</p>	<p>How could we find out what toys were like in the past?</p> <p>Explore photos and objects (artefacts) in groups and record observations of the toys on sugar paper – what is it made of, how might children have played with it etc.</p>	<p>Recap with children what toys were like in the past.</p> <p>Show children images of toys that are similar e.g. modern skipping rope and an old skipping rope. Children match up similar toys and discuss which one is old and which one is new. How do we know?</p> <p>Children complete a matching activity of pairs of similar toys and describe them with a partner recording their ideas on sticky notes.</p>	<p>Recap with children how toys from the past are similar to modern toys and how they are different.</p> <p>Children look at a timeline showing when the first teddy bear was made (1902)</p> <p>Explore the Teddy Bears presentation and order the bears from oldest to newest. Discuss what modern bears</p>	<p>Recall how teddy bears have changed over time.</p> <p>Discuss as a class ‘How have toys changed over time?’ and record suggestions on the whiteboard.</p> <p>Children work in groups to make a toy museum to share with their families. Children write descriptive labels for the different toys</p>	

			Children sort toys into categories old and new. Can they sequence them from oldest to newest?	Sort the sticky note descriptions into 'past', 'now' and 'both'.	look like compared to older bears. Children create their own teddy bear timeline and describe the difference between old bears and modern bears.	detailing what it is, when it was played with, what it is made from etc. Invite families to come in and view the toy museum display in the hall or share with another year group.	
SEND	Bring in a toy to play with and show your adult. Photograph toy and adult to scribe labels	Children join in with class activity with adult support	Explore toys with a group and complete sorting activity – old and new	Complete matching activity of pairs of similar toys. Adult to scribe description labels for the toys	Explore different teddy bears and sort them into old and new with adult support	Choose a toy and record a verbal description of it.	
Key words	Remember, memory, special, now, toy, play	Parent, grandparent, children, remember, living memory, past, present, toy, play	Artefacts, modern, living memory, past, present, source, evidence, decade, century, timeline	Past, present, similar, different, living memory, modern, wooden, metal, plastic	Past, present, similar, different, living memory, modern, mohair	Past, present, living memory, change, toy, old, modern	

R.E: Celebrations in our community

Learning outcome	To understand the meaning of celebration and why people celebrate	To understand what events Christians, remember at Christmas time	To understand how some Christians celebrate Christmas	To understand how Hindus celebrate Diwali and why they celebrate this festival	To understand what many Jewish people remember at Chanukah	To understand why some religious people, choose to celebrate at certain times	Assessment
Prior knowledge	What do you celebrate? Meaning of festivals	Why do people celebrate? What do you celebrate? How do different people celebrate?	What events do Christians remember at Christmas time?	How do Christians remember these events? Why is celebration important?	Recap the celebrations discussed so far and their importance to religious people	Recap the celebrations discussed so far and their importance to religious people Diwali	

	Meaning of celebration		Importance of celebration in religion	How many different celebrations can you think of?	Diwali Christmas	Christmas Chanukah	
<p>Activity</p>	<p>Pupils to share what is their favorite day of the week?</p> <p>What is the best day they can remember?</p> <p>Create mind map in response to these questions – may include birthdays, weddings, sporting achievements, events</p> <p>What are the stories that get told at their big celebrations</p> <p>Develop mind map to include thoughts about:</p>	<p>Share story of the nativity. Ask pupils if they can remember the key characters in the story – ie. Mary, Joseph, Wise men, Shepherds, Angels, Jesus, Angel Gabriel, God etc)</p> <p>Ask pupils to retell the story using these characters</p> <p>Watch film (https://request.org.uk/resource/restart/2017/11/18/bible-quest-the-nativity/) watch the beginning of the clip where the meaning of the words</p> <ul style="list-style-type: none"> • Christmas: Christ (name for Jesus) Mass (special time to remember) • Incarnation: ‘carne’ in the middle meaning flesh or body so 	<p>Introduce word ‘advent’ as arrival of something or someone</p> <p>Introduce advent traditions as a symbol of the 4 weeks leading up to Christmas are advent, when some Christians wait and prepare for celebrating the birth of Jesus</p> <p>Show picture of advent wreath – a circle showing that God lasts forever, light four candles on Sundays leading up to Christmas, with 5th candle symbolizing birth of Jesus on Christmas Day</p>	<p>Read, retell or watch video [https://www.youtube.com/watch?v=uRpNNF4fB4g] of the story of Rama and Sita</p> <p>Tell pupils this story is sacred to maybe 800 million people and celebrated over thousands of years</p> <p>Children to understand that festival is important because it celebrates the victory of good over evil, and light over darkness</p> <p>Get children to pick a perspective – e.g. King Dasratha, Rama, Sita, Queen Kaikeyi, Bharat, Lakshman, Ravana or Hanuman.</p> <p>Then the story is about good overcoming evil. Pupils could identify who represents what – and how</p> <p>Explore Ravana – the many headed evil</p>	<p>Look with pupils at some art work showing Chanukah being celebrated or the story of Chanukah - https://artlevin.com/product/hanukkah-lights/</p> <p>Ask children to look at it closely. Discuss how we sometimes move a mouse over pictures on the internet and tags appear with words about the picture.</p> <p>Children should create 5 tags that might appear linked to the picture they are looking at – the tags can be very simple at this stage and might refer to colours and shapes in the picture as</p>	<p>Look back at the different religious festivals studied and think about similarities and differences - Think, Pair, Share</p> <p>Discuss as a class - what is important for Christians celebrating Christmas, Hindus celebrating Diwali and Jewish people celebrating Chanukah?</p> <p>What is the same and what is different about the three festivals.</p> <p>Give pupils a symbol related to each festival eg a diva, a Chanukiah and a star.</p> <p>In the centre of the symbol are the words ‘What does (insert festival name) mean for (insert religious worldview)?’. Ask pupils to identify</p>	

