## Eastry C of E Primary School Medium Term Plan: KS1 and KS2

<b>Creating</b> Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships	Exceeding Skills
Us	on		
	Understanding		Expected Skills
Unders	stand and make sense	of info	
R	Remembering emember and recall in	fo	
		10	Emerging Skills



Topic: Why do we need plants?

Term: 5

Hooks: Giant's beanstalk, tasting different flavoured jelly beans, George Forrest's suitcase and a letter from him Texts: Jack and the Jelly Beanstalk, Jasper's Beanstalk, We're going on a bear hunt, Inspire day: Eid al Fitr

Area of Learning	Skill/ Small steps	Week 1 / lesson 1	Week 2/ lesson 2	Week 3/ lesson 3	Week 4/ lesson 4	Week 5/ lesson 5	Week 6/ lesson 6
Reading	<ul> <li>Word reading:</li> <li>I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40 phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>I can blend sounds together to read words, including long vowel phonemes and other GPC3 I know.</li> <li>I can read some words without over sounding and blending after a few encounters. (Not in POS)</li> <li>I can read the common exception words' ffrom the Y1 POS and similar] noting unusual correspondences between spelling and sound.</li> <li>I can read words containing faught GPCs and ending ss., e.g., e.g., e.g., e.g., e.g., and e.g.</li> <li>I can read words containing faught GPCs and ending ss., e.g., e.</li></ul>	LQ: RWI		LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI

	<ul> <li>I can explain clearly my understanding of what is read to me.</li> </ul>						
	<ul> <li>I can recognise repetition of language in my reading.</li> </ul>						
	<ul> <li>I can discuss what new words mean, linking new meanings to those I already know.</li> </ul>						
	<ul> <li>I can appreciate rhymes and poems, and recite some by heart; join in with predictable phrases.</li> </ul>						
	<ul> <li>I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> </ul>						
	<ul> <li>I can participate in discussion about what is read to me, taking turns and listening to what others say.</li> </ul>						
	Making inferences: - I can make inferences on the basis of what is said and done e.g. I can recognise why a characteris feeling a certain way.						
	-l can express opinions about main events and characters in a story						
	<ul> <li>I can make predictions on the basis of what I have read so far, e.g. about what the character might do next.</li> </ul>						
	- I can link what I read or hear read to my own experiences.						
Writing	Composition:	LQ: Who is Jack and what did	LQ: Who did Jack meet at	LQ: Was the Giant really	LQ: Can you write your own	LQ: Do you know the story	LQ: Can you write the new
		he climb?	the top of the beanstalk?	the bad guy?	version of Jasper's	We're going on a bear	story, 'We're going on a
	<ul> <li>I can say out loud what</li> </ul>	a lack and the feller	o Changing the	° Look at a sorry	beanstalk?	hunt'?	plant hunt'?
	I am going to write	<ul> <li>Jack and the Jelly bean stalk</li> </ul>	<ul> <li>Changing the giant, hen,</li> </ul>	<ul> <li>Look at a sorry letter from the</li> </ul>	LQ: Do you know the days		
	about, using my own		-		of the week?		
	ideas. ° I can compose a	<ul> <li>Beanstalk in the classroom – jelly</li> </ul>	money and harp from the story.	giant, explaining his side of the			
	sentence orally before	beans in the	Challenge:	story.	o Sequencing the		
	writing itI can repeat	classroom, giant's	children can	° Chn to write a	story		
	my sentence so that it	button and	change the jelly	reply as Jack	o Practising days of		
	is clear in my head and	footprints	beanstalk.	° Assessment	the week		
	helps me remember it.	o Retrieval	o Story map		o Story map		
	° I can sequence	questions	<ul> <li>Talk for writing –</li> </ul>		o Writing new		
	sentences on my own	<ul> <li>Adjectives –</li> </ul>	acting new story		version		
	to form short	eating a jelly bean	<ul> <li>Writing their</li> </ul>		<ul> <li>Editing and</li> </ul>		
	narratives.	and writing a	new version		improving their		
	<ul> <li>I can re-read what I</li> </ul>	sentence			o Assessment		
	have written to check	describing it.					
	that it makes sense.	<ul> <li>Questions for the giant/mum/Jack</li> </ul>					
	<ul> <li>I can read aloud my</li> </ul>	glant/mum/Jack → hot seat					
	writing clearly enough to be heard by my	- HOUSEdu					
		1	I				
	peers and the teacher.						
	peers and the teacher.						
	peers and the teacher. ° I can discuss what I						
	peers and the teacher. ° I can discuss what I have written with the						
	peers and the teacher. ° I can discuss what I have written with the teacher or another						
	peers and the teacher. I can discuss what I have written with the teacher or another pupil. Sometimes I can						
	<ul> <li>peers and the teacher.</li> <li>I can discuss what I have written with the teacher or another pupil. Sometimes I can think of my own things to say about it.</li> <li>I can write for</li> </ul>						
	<ul> <li>peers and the teacher.</li> <li>I can discuss what I have written with the teacher or another pupil. Sometimes I can think of my own things to say about it.</li> <li>I can write for different purposes,</li> </ul>						
	<ul> <li>peers and the teacher.</li> <li>I can discuss what I have written with the teacher or another pupil. Sometimes I can think of my own things to say about it.</li> <li>I can write for different purposes, such as retelling a key</li> </ul>						
	<ul> <li>peers and the teacher.</li> <li>I can discuss what I have written with the teacher or another pupil. Sometimes I can think of my own things to say about it.</li> <li>I can write for different purposes,</li> </ul>						

	writing for						
	information.						
	Handwriting:						
	<ul> <li>I reliably sit correctly</li> </ul>						
	at the table and hold						
	my pencil comfortably						
	and correctly.						
	<ul> <li>I can write lower case</li> </ul>						
	letters in the correct						
	direction, starting and						
	finishing in the right						
	place, according to the						
	school's handwriting						
	policy.						
	<ul> <li>I understand which</li> </ul>						
	letters belong to which						
	handwriting families						
	and I practise these [*						
	sometimes joining						
	letters].						
	° I can form digits 0-9						
	and most capital						
	letters correctly on my						
	own.						
GPS	Spelling:	LQ: Adjectives	LQ: adding -ed	Adding -er, -est	LQ: adding -ed, -ing	LQ: exclamation marks	LQ: singular or plural?
	° I can confidently spell	Question marks	Adjectives		Days of the week		
	words containing the				Capital letters		
	40 phonemes, e.g.				<u>Capital letters</u>		
	long vowel phonemes.						
	° I can independently						
	spell most Y1 CE						
	words.						
	° I can reliably spell the						
	days of the week.						
	° I can name the letters						
	of the alphabet in						
	order without help.						
	° I can confidently use						
	letter names to						
	distinguish between						
	different spellings with						
	the same sound.						
	° I can add the prefix un-						
	and recognise its						
	impact on meaning I						
	can add suffixes to a						
	root word where no						
	change is needed in						
	spelling.						
	i unucrstana unu use						
		1	1				
	singular and plural,						
	adding -s or -es						
	adding -s or -es correctly. I add –s/es						
	adding -s or -es correctly. I add —s/es to form verbs e.g.						
	adding -s or -es correctly. I add –s/es to form verbs e.g. takes; catches.						
	adding -s or -es correctly. I add –s/es to form verbs e.g. takes; catches. ° I can write simple						
	adding -s or -es correctly. I add –s/es to form verbs e.g. takes; catches.						