	<p>Decorations used, food eaten, special songs or dances, special words, people attending</p>	<p>incarnation means Jesus is God on earth Ask pupils to draw pictures or cartoons showing they understand the meaning of these words.</p>	<p>Show an advent calendar and candle explaining that these are used to prepare for and remember the story and importance of birth of Jesus</p> <p>Show pupils images of crib scenes in churches and explain that many Christians and churches have a crib scene in their house or church at Christmas. Can pupils spot all the characters in the images</p> <p>Children to design a nativity set of their own including all the most important characters and writing short description for if it was going to be on sale on a website showing why a Christian might want to buy it</p> <p>Singing carols</p>	<p>monster. Pupils could draw their own 'visual metaphor' for evil: what 10 words of evil or symbols would their ten headed 'statue of nasty' include? Link to artefacts of Hindu murtis (gods and goddess images). Note that evil and nastiness has many aspects – but good still wins in the story.</p> <p>Introduce Diwali and the events and customs connected to the festival. It is a time of new beginnings: people often wear new clothes, business accounts are settled and lights and celebrations in public</p> <p>Explore with pupils the beliefs and experiences of Hindus as they celebrate this festival. Some Hindus are reminded of Rama's victory over the demon king Ravana, and some of the goddess Lakshmi, the provider of wealth. Divas, or lights, guide Lakshmi to people's homes and also guided Rama and Sita back home after their exile.</p> <p>Diwali cards are sent out and get children to design their own with 4-6 lines of poetry to go in the cards</p>	<p>well as to objects that pupils can name.</p> <p>Read through story of Chanukah and pupils to choose 8 key words important in the story</p> <p>Get children to retell story in a few sentences using their key words and underlining these</p> <p>Gather some pupil questions about anything in the story that makes them wonder or puzzles them (e.g. How did the oil last for eight days? Where is Jerusalem? Why didn't Judah and his army give up and do what the rulers wanted? How is oil made? How did the small army manage to beat the bigger more powerful one?)</p> <p>For any questions that are appropriate, research the</p>	<p>and write 3 important aspects of the festival. Pupils might choose from a longer list the 3 they think matter most. For pupils who struggle with this, give them a list of 7 from which to choose and talk the items through with them in a group.</p> <p>Discuss with pupils a series of reasons the festivals might be celebrated and ways the festivals are celebrated (eg remembering important people, remembering important stories, reminding followers of important beliefs, having fun, meeting up as a community, eating special food, singing, lighting candles, hearing stories).</p> <p>Write these on cards/use photos and arrange three overlapping hoops on the floor - one for each festival. As a class place the cards/pictures/photos and note the similarities and</p>	
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			<p>Explain that in church at Christmas special songs are sung about the birth of Jesus, these are called carols. Play pupils a selection of carols to pupils. Ask them to note what parts of the Christmas story they notice and what Christian beliefs about Jesus they see. Ask pupils if they could only choose one carol for Christians which one would they choose and why (pupils can choose from the selection you have shared or a carol they already know)?</p>	<p>that explores the celebrations</p> <p>Get children to then think why is this festival celebrated by Hindus? What does it mean for them?</p>	<p>answers as a class. Other questions will be harder to answer through research alone – research these to an extent if possible, then pupils can work together to think about what sensible answers might be, eg through the use of hotseating, P4C etc.</p> <p>Explain to children that Chanukah is generally a happy time when Jewish people think of the Chanukah story and the miracles in it. The oil burning for 8 days and the small army winning can both be seen as miracles. Help children to find out about aspects of Chanukah practice today linked with miracles dreidel (A game played by Jewish people with a spinning top. The top has four letters on it standing for the sentence 'A Great</p>	<p>differences.</p>	
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					<p>Miracle Happened There’). Chanukiah (Multi-branched candlestick lit for 8 days as a reminder of the oil lasting for 8 days in the story). foods eaten at Chanukah (Such as latkes and doughnuts which are cooked in oil as a reminder of the miracle with the oil).</p> <p>Teach the pupils about these three traditions and then if time choose one to focus on in more detail eg make a dreidel and play the game, make a hand hanukiah by placing two hands together and drawing round them (each finger is a candle and the two thumbs together are the helper candle that lights the other candles), make and taste doughnuts or Latkes. For whichever</p>		
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					<p>one you focus on remind pupils of the meaning behind the actions. Look back at the picture from the start of the learning about Chanukah. Ask pupils to write/say five tags for it. Compare these with the 5 they wrote/said at the beginning. Ask pupils to imagine that they working at an art gallery. They should write or share write a title for the picture and a sentence or two explaining it. This is to be displayed on the wall to help visitors to the gallery find out about the meaning of the image.</p>		
<p>SEND</p>	<p>Children to match the festivals to the religion and draw what they might celebrate at the festival</p>	<p>Children to match the names to the characters. Then order the pictures to retell the story of the nativity</p>	<p>Children to design a nativity set of their own including all the most important characters</p>	<p>Create a happy Diwali card with a message inside. Use images as prompts to help decorate card</p>	<p>Children to recreate a painting of Chanukah and to label their painting using keywords</p>	<p>Give pupils a symbol related to each festival eg. A diva, a Chanukah and a star. In the centre of the symbol are the words 'What does (insert festival name) mean for (insert</p>	

						Religious worldview)?' Ask pupils to identify and choose 3 from a list of 7 things they think is the most important aspects of the festival	
Key words	Celebration, Festival, Christmas	Christianity, Christmas, Celebration, Nativity, Jesus, Christ, Worship	Advent, Christ, Christmas, Worship, Creation	Hinduism, Worship, Celebration, Diwali, Faith, Colour, God, Light	Chanukah, Judaism, Celebration, Worship, Miracles, Light, Hannukah	Hannukah, Community, Worship, Religion, Faith, Symbols, Diwali, Christmas	
Outcomes	<ul style="list-style-type: none"> - To understand a wide range of celebrations and why people celebrate - To describe the significance of celebration for at least one religion - To describe what happened at the Birth of Jesus and the significance of this for Christians - Retell and identify why the story of Rama and Sita is important to Hindus at Diwali - To understand why Hannukah might help someone remember the story of Chanukah - Identify similarities and differences between the celebration and meaning of two festivals studied 						
RHE							
Learning outcome	R2. Common characteristics of family life (care, spending time together, protection).	R3. That families can provide love and safety. R4. What makes them feel happy and safe with their family?	P4C: Ss9. To understand personal space.	R7. How to build new friendships in safe settings. Ss8. To identify boundaries of play for different children.	LI: To understand how to keep cash safe	LI: To understand how to keep cash safe	
SEND	Talk to your adult about who is in your family?	How does your family make you feel using emotion pictures	Label and recognise different parts of their body (play head shoulders knees and toes)	Who is your friend? Draw a picture of you and your friend.			
Key words	Family, care, protect, love,	Family, care, protect, love, safe, unsafe	Private, space, personal, respect	Friendship, kindness Private, space, personal, respect	Cash, Coins, Money, Moneybox, Notes, Purse, Safe, Wallet	Cash, Coins, Money, Moneybox, Notes, Purse, Safe, Wallet	

Phonics							
Practise/apply/consolidation	<p>Practise recognition and recall of Phase 2, 3 and 5 graphemes as they are learnt. Quick write graphemes and words. Practise reading and spelling words with adjacent consonants and with newly learned graphemes. Practise reading and spelling HFW and tricky words. Practise reading and spelling polysyllabic words. Practise reading and writing sentences.</p>	<p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Quick write graphemes. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling HFW and tricky words. Practise reading and spelling polysyllabic words. Practise reading and writing sentences.</p>	<p>Practise recognition and recall of graphemes and different pronunciations of graphemes. Quick write graphemes. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling HFW and tricky words. Practise reading and spelling polysyllabic words. Practise reading and writing sentences.</p>	<p>Practise recognition and recall of graphemes and different pronunciations of graphemes. Quick write graphemes. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling HFW and tricky words. Practise reading and spelling polysyllabic words. Practise reading and writing sentences.</p>	<p>Practise recognition and recall of graphemes and different pronunciations of graphemes. Quick write graphemes. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling HFW and tricky words. Practise reading and spelling polysyllabic words. Practise reading and writing sentences.</p>	<p>Practise recognition and recall of graphemes and different pronunciations of graphemes. Quick write graphemes. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Practise reading and spelling HFW and tricky words. Practise reading and spelling polysyllabic words. Practise reading and writing sentences.</p>	<p>Revision of learning from Weeks 1-5 to consolidate the split digraphs and alternative pronunciations of graphemes learned in Phase 5. Assessment all week</p>
	Teach	<p>a-e as in cake previously taught as ai in rain and ay in crayon</p> <p>e-e as in scene previously taught as ee in feet</p> <p>i-e as in lime previously taught</p>	<p>Previously taught as a in hat alternative a as in what</p> <p>Previously taught as e as in bed alternative e as in she</p> <p>Previously taught as i in fin alternative i as in find</p>	<p>Previously taught as ow in cow alternative ow as in blow</p> <p>Previously taught as ie in tie alternative ie as in field</p>	<p>Previously taught as ou in out alternative ou as in shoulder, could/you</p> <p>Previously taught as y in yes, alternative y as in by, crystal</p>	<p>Previously taught as y in yes, alternative y as in very</p> <p>Previously taught as ch in chin alternative ch as in school, and chef</p> <p>Previously taught as c in cat alternative c</p>	<p>Revision of split digraphs and alternative pronunciations of graphemes taught.</p>

	<p>as igh in light and ie in tie</p> <p>o-e as in stone previously taught as oa in boat</p> <p>u-e as in flute previously taught as ew in crew, oo in moon, ue as in blue</p> <p>u-e (yoo) as cube previously taught as ue in statue, ew in stew</p>	<p>Previously taught as o in hot alternative o as in cold</p> <p>Previously taught as u in but alternative u as in put</p>	<p>Previously taught as ea in eat alternative ea as in bread</p> <p>Previously taught as er in farmer alternative er as in her</p>		<p>as in cent Previously taught as g in got alternative g as in giant</p> <p>Previously taught as ey in money alternative ey as in they</p>		
Tricky words	<p>Teach reading and spelling words: asked</p>	<p>Teach reading and spelling words: water, where, who, again, thought, through, work, mouse</p>	<p>Teach reading and spelling words: many, laughed, because</p>	<p>Teach reading and spelling words: different, any, eyes, could</p>	<p>Teach reading and spelling words: friends, once please</p>	<p>Revision of tricky words taught so far.</p>	<p>Assessment</p>
Assessment	<p>Use the assessment questions within lessons to identify pupils falling behind and offer support as per the Great Expectations Secured Keep Up Programme. Use the six weekly assessment tasks information to close any gaps in pupils' learning and offer support as per the Great Expectations Secured Keep Up Programme. Complete half-termly tracker to inform targeted support. How well are pupils applying their phonic knowledge and skills to reading, writing and spelling and the wider curriculum?</p>						
Resources	<ol style="list-style-type: none"> 1. Graphemes Chart 2. Grapheme Mat (Phase 5) 3. Wall Frieze (Phase 5) 4. Grapheme Cards for Children (Phase 5) 5. Grapheme-Phoneme Correspondence Mnemonic cards (Phase 5) 6. New Graphemes for Reading Teacher's Cards 7. Graphemes Cards 8. High frequency and tricky word cards (Phase 5) 9. Flashcards for Phase 5- New Graphemes for Reading 10. Phases 2 and 3 Grapheme Strips 11. Grapheme-Phoneme Correspondence Support Mat (Phase 5) 12. Decodable texts from lesson plans 13. Decodable books as per GES Simply Letters and Sounds Mapping Document 						

14. Whiteboard and pens
 15. The resources mentioned above are also reflected in the daily lesson plans. They should be used in the Great Expectations Secured Keep Up programme as well.