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Mathy       Control       OutSouth State State		9 Lean unite simple						
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Maths       • Count in 2s call groups - call a later for the names of people, please, the days of the week and Y, sometimes by myself.       • Lo Consolidation and subtraction to 10 of the days of the week and Y, sometimes by myself.       • Count in 2s call a later for the names of people, please, the days of the week and Y, sometimes by myself.       • Count in 2s call a later for the names of people, please, the days of the week and Y, sometimes by myself.       • Count in 2s call a later for the names of people, please, the days of the week and Y, sometimes by myself.       • Count in 2s call a later for the names of people, please, the days of the week and Y, sometimes by myself.       • Count in 2s call a later for the names of people, please, the days of the week and Y.       • Count in 2s call a later for the names of people, please, will also a later for the names of people, please, will also a later for the names of people, please, will also a later for the names of people, please, will also a later for the names of people, please, will also a later for the names of people, please, will also a later for the name of people, please, will also a later for the name of people, please, will also a later for the name of people, please, will also a later for the name of people, please, will also a later for the name of people, please, will also a later for the name of people, please, will also a later for the name of people, please, will also a later for the name of people, please, will also a later for the name of people, please, will also a later for the name of people also and a later for the name of people also and a later for the name of people also and a later for the name of people also and a later for the name of people also and a later for the name of people also also and a later for the name of people also also also and a later for the name of people also also also and a later for the name of the n		words.						
Maths <ul> <li>             using a capital letter mark, or exclamation mark, or ex</li></ul>		° I am beginning to						
Maths       • Count in 2s copial letter for the names of people, places, the days of the week and 'T, sometimes by myself.       LO: Consolidation subtraction 10 o       LO: Can I count in 2s and 102       LO: Can I make soual groups (activity)       LO: What is a 'half'?       Count is 's o       LO: What is a 'half'?       LO: What is a 'half'?       LO: What is a 'half'?       Make qual groups (activity)       O       Make qual grou		punctuate sentences						
Maths          • Count in 2s         • Count in 2s         • Count in 5s         • Cou		using a capital letter						
Imark.       • I show that ican use a capital letter for the names of people, places, the days of the week and T, sometimes by myself.       Is consolidation       Is Can Locurt in 2s. Sandtimes by myself.       Is Consolidation       Is Can Locurt in 2s. Sandtimes by myself.       Is Consolidation       Is Consolidation and south and the equal groups of Court in 2s. Sand 10s2       Is Can Locurt in 2s. Sandtimes by myself.       Is Consolidation and south and the equal groups of Court in 2s. So Court in 2s. So Court in 10 So Court in 2s. So Court in 2s. So Make equal groups (serving so Make equal groups for the a half (2).       Is Wake equal groups Court in 2s. So Make equal groups (serving) So Make equal groups (grouping groups (grouping groups (grouping groups (grouping groups (grouping groups (groups groups (groups groups (group ing groups (groups groups (group ing gr		and full stop, question						
**       is show that I can use a capital letter for the names of people, places, the days of the week and 'r, sometimes by myself.		mark or exclamation						
Add equal groups       -								
Image: second participation     Image: second partit								
Maths        • Count in 2s • Count in 10s • Add equal groups • Add equal groups • Make equal groups • Find a half       • Find a half								
Maths       week and 't', sometimes by myself.       LG: Consolidation       LG: Can I count in 2s, 5s       LG: Can I count in 2s, 5s       LG: Can I make equal groups       LG: What is a 'half'?       LG: What is a 'half'?       LG: What is a 'half'?       Count in 10s       Making a quarter         •       Count in 10s       •       Add equal groups       •       Add equal groups       •       Add equal groups       •       Make equal groups       •       Find a half       •       •       Find a half       •       •       •       •       •       •       •       •       •								
Image: Sometimes by myself.								
Maths       Count in 2s Count in 5s Count in 10s       LO: Consolidation       LO: Consolidation       LO: Consolidation       LO: What is a 'half?       LO: What is a 'half?       LO: What is a 'half?         0       Count in 10s       • Add ition and subtraction to 10 and 20       • Add ition and subtraction to 10 and 20       • Count in 2s, 5s and 10s?       • Out in 12s • Count in 12s       • Make equal groups       • Make equal groups       • Make qual groups       • Find a half       • Find a half       • Find a quarter ?         0       Make qual groups - grouping       • Make qual groups - sharing       • Make qual groups - sharing       • Make qual groups - sharing       • Make qual group (sharing activity)       • Make qual groups (sharing activity)       • Make qual groups (sharing activity)       • Make qual group		,						
<ul> <li>Count in 5s</li> <li>Count in 105</li> <li>Count in 105</li> <li>Count in 105</li> <li>Count in 105</li> <li>Make equal groups</li> <li>Add equal groups</li> <li>Add equal groups</li> <li>Add equal groups</li> <li>Make arrays</li> <li>Make arrays</li> <li>Make doubles</li> <li>Make equal groups - grouping</li> <li>Make equal groups - groupin</li></ul>	h dath a		LO: Consolidation	I O: Can Loount in 2s. 5s	10: Can I make equal	LO: What does 'equal'	I O: What is a 'half'?	I O: What is a 'quarter'?
•       Count in 10s       •       Addition and       •       Addition and       •       Make equal groups       •       Find a quarter of equantity       •       •       Find a quarter of equantity       •       •       Find a quarter of equantity       •       •       Make equal groups       •       Find a quarter of equantity       •       Make equal groups       •       Make equal groups       •       Make equal groups       •       Find a quarter of equantity       •       Make equal groups       •       Make equal g	Iviatris							