Maths

Topic of learning							
<p>Learning Outcome</p>	<p><u>Lesson 1</u> White Rose – Step 9 Addition – add one more</p> <p><u>Lesson 2</u> White Rose - Step 10 Addition problems</p> <p><u>Lesson 3</u> White Rose – Step 11 Find a part</p> <p><u>Lesson 4</u> White Rose – Step 12 Subtraction – find a part</p>	<p><u>Lesson 1</u> White Rose – Step 13 Fact family – the eight facts</p> <p><u>Lesson 2</u> White Rose – Step 14 Subtraction – take away/cross out</p> <p><u>Lesson 3</u> White Rose - Step 15 Take away (how many left?)</p> <p><u>Lesson 4</u> White Rose – Step 16 Subtraction on a number line</p>	<p><u>Lesson 1</u> White Rose – Step 17 Add or subtract 1 or 2</p> <p><u>Lesson 2</u> Year 1 RTP – NF1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts.</p> <p><u>Lesson 3</u> Year 1 RTP – NF1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts.</p> <p><u>Lesson 4</u> Year 1 RTP – NF1 Recognise odd and even numbers.</p>	<p><u>Lesson 1</u> Assessment White Rose – end of unit assessment</p> <p><u>Lesson 2</u> Consolidation based on outcomes of assessment</p> <p><u>Lesson 3</u> Consolidation based on outcomes of assessment</p> <p><u>Lesson 1</u> White Rose - Step 1 Recognise and name 3-D shape</p> <p><u>Lesson 2</u> White Rose - Step 2 Sort 3-D shapes</p>	<p><u>Lesson 1</u> White Rose – Step 3 Recognise and name 2-D shape</p> <p><u>Lesson 2</u> White Rose – Step 4 Sort 2-D shapes</p> <p><u>Lesson 3</u> White Rose - Step 5 Patterns with 2-D and 3-D shapes</p> <p><u>Lesson 4</u> Assessment Year 1 – RTP 1G 1 & 1G 2</p>	<p>Consolidation</p>	<p><u>Lesson 1</u> White Rose - Step 1 Count with 20</p> <p><u>Lesson 2</u> White Rose – Step 2 Understand 10</p> <p><u>Lesson 3</u> White Rose – Step 3 Understand 11, 12 & 13</p> <p><u>Lesson 5 – Step 4</u> Understand 14,15& 16</p>
	<p>SEND</p>	<p>Look at individual EHCP and pre key stages and work on specific targets.</p>	<p>Look at individual EHCP and pre key stages and work on specific targets.</p>	<p>Look at individual EHCP and pre key stages and work on specific targets.</p>	<p>Look at individual EHCP and pre key stages and work on specific targets.</p>	<p>Look at individual EHCP and pre key stages and work on specific targets.</p>	<p>Look at individual EHCP and pre key stages and work on specific targets.</p>

			on specific targets.				
Key words	Add, more, plus, equals, total	Minus, take away, less, total	Minus, take away, less, total, subtraction		3d, 2d, solid, flat, corners, vertices,	3d, 2d, solid, flat, corners, vertices,	

English

Prior knowledge:

- reading of unfamiliar words-decoding
- articulating ideas and structuring them in speech before writing
- finger spaces
- spelling rules
- listen to a wide range of stories

Book	Lost in the toy Museum	Lost in the toy Museum Letter writing preparation	Letter writing	Traction man - whole class learning	Traction man	Traction man	
Learning Outcome	<p>LI: To use adjectives to describe</p> <p>LI: To have an awareness of finger spaces, capital letters and full stops</p>	<p>LI: To use some features of different text types.</p>	<p>LI: To use some features of different text types.</p>	<p>LI: To use adjectives to describe.</p>	<p>LI: To use adjectives to describe</p> <p>LI: To use the joining word 'and' to link ideas and sentences</p>	<p>LI: To use adjectives to describe</p> <p>LI: To use the joining word 'and' to link ideas and sentences</p>	
Activity	<p>Carousel</p> <p>Activity 1 - Adult led: Use adjectives to write about their own toy</p> <p>Activity 2: Which toy would you bring to school if you could?</p> <p>Activity 3:</p>	<p>Whole class</p> <p>Receive a letter from Jim at the Retirement home about toys from his past. Begin to look at letter structure and order the sequence of a letter.</p> <p>Day 1: Sort different texts, looking at key features of a letter</p>	<p>Carousel</p> <p>Activity 1 - Adult led: Letter writing about their toy using adjectives from week 1-2.</p> <p>Activity 2: Cut the letter and put it in the correct order independently</p>	<p>Carousel</p> <p>Activity 1 - Adult led: Design a future toy and label it using adjectives.</p> <p>Activity 2: Look at the pictures of the toys. Write about how they look, feel.</p> <p>Activity 3: Observational drawing of toys – write a sentence</p>	<p>Carousel</p> <p>Activity 1 - Adult led: Answer questions about their future toy. What is your future toy? What does it do? What material will you use and why?</p> <p>Activity 2: Look at the picture of toys and sort them</p>	<p>Carousel</p> <p>Activity 1 - Adult led: To edit and write up the description of their future toy.</p> <p>Activity 2: To decorate a Christmas card for a friend.</p> <p>Activity 3:</p>	

	<p>Read the sentences and correct the mistakes. Write them on a whiteboard.</p> <p>Activity 4: Cutting skills – Mr potato head</p> <p>Activity 5: Phonics Read the sentences and add the missing item in the picture.</p>	<p>Day 2: Reorder a letter in the correct order</p> <p>Day 3: Draw a picture of your toy and label it using adjectives.</p> <p>Day 4: Write down questions they would ask Jim in their plan.</p> <p>Day 5: Model writing a letter using the plan</p> <p>h/w – imagine you got a job in a toy shop and you had to design a toy. What features would you include? Draw and label it using adjectives.</p>	<p>Activity 3: Write a letter to a friend about your weekend/day</p> <p>Activity 4: Design a stamp for your letter.</p> <p>Activity 5: Phonics Using your phonic knowledge, can you blend and segment to read words.</p>	<p>using adjectives to describe what you can see</p> <p>Activity 4: Design a bag to carry our class teddy to around the school.</p> <p>Activity 5: Using your phonic knowledge, can you blend and segment to read sentences.</p>	<p>according to their material (link to science).</p> <p>Activity 3: Design a new costume for traction man</p> <p>Activity 4: To complete activities about suffixes (ing)</p> <p>Activity 5: Phonics Using your phonic knowledge, can you blend and segment to read sentences.</p>	<p>To create lolly stick superheroes.</p> <p>Activity 4: Who is your favourite superhero and why?</p> <p>Activity 5: Phonics Using your phonic knowledge, can you blend and segment to read sentences.</p>	
<p>SEND</p>							
<p>Key words</p>	<p>Adjectives, describing, toys,</p>	<p>Adjectives, describing, toys</p>	<p>To, from, letter, past describe.</p>	<p>To, from, letter, past describe, introduction.</p>	<p>Describe, old, new toys, futuristic</p>	<p>Describe, old, new toys, futuristic</p>	<p>Describe, old, new toys, futuristic, and, because.</p>
<p>Science - Everyday Materials</p>							
<p>Resources to support learning</p>	<p>TAPS resources A scientist like me Explorify I bet you didn't know resources ASE PLAN resources</p> <p>PSTT Book (each year group / team leader has one)</p>						

Trips: Toy Museum							
Learning outcome	L.I: I can identify the material an object is made from.	L.I: I can group objects according to the material they are made from	L.I: I can identify whether a material is man-made or natural.	L.I: I can identify properties of materials.	L.I: I can sort materials according to their properties	L.I: I can carry out a simple test to see which materials are waterproof.	L.I: I can carry out a simple test to see which materials are waterproof.
Scientific enquiry skills	<ul style="list-style-type: none"> • Make relevant observations. • Begin to ask questions that can be tested • Identify and classify things with support. 	<ul style="list-style-type: none"> • Make relevant observations. • Begin to ask questions that can be tested • Identify and classify things with support. 	<ul style="list-style-type: none"> • Make relevant observations. • Begin to ask questions that can be tested • Identify and classify things with support. 	<ul style="list-style-type: none"> • Make relevant observations. • Identify and classify things with support. 	<ul style="list-style-type: none"> • Make relevant observations. • Identify and classify things with support. 	<ul style="list-style-type: none"> • Use their observations and ideas to suggest answers to questions • Observe closely, using simple equipment • Perform simple tests • Identify and classify • Plan a comparative or fair test 	<ul style="list-style-type: none"> • Use their observations and ideas to suggest answers to questions. • Use labels & drawings to present evidence • Write a simple conclusion using evidence.
Recap prior learning	What do we know about materials?	What is a material? Recall vocabulary - wood, metal, plastic, rock, wool, fabric, glass and paper – can the children give examples of objects made from these materials?	Play I spy. e.g. I spy an object made from wood – children may say table, cupboard, door etc. In their explanations, make sure they distinguish between the object and the material it is made from and use the terms: wood, plastic,	What rough materials can you name? What soft materials can you name? What see through materials are in our classroom? Odd one out – plastic water bottle, wooden log, sand. (Do the children apply their knowledge of natural and man-made materials in their explanations?) – record children’s response on post it notes for class floor book	Give all children a material, ask them to pair up on a signal, the children show their card to their partner who must name a property of the material and vice versa. e.g. wood-strong, glass-see through. CH: Can they think of another property for their material?	What a material is, types of materials and properties of materials. Odd one out – wooden toy, plastic toy and a fabric doll. – discuss how they are similar, how are they different? Encourage children to orally use scientific vocabulary in their explanations – record children’s response on post it notes for class floor	

			<p>glass and metal, paper, fabric, rock.</p> <p>Children could then play in pairs allowing the teacher to observe the children's knowledge.</p>			<p>book. E.g. the wooden chair is the odd one out because it is made from wood which is hard. E.g. the plastic toy is the odd one out because it is waterproof. E.g. the odd one out is the fabric doll because it is soft.</p>	
Key questioning	What is material?	How can we sort different objects?	Where do materials come from?	How are materials different?	How can we sort materials according to their properties?	Which material is best for a raincoat?	Which material is best for a raincoat?
Activity	<p>Starter: What does the word material mean? Explain to the children that all things are made from 'materials'.</p> <p>Establish that this does not mean that objects are cloth/fabric (material) but that the word 'material' refers to the matter from which a thing is made.</p> <p>What materials can you name? Listen to the materials song.</p> <p>Introduce the children to the</p>	<p>Put a small collection of objects in the middle of the carpet (e.g. spoons made from different materials) and ask the children to think like investigators and discuss – how are these objects the same? Then ask the children to consider different ways of grouping.</p> <p>In pairs, provide the children with a matching activity to ensure the children understand different vocab – e.g. wooden chair – wood, brick – rock, plastic bottle – plastic, jumper - fabric etc...</p>	<p>Take the children out to forest school and allow them time to collect different objects. Bring the children back together and discuss the items they have found. Ask the children how we could sort these different objects according to their material. (health and safety provide litter pickers/gloves for collecting items)</p> <p>Man-made and natural – discuss with the children if they have</p>	<p>Explain to the children that all materials have different properties, which make them good for making different objects.</p> <p>Make a list on the board of all the properties the children can recall from the video and any of their own include: hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through. – discuss meanings.</p> <p>absorbent and waterproof – Can the children give examples of materials and definitions?</p>	<p>Starter: On the carpet, have the items from lesson 2 sorted according to their material. Ask the children how the objects have been sorted and then challenge them to think of a different way of sorting the objects. Allow a short discussion time on the carpet. Hold up two of the objects e.g. wooden spoon and scissors – What is similar about them? What word could describe them both? E.g. hard. Choose another item e.g. sponge is this hard? How can</p>	<p>Display a picture of a raincoat and ask the children to suggest properties for the material we might use – ensure understanding of waterproof.</p> <p>Introduce the children to Charles Macintosh and the journey of the raincoat – see resources.</p> <p>As a class, plan an investigation to test which material is waterproof. Provide the children with a range of materials to test. Take suggestions of how we could test the materials to see if</p>	<p>Reflecting on findings and adapting design. Writing reflection of what you will change and why</p>