Science       •       To be able to identify and name a variety of common plants, wild plants and       LO: What is a plant? Can we grow plants, wild plants and       LO: What is a plant? Can we grow plants, wild plants and       LO: What is a plant? Can we grow plants       LO: What is a plant? Can we grow plants       LO: What is a plant? Can we grow plants       LO: What is a plant? Can we grow plants       LO: What is a plant? Can we grow plants and       LO: What is a plant? Can we grow plants, wild plants and       LO: What is a plant? Can we grow plants       LO: What is a plant? Can we grow plants       LO: What is a plant? Can we grow plants       LO: What is a plant? Can we grow plants       LO: What is a plant? Can we grow plants       LO: What is a plant? Can we grow plants       LO: What is a plant? Can we grow plants       LO: What is a plant? Can we grow plants       LO: What is a plant? Can we grow plants       LO: What is a plant? Can we grow plants       LO: What is a plant?       LO: What is the factures of a plant?       LO: What is the factures of a plant?       LO: What is the factures of a plant?       LO: What is a plant?       LO: What is the factures of a plant?       LO: What is the factures of a plant?       LO: What is the factures of a plant?       LO: What is a plant? <th></th> <th>Count III 55</th> <th>o Addition and</th> <th></th> <th>- Seper Triet is an array 1</th> <th></th> <th></th> <th><ul> <li>Making a quarter</li> </ul></th>		Count III 55	o Addition and		- Seper Triet is an array 1			<ul> <li>Making a quarter</li> </ul>
• Add equal groups       • Add equal groups       • Add equal groups       • Count in 10s       • Add equal groups       • Find a half       • Find a half       • Find a half       • Find a quarter of make equal groups         • Make arrays       • Make equal groups - grouping       • Make equal groups - grouping       • Make equal groups - grouping       • Find a half       • Find a quarter of of different quarter of a quarter of a quart			subtraction to 10		o Make equal	o Make equal	<ul> <li>Making a whole</li> </ul>	<ul> <li>Find a quarter</li> </ul>
• Make arrays       • Make doubles       • Make doubles       • Make doubles       • Make doubles       • Make equal groups - grouping       • Make equal groups - sharing       • Find a half			and 20					<ul> <li>Find a quarter of</li> </ul>
• Make doubles       • Make equal groups - grouping       • Make equal groups - groups (sharing activity)       • Make equal groups - groups (sharing activity)       • Make equal groups - groups (sharing activity)       • Make equal groups (sharing activity) </th <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>								
• Make equal groups - grouping       • Make equal groups - groups       • Make equal groups - groups (sharing) - Assessment       • Make equal groups (sharing) - Assessment       • Make		· ·						
Science          • To be able to identify and name a variety of common plants, including garden plants, wild plants and          LQ: What is a plant? Can we grow our own beanstalk like lack?           LQ: What are the features of a plant?           LQ: What are the leaves like on different trees?           LQ: How are the same parts of different plants the same and different?				groups (activity)			<ul> <li>Find a half (2)</li> </ul>	<ul> <li>Assessment</li> </ul>
• Make equal groups - sharing       • Make equal groups - sharing       • Make equal groups (sharing activity)         • Find a half       • Find a quarter       • Make equal groups (sharing activity)       • Make equal groups (sharing)         • Find a quarter       • To be able to identify and name a variety of common plants, including garden plants, wild plants and       • LQ: What is a plant? Can we grow our own beanstalk like lack?       • LQ: What are the features of a plant?       • LQ: Does the height of a tree affect the trunk?       • LQ: What are the leaves like on different trees?       • LQ: How are the same parts of different?								
sharing •       Find a half •       Find a half •       Find a quarter       Science       Make equal groups (sharing) •       Make equal groups (sharing) •       Nake equal groups (sharing) •       Nake equal groups (sharing)       Nake equal g					o iviake doubles			
• Find a half       • Find a quarter       • Make equal groups (sharing)       • Make equal groups (sharing)       • Assessment         Science       • To be able to identify and name a variety of common plants, including garden plants, wild plants and       LQ: What is a plant? Can we grow our own beanstalk like lack?       LQ: What are the features of a plant?       LQ: What are the features of a plant?       LQ: What are the features of a plant?       LQ: What are the features?       LQ: What are the leaves like on different trees?       LQ: How are the same parts of a plant?								
* Find a quarter       * Find a quarter       * Science       * To be able to identify and name a variety of common plants, including garden plants, wild plants and       LQ: What is a plant? Can we grow our own beanstalk like jack?       LQ: What are the features of a plant?       LQ: How are the same parts of a plant?       Image: Science on different trees?       LQ: What are the leaves like on different trees?       LQ: How are the same parts on different?       Image: Science on different trees?       Image: Science on different trees on different trees?       Image: S		° Find a half						
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and name a variety of common plants, including garden plants, wild plants and								
and name a variety of common plants, including garden plants, wild plants and       grow our own beanstalk like Jack?       of a plant?       tree affect the trunk?       on different trees?       of different plants the same and different?	Science						LQ:	
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RE     Oracle base in the base is severed.     Oracle base which What is a severed.     Oracle base which What is a severed.     Oracle base which What is a severe is severed.     Oracle base which What is a severe is severe								
RE       Other the answered.       Other the source of the source		-						
RE     O Talk about how the Mexicus in the home remind Jewish people about Col.     CQ. What does a Mexical remind Jewish people about Col.								
RE     O     Talk about how the Meruzah in the home remidel sively hepople about God.     D2. What does a Meruzah menind levelsh people about God.     D2. What how we levelsh about Bout Judiam       0     Mate lints between some levels teaching and how levelsh shabbat     Mate lints between shabbat     D2. What how we levelsh about Bout Judiam     D2. What how we levelsh about 2     D2. What h								
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**Commented [s1]:** Project evolve starters for e safety