	<p>following materials and ask them to give any examples of objects they know that are made from each material – wood, metal, plastic, rock, wool, other fabric, glass and paper. Now share the names of three toys – teddy, toy car and doll – ask the children for suggestions of materials that these objects can be made from, is there more than one answer? Go on a materials hunt and ask the children to name the object, draw a picture of the object and label the material it is made from in their books.</p> <p>Encourage children to organise their work by drawing their own table.</p>	<p>In groups at tables, provide the children with a range of objects to sort according to the material they are made from. Come together and discuss the children’s sorting – identify and discuss any misconceptions. Did they find some objects more difficult to sort than others? E.g. scissors made from metal and plastic, peg made from wood and metal.</p> <p>Children sort the objects according to their material</p> <p>Take a photograph of the children’s sorting. Gather children’s voice to include on a post it notes</p>	<p>heard of these words before, can give a definition or examples?</p> <p>Ask the children to sort the objects into man-made and natural. Discuss the difference between the different materials. Ask the children to name any other examples of natural or man-made materials that haven’t been found in forest school. Introduce water as a material if the children do not suggest it. Write any additional materials suggested by the children on whiteboards and then add to the natural/man-made sorting pile.</p> <p>Provide the children with a</p>	<p>Feely bag activity – Teacher model an object first. My object feels hard, it feels bumpy and rough and it feels heavy what could it be? I think it is a rock. Lift it out – what other properties does it have? E.g. not see through, rigid – challenge the children to use vocabulary introduced in the video. Repeat and provide each group with their own feely bag, teacher to observe the children encourage them to use the word list on the board.</p> <p>Children then use this information and vocabulary to label different materials with their properties. Model a material on the board so children understand the expectation – as a class do the material wood and list all its properties. Then ask children to select another material and complete the same task, see example below.</p> <p>Plenary: Play I-Spy again but move onto spotting materials with certain properties (rough/smooth, etc.). Ask volunteers to play this game too. In their</p>	<p>we describe this material? Could we sort all of the objects into hard or soft materials? Take feedback from the children and sort the objects together on the carpet.</p> <p>Main: Provide each group with a range of materials and ask them to sort them according to their properties. Children work in mixed ability groups and choose their own criteria – teacher to give support where needed. Encourage children to use scientific vocabulary in their discussions – children who are able can record their sorting otherwise take photographs and encourage children to comment on a post it note.</p> <p>Plenary: Why are windows made of glass? Encourage the children to begin to consider the suitability of materials.</p>	<p>they are waterproof. How can we make sure our test is fair? If I poured a whole glass of water on one material and one drop on another would this be fair? As a class, decide on an appropriate amount of water and size of material to test. Take photographs for evidence. Children present their findings in a similar way to the example below (not as a worksheet use the sentence stem) – Which is the best material for a raincoat?</p> <p>Sentence stem: The best material for a raincoat is ... because ...</p>	
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			range of materials that they have come across so far in their learning plus examples found outside and ask them to sort them into natural and man-made into their books.	explanations, make sure they distinguish between the object and the material it is made from and use the terms: wood, plastic, glass and metal. e.g. I spy something see through and made of plastic – (a bottle)			
SEN	Join in with whole class.	Join in with whole class.	Sorting activity with adult support	Describing materials activity/ feel bag	Sorting materials activity	Wet / dry Test different materials to find waterproof material.	Test different materials to find waterproof material.
Resources	<ul style="list-style-type: none"> Toys 	<ul style="list-style-type: none"> A collection of objects made from different materials Hoops for sorting. Object – materials matching cards. 	<ul style="list-style-type: none"> Water 	<ul style="list-style-type: none"> Feel bags a range of objects made from different materials. Word bank of vocabulary to support the LA. 	<ul style="list-style-type: none"> A range of materials for the children to sort. 	<ul style="list-style-type: none"> Range of materials to test for each group. Water Pipette 	
Key words	Object, material, wood, metal, plastic, rock, wool, fabric, glass and paper.	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool,	Natural, man-made, plastic, wood, rock, plastic, glass and metal, paper, fabric	Hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breakable, rough, smooth, shiny, dull, see-through, not see-through.	Hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through	Fair test, waterproof	Test, evaluate, material,
Outcomes	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> Talk about and notice objects throughout the year. Talk about and describe different objects/materials. Talk about and describe objects that we use every day. Talk about how everyday objects are made (in a simple way). Compare objects. Talk about how we look after our objects or belongings. 						

ART - Drawing

Prior knowledge:

- To explore making marks with wax crayons.
- To investigate the marks and patterns made by different textures. To explore making marks with felt tips.
- To use a felt tip to make patterns. To explore making marks with chalk.
- To make controlled large and small movements.
- To compare different ways of making marks and drawing. To explore mark making using pencils.
- To create a simple observational drawing. o explore mark making using pencils.
- To create a simple observational drawing.

Key Thread of Learning:

In this unit children will continue to build upon their skills of experimenting with a range of media to make marks. They will develop more enhanced control of their mark making focusing specifically in the types of lines they use for effect. They will further enhance their observational skills and understand the difference between drawing from observation and from imagination. They will develop their ability to colour neatly and carefully within lines to develop their motor skills.

Learning outcome	To know how to create different types of lines.	To explore line and mark making to draw water	To draw with different media and shapes	To draw with different media	To develop an understanding of mark making	To apply an understanding of drawing materials and mark-making to draw from observation	Assessment
Activity	Explore different lines using string and card. Chn to then draw into a 6 section chart.	Explore wavy lines on shared paper with music (3mins) stop when the music stops.	Chn have 2d shapes and draw around overlapping one another. Colour in each using different media.	Chn have 2d shapes and draw around overlapping one another. Colour in each using different media.	Look at different types of mark making. Select a object to draw and model observational drawing without taking the pencil off the paper	Observational drawing – how does it look? What is the texture? What colours can you see?	Kapow end of unit assessment
SEN	Join in with whole class	Mark making with different sensory materials	Texture exploration	Create patterns with 2d shapes practical	To take photos and print and discuss with appropriate mark making		