		1	I	1	1		
	of instructions						
	(algorithm).						
	° To use the additional						
	direction keys as part						
	of their algorithm. To						
	understand how to						
	change and extend the						
	algorithm list. To						
	create a longer						
	algorithm for an						
	activity.						
	° To provide an						
	opportunity for the						
	pupils to set						
	challenges for each						
	other.						
History	Chronological	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	LQ: Who was George	LQ: What did George
	understanding					Forrest?	Forrest discover?
	Develop an awareness of the						
	past, using common words and					What happened to George	How has plant hunting
	phrases relating to the passing					Forrest?	changed?
	of time:.						
	° Can Luse words like					<ul> <li>Look at when</li> </ul>	<ul> <li>Describe the</li> </ul>
	cutti use words like					and where he	situations he
	'old / new' or 'a long					explored (link to	encountered and
	time ago'					Geography)	describe the
	today, yesterday, past,					<ul> <li>Hook – suitcase</li> </ul>	plants.
	present, recent, living					<ul> <li>Receive letters</li> </ul>	° Time words –
	memory, older,						
	younger, decade,					to find out what	how has plant
	photo, artefact?					happened to	hunting changed
	° Can I understand some					him	
	things belong in the						
	'past'?						
	° Can I say the days of						
	the week in order?						
	Knowledge and Interpretation						
	Know about lives of significant						
	individuals in the past who have						
	contributed to national						
	achievements						
	demeterients						
	° Can I appreciate some						
	famous people helped						
	our lives be better?						
	(What if they						
	hadn't?						
	° Can I recount earlier						
	and later life of a						
	famous person from						
	history?						
	Historical enquiry						
	Ask and answer questions,						
	choosing and using parts of						
	stories and other sources to						
	show that they know and						
	understand the key features of						
	events						
	EVEILS						
	° Can Luse nhotographs						
	carri use priotographs						
	or pictures to carry out		1				

Important interview       Importantinterview       Importantinterview <th></th> <th>and any second</th> <th>1</th> <th>1</th> <th>T</th> <th>T</th> <th>1</th> <th></th>		and any second	1	1	T	T	1	
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and networks     and networks       Geography     • Use anjek fedded, word for, or the start and word for, or the start and ergaphy of the key hand and t								
• cat for plane into the sector defined in the sector of the sector o		about photographs						
• Constant protection Construction Construction out for construction out for constr		and artefacts?						
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Ceography     Chi kepha with any how the set for?     Lip:     Lip: <thlip:< th=""></thlip:<>								
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Geography     *     test surpreferences     LC     LC <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>								
Art       and object stability agregative of many segments of many s		used for?						
Art       and object stability agregative of many segments of many s								
Art       and object stability agregative of many segments of many s	Geography	<ul> <li>Use simple fieldwork</li> </ul>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	LQ: Where did George	LQ: What plants can you
Art       • Ion on a plast hurt and block of hervannen and physical features of hervannen and designes and and designes of an only and and designes of hervannen and designes of hervannen of hervannen and designes of hervannen and hervanne	0 1 7	and observational					Forrest explore?	find?
gengraphy their subdo and try goods and the kynamia and physical fourture of it's surrounding       L2       L2. Who was Vet Sold?       L2. L0. Inscrete Van a map advern try fit is surrounding       L2         Art       * Work of artisk and physical fourture of a range of gravitation of a range of gravitation of gravitatio gravitatio gravitatio gravitation of gravitation of gravitatio		skills to study the						
act bol add regrounds and physical focures of it's surrounding environment       L2       L2       L4       Motional Main Section of the surrounding environment       L2       L2       L4       Motional Main Section of the surrounding environment       L2       L4       Motional Main Section of the surrounding environment       L4							<ul> <li>Look on google</li> </ul>	° Go on a plant
Art       *       Work of aniskis of risk surrowing environment       LQ:       LQ: Mo was Veil Gon?       LQ: Can recreate Van South 5 surformers 2       LQ:       LQ: Mo was Veil Gon?       LQ: Can recreate Van South 5 surformers 2       LQ:								
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<ul> <li>ask and answer questions about starting points for their work</li> <li>develop and share their ideas, try things out and make changes</li> <li>describe the differences and similarities</li> <li>between different</li> <li>practices and disciplines, and making links to their own work.</li> <li>think critically about</li> </ul>								
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own work.       °     think critically about		ana making				1	1	1
° think critically about								
their art and design		links to their						
		links to their own work.						