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Autumn 2: Terrific Toys

Key word	Vertical, horizontal, diagonal, cross hatching, wavy	Dark, light, thick, thin, wavy, straight, broken	Kandinsky, geometric art, 2d shapes	Kandinsky, geometric art, 2d shapes, media	Observational drawing, mark making, pencil	Observational drawing, mark making, pencil, texture	
Outcomes	<p>To describe the lines in the work of an artist and in their own work</p> <p>To understand that there are different types of lines and can experiment with different resources to create them</p> <p>To hold a pencil and chalk in different ways to experiment with the line.</p> <p>To create and work in the style of a modern artist</p>	<p>To describe the lines in the work of an artist and in their own work</p> <p>To understand that there are different types of lines and can experiment with different resources to create them</p> <p>To hold a pencil and chalk in different ways to experiment with the line.</p> <p>To create and work in the style of a modern artist</p>	<p>To use different materials and lines to make different types of marks, reflecting what I can hear in music.</p> <p>To know that there are many different ways of drawing lines, and that they feel different to make, and that they look different</p> <p>To add plants and creatures to bring art to life</p> <p>To evaluate my art and the work of others using the language I have learnt</p>	<p>To draw around a variety of shapes</p> <p>To know that my shapes can overlap</p> <p>To experiment with a variety of different media in this piece</p> <p>To say which medium I prefer and why</p>	<p>To experiment with different marks and use marks to show texture</p> <p>To understand the importance of looking carefully and closely when I am drawing</p> <p>To use one type of drawing tool in lots of different ways</p>	<p>To look carefully at an object to identify shapes, lines and textures</p> <p>To control a pen/pencil to create different types of lines</p> <p>To use a range of drawing tools to create different marks</p> <p>To layer different materials to experiment creating effects</p>	<p>To look carefully at an object to identify shapes, lines and textures</p> <p>To control a pen/pencil to create different types of lines</p> <p>To use a range of drawing tools to create different marks</p> <p>To layer different materials to experiment creating effects</p>
Learning Powers	Attention	Attention and Imagination	Curiosity and Reflection	Organising	Attention	Attention	
<p>Reading carousel: Reciprocal reading book: Beegu</p>							
Activity	Individual reading	Week 1 of RR	Week 2 of RR	Week 3 of RR	Week 4 of RR	Guided reading	Guided reading

<p>Learning Intention Adult Led</p>		<p>Listens attentively to stories at an appropriate interest level</p> <p>To join in discussion about a text</p> <p>Can make plausible predictions about the plot of an unknown story, using the text and other book features</p>	<p>Listens attentively to stories at an appropriate interest level</p> <p>To join in discussion about a text</p> <p>Can make plausible predictions about characters, using knowledge of the story and own experiences</p>	<p>Listens attentively to stories at an appropriate interest level</p> <p>To join in discussion about a text</p> <p>Can make plausible predictions about characters, using knowledge of the story and own experiences</p>	<p>Listens attentively to stories at an appropriate interest level</p> <p>To join in discussion about a text</p> <p>Can express opinions about main events and characters in stories, eg good and bad characters</p>		
<p>Adult led Activity</p>		<p>Title- page 1</p> <p>Looking: Who do you think the person is on the front cover?</p> <p>Clue: What has happened to the object?</p> <p>Thinking: Why do you think the creature is bright yellow and the background is dark?</p>	<p>Page 2 -7</p> <p>Looking: Where is Beegu? Pg6-7</p> <p>Clue: Pg3 Why is Beegu looking up?</p> <p>Thinking: What do you think Beegu is trying to say to the rabbits?</p>	<p>Page 8-14</p> <p>Looking: What has happened to Beegu's ears and why? Pg13</p> <p>Clue: Why is Beegu sad? Pg9</p> <p>Thinking: Why was there a box full of puppies?Pg10</p>	<p>Pg 15-21</p> <p>Looking: How are the children reacting to Beegu? Pg 16</p> <p>Clue: Why is the teacher unhappy? Pg 17</p> <p>Thinking: Why is Beegu being separated from the children? Pg 19</p>	<p>Pg 22-27</p> <p>Looking: What is behind Beegu and how did it get there? Pg22</p> <p>Clue: Why are all the lights in the city switched off? Pg22</p> <p>Thinking: Why did Beegu keep the red hoola hoop?</p>	<p>Read to the end</p> <p>Looking: Why is Beegu looking out of the spaceship window?</p> <p>Clue: Where is Beegu? Where is he going?</p> <p>Thinking: Where do you think Beegu is going?</p>
<p>Learning intention Pre-read</p>		<p>To discuss word meanings and link new meaning to those already known.</p>	<p>To discuss a wide range of nonfiction.</p>	<p>To read words with contractions (for example I'm I'll we'll)</p>	<p>To check that a text makes sense to them as they read and self-correct.</p>	<p>To begin to make simple inferences.</p>	<p>To read words containing taught GPCs</p>
<p>Pre-read Activity</p>		<p>Use the dictionary to find the meaning of the words below:</p>	<p>Look at the nonfiction texts about city's and buildings. Can</p>	<p>Read and match the contractions from the story. Can you use the contraction in a sentence?</p>	<p>Read the sentences and check for corrections.</p>	<p>Read the sentences and draw a picture to match</p>	<p>Read the sentences and match it to</p>

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Autumn 2: Terrific Toys

		Sad lost lonely confused Scared different	you discuss and write 3 facts about cities?		Can you re write them?		the correct picture.
Learning intention Follow up		To begin to make simple inferences.	To predict what might happen on the basis of what has been read so far	To begin to make simple inferences.	To link what they read or heard read to their own experiences	To discuss word meanings and link work meanings to words already known.	To discuss the significance of titles and events.
Follow up Activity		Read the passage in your booklet and look at the picture. Can you draw a picture of where you think Beegu should be?	With your talk partner discuss what you have read and make a prediction about what you think will happen next.	Use the passage about Beegu and answer the questions.	Look at the picture of the children in the playground. What RRS values are they showing? How do you know?	Look at the picture of Beegu. Look at the words provided and choose the correct feelings to match the picture. Use the word to write a sentence.	Look at Beegu explaining what happened to him on planet Earth. Can you read the sentences and put them in order? Use Beegu's speech bubble to help you remember the order of his adventure.
Learning intention Reading corner		To blend sounds in unfamiliar words using the GPCs that they have been taught.	To blend sounds in unfamiliar words using the GPCs that they have been taught.	To reread texts to build up fluency and confidence in word reading.	To blend sounds in unfamiliar words using the GPCs that they have been taught.	To blend sounds in unfamiliar words using the GPCs that they have been taught.	To blend sounds in unfamiliar words using the GPCs that they have been taught.
Book change Activity		Read your reading book with an adult.	Read your reading book with an adult.	Read your reading book that was allocated to you with by your teacher.	Read your phonics book independently and with an adult.	Read your phonics book independently and with an adult.	Read your phonics book independently and with an adult.
Learning intention Phonics		To read words using taught GPCs.	To blend sound sin unfamiliar words using the GPCs that they have been taught.	To blend sound sin unfamiliar words using the GPCs that they have been taught.	To read words using taught GPCs.	To read words using taught GPCs.	To read words using taught GPCs.

<p>Phonics Activity</p>		<p>Complete the phonics activity your teacher has set.</p>	<p>Sort the alien words and real words into groups.</p>	<p>Design and draw your very own alien and you can make a name for your alien using graphemes you already know.</p>	<p>Complete the phonics activity your teacher has set.</p>	<p>Complete the phonics activity your teacher has set.</p>	<p>Complete the phonics activity your teacher has set.</p>
<p>Computing</p>							
<p>Learning Outcome</p>	<p>To understand that data can be represented in picture format.</p>	<p>To contribute to a class pictogram.</p>	<p>To use a pictogram to record the results of an experiment.</p>	<p>To emphasise the importance of following instructions.</p>	<p>To follow and create simple instructions on the computer</p>	<p>To consider how the order of instructions affects the result.</p>	<p>To follow instructions in order.</p>
<p>Activity</p>	<p><u>Unit 1.3 Pictograms</u> Lesson 1: Ask the children to thought shower as many methods of transport as they can think of and think about when they might be used. Create a physical pictogram on the board/flipchart, sticking the like pictures in columns.</p>	<p><u>Unit 1.3 Pictograms</u> Lesson 2: Introduce 2Count and demonstrate how it can be used to create a class pictogram. You will need to set the pictogram up with your desired fruits. Explain to children that they need to think of one fruit which is their favourite.</p>	<p><u>Unit 1.3 Pictograms</u> Lesson 3: Roll the dice a couple of times on paper. Use the 2Count app and make a pictogram using their own date. Children are to ask questions to interrogate their friend's pictograms.</p>	<p><u>Unit 1.4 Lego Builders</u> Lesson 1: children could pair off (or play in small groups, depending on the quantity of Lego bricks that you have) and play the game together to get used to the need for precise instructions (one-person say's instructions and others copy) Discuss whether the children are getting better at giving precise instructions as they continue to play the game.</p>	<p><u>Unit 1.4 Lego Builders</u> Lesson 2: give children an algorithm for colouring in the animal. Open the bird algorithm on the whiteboard. The algorithm is presented as a key/paint-by-numbers so that literacy levels do not affect the children's ability to complete the exercise. Emphasise how important it is to number the order of the steps because an algorithm is a set of instructions</p>	<p><u>Unit 1.4 Lego Builders</u> Lesson 3: Class teacher to show their incorrectly made Christmas decoration and show them the algorithm that was followed. Can children spot what went wrong? Was the algorithm clear? As a class correct the algorithm and have this ready for children to use next lesson when making their Christmas decoration.</p>	<p><u>Unit 1.4 Lego Builders</u> Lesson 4: Using the algorithm that was made the previous week, children are now to make their Christmas decoration.</p>

					completed in an ordered way. Talk though the algorithm. Give children time to complete this on their own computers and then 'Save', 'Exit' and 'Hand in' their finished piece		
SEND							
Keywords	Date, pictogram, compare	Data, pictogram, compare	Data, pictogram, compare	Order, algorithm, instructions	Order, algorithm, instructions	Order, algorithm, instructions	Order, algorithm, instructions

Music: Unit of learning - Classic music, dynamics and tempo (Animal theme)

Prior Knowledge:

- learn why songs have actions.
- learn simple Makaton signs to accompany a song.
- explore the beat through body movement.
- recognize and react to different tempos in music.
- express different pitch and tempo through dance.
- perform movement songs

Key Threads of Learning: In this unit, children will use their bodies and instruments to listen and respond to a piece of classical music that represents animals. They will learn and perform a song as a class and compose a short section of music as a group, focusing on dynamics and tempo.

Learning Outcome	To use percussion and body expressively in response to music.	To sing a song in sections.	To perform a song confidently.	To use instruments to create different sounds.	To use instruments to create different sounds.	To create and choose sounds to reflect mood in a story.	To evaluate learning
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<p>Activity</p>	<p>Move around the room to reflect a piece of music. Move around the room in way animals move. Choose from a selection of percussion instruments to represent different animals. Play instruments to represent different animals. Justify choices</p>	<p>Move around in response to music. Listen to chosen song. Chant sections of songs rhythmically. Add actions. Sing melody in short sections. Sing whole song. Listen and appraise singing.</p>	<p>Look at different choir auditions. Identify what makes a good audition. Discuss how to use dynamics to improve song learned last week. Identify pulse and accompany song with percussion instruments. Film and evaluate performance.</p>	<p>Discuss features of music that represent different animals. Use untuned percussion instruments to represent different animals. Discuss how they represented the animal. Play in groups</p>	<p>Maintain a steady tempo to reflect animal being represented. Change tempo whilst playing, playing together in-group. Change dynamics to represent different animals. Opportunity to lead a small group to play in time.</p>	<p>Children to choose instruments and a playing style that represents part of a story. Sequence the different groups to tell the story focusing on performance skills. Write short phrases for each part of the story</p>	<p>Assessment quiz</p>
<p>SEND</p>	<p>Model different instruments, sounds they make and hope instruments can be played.</p>	<p>Use actions to support learning the lyrics.</p>	<p>Use hand signals to indicate when to be loud or quiet.</p>	<p>Visual prompts to support playing at the right time.</p>	<p>Visual prompts to support playing at the right time.</p>	<p>Support with selection of instruments. Visual prompts to support playing at the right time.</p>	
<p>Key words</p>	<p>Fast Slow Quiet Dynamics</p>	<p>Song Lyrics</p>	<p>Dynamics</p>	<p>Tempo Dynamics</p>	<p>Tempo Dynamics</p>	<p>Tempo Dynamics Musical composition</p>	
<p>Outcomes</p>	<p>To move body appropriately. To experiment with percussive instruments to represent different animals.</p>	<p>To chant a line. To create actions to represent words. To repeat a melody line. To sing from memory. To stay in time with a group.</p>	<p>To clap a simple rhythm. To consider dynamics of song. To sing from memory. To clap/play a percussion</p>	<p>To play an instrument to sound like an animal. To change the tempo whilst playing. To change dynamics whilst playing.</p>	<p>To play an instrument to sound like an animal. To change dynamics whilst playing.</p>	<p>To use an instrument to tell part of a story. To play at the correct time. To take part in a group performance.</p>	

	To explain sounds I have chosen. To suggest ways to improve my performance.		instrument in time.				
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