**Commented [s2]:** What art skills are you going to use?

	work.						
	° Drawing						
	° experiment						
	with and						
	control						
	marks						
	made with						
	different						
	media:						
	pencils,						
	rubbers,						
	crayons,						
	pastels, felt						
	tips,						
	charcoal,						
	ballpoints,						
	chalks						
DT	<ul> <li>Evaluating - Existing</li> </ul>	LQ: Can I plan and explore	LQ: Can I follow my plan	LQ:	LQ:	<u>LQ:</u>	<u>LQ:</u>
ы	products			<u> </u>	<u> </u>		<u></u>
		how to make a moving	and create my moving				
	copiore what produces	picture with a lift the flap?	picture?				
	are and who or what						
	they are for	<ul> <li>Practise different</li> </ul>	o Peer review				
	<ul> <li>explore how products</li> </ul>	slits, making the	o Showcase their				
	work and how or						
	where they might be	slit	moving picture				
	used	<ul> <li>exploring different</li> </ul>	to the class				
	<ul> <li>explore what materials</li> </ul>	moving picture					
	products are made	books					
	from	o Experiment with					
	<ul> <li>explore what they like</li> </ul>						
		creating different					
	and dislike about	flaps.					
	products						
	<ul> <li>Designing –</li> </ul>						
	Understanding						
	contexts, users and						
	<ul> <li>purposes</li> <li>describe what their</li> </ul>						
	acounter what then						
	products are for						
	<ul> <li>say how their products</li> </ul>						
	will work						
	<ul> <li>Making - Planning</li> </ul>						
	<ul> <li>select from a range of</li> </ul>						
	tools and equipment,						
	explaining their						
	choices						
	<ul> <li>follow procedures for</li> </ul>						
	safety and hygiene						
	° measure, mark out,						
	cut and shape						
	materials and						
	components						
	° assemble, join and						
	combine materials and						
	components						
	° use finishing						
	techniques, including						
	those from art and						
	design.						
	<ul> <li>aesign.</li> <li>Technical knowledge –</li> </ul>						
	recinical knowledge						
	Making products work						
	° about the simple						
	working characteristics						
	of materials and						
	components						
	° about the						
	movement of						
	simple						
	Simple	1	1	1	I	1	1

							<b>.</b>
	<ul> <li>mechanisms</li> <li>such as levers</li> <li>the correct technical</li> <li>vocabulary for the</li> <li>projects they are</li> <li>undertaking</li> </ul>						
P.E	<ul> <li>Children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis) and games based on striking and fielding games (like rounders and cricket)</li> <li>They have an opportunity to play competitive sports one against one, one against three</li> <li>Children have the opportunity to be physically active for sustained periods of time.</li> </ul>	LQ: Games	LQ: Games	LQ: Games	LQ: Games	LQ: Games	LQ: Games
PHSE	<ul> <li>Identify member of their family and understand that there are lots of different types of families.</li> <li>Identify what being a good friend means to me.</li> <li>Know appropriate ways of physical contact to greet my friends and know which ways I prefer.</li> <li>Know who can help me in my school community.</li> <li>Recognise my qualities as person and a friend.</li> <li>To be able to say why I appreciate someone who is special to me.</li> </ul>	LQ: Who is in your family? Is it different to your friends?	LQ: What does being a good friend mean to you?	LQ: How do you greet your friends? How would you like to be greeted?	LQ: Who can help me?	LQ: What makes me a good person and friend?	LQ: Who is special to me and why?
French	Speaking • Join in with a rhyme, story or song. • Respond to familiar questions using single words, or simple phrases.	LQ: Can I say hello/goodbye?	LQ: Can I say my lunch order in French?	LQ: Can I sing the days of the week?	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
Music		<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>

**Commented [s3]:** What games and skills are you going to use?