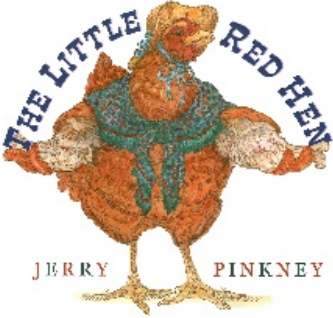
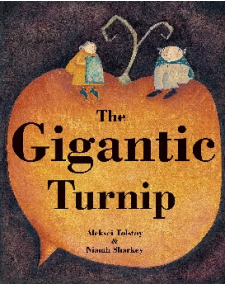

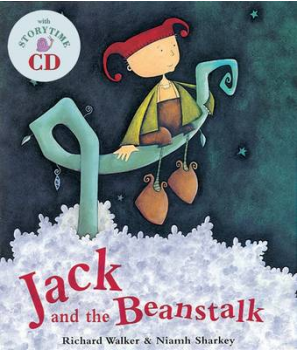

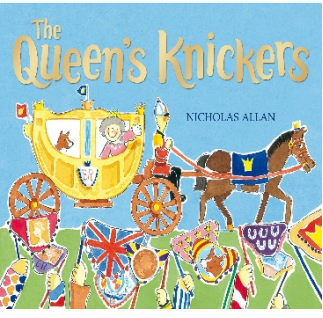

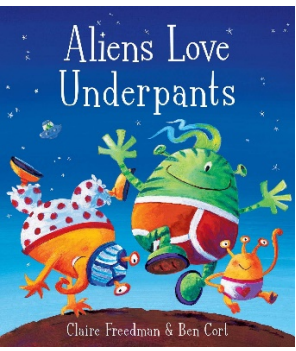
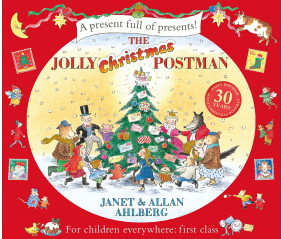





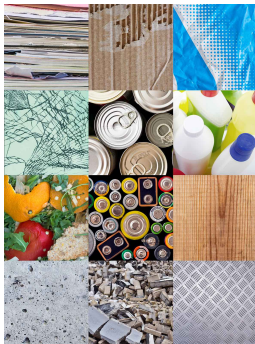





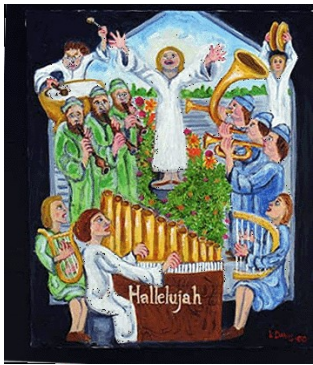




<div>Year</div> <div>1</div> <div>2021-2022 Long Term Plan</div>	<div>Autumn 1</div> <div>6 weeks 2 days (Start Thurs)</div> <div>Transitional Curriculum adapted from original long term plan to support effective transition from EYFS to Y1. Provision of a range of creative activities relating to ‘Creation’ in RE and ‘Animals’ in Science with opportunities for continuous provision.</div>	<div>Autumn 2</div> <div>7 weeks 3 days</div> <div>Transitional Curriculum adapted from original long term plan to support effective transition from EYFS to Y1 with access to continuous provision.</div>	<div>Spring 1</div> <div>6 weeks 4 days (Start Tues)</div>	<div>Spring 2</div> <div>6 Weeks</div>
<div>English</div>	<div>Writing Journey 1</div> <div>Traditional Tales:</div> <div>The Little Red Hen by Jerry Pinkney.</div> <div></div> <div>Outcome:</div> <div>Retell the narrative of the The Little Red Hen.</div> <div>Reading Journey 1</div> <div>Traditional Tales:</div> <div>The Gigantic Turnip by Alexsei Tolstoy and Niamh Sharkey.</div> <div></div> <div>Combined Reading and Writing Journey</div> <div>Traditional Tales:</div> <div>The Three Billy Goats Gruff.</div>	<div>Writing Journey 1</div> <div>Twisted Tales:</div> <div>Jack and the Baked Beanstalk by Colin Stimpson.</div> <div></div> <div>Outcome:</div> <div>Retell with alternative ending.</div> <div>Reading Journey 1</div> <div>Traditional Tales:</div> <div>Jack and the Beanstalk by Richard Walker, Niamh Sharkey and Richard Hope.</div> <div></div> <div>Writing Journey 2</div> <div>Innovation on Traditional Tales:</div> <div>The Jolly Christmas Postman by Janet and Allan Ahlberg.</div>	<div>Writing Journey 1</div> <div>Picture Book:</div> <div>The Queen’s Hat by Steve Antony.</div> <div></div> <div>Outcome:</div> <div>Innovate story using the structure of The Queen's Hat.</div> <div>Reading Journey 1</div> <div>Stories on a similar theme:</div> <div>The Queen’s Knickers by Nicholas Allan.</div> <div></div> <div>Writing Journey 2</div> <div>Picture Book:</div> <div>Mr Tiger Goes Wild by Peter Brown.</div>	<div>Writing Journey 1</div> <div>Picture Book:</div> <div>Eliza and the Moonchild by Emma Chichester Clark.</div> <div></div> <div>Outcome:</div> <div>A thankyou letter from the Moonchild to Eliza.</div> <div>Reading Journey 1</div> <div>Poetry:</div> <div>Aliens Love Underpants by Claire Freedman and Ben Cort.</div> <div></div> <div>Writing Journey 2</div> <div>Picture Book:</div> <div>Beegu by Alexis Deacon.</div>

	 <p>Outcome: Retelling of the narrative of The Three Billy Goats Gruff.</p> <p>Cultural Capital: To develop speaking and listening and story language through by exploring a range of traditional tales.</p>	 <p>Outcome: A letter to Father Christmas to be delivered by the Jolly Christmas Postman.</p> <p>Reading Journey 2 Books by the same author/Heritage: Mog stories by Judith Kerr, including:</p>  	 <p>Outcome: A diary entry by Mr Tiger.</p> <p>Reading Journey 2 Books by the same author/Heritage: The Tiger Who Came to Tea by Judith Kerr.</p> 	 <p>Outcome: A diary entry.</p> <p>Reading Journey 2 Blended Fiction/Non-Fiction. Nibbles: The Dinosaur Guide by Emma Yarlett.</p> 
Resources Needed	The Little Red Hen The Gigantic Turnip The Three Billy Goats Gruff	Jack and the Baked Beanstalk Jack and the Beanstalk Mog's Christmas Mog's Christmas Calamity	The Queen's Hat The Queen's Knickers Mr Tiger Goes Wild The Tiger Who Came to Tea	Eliza and the Moonchild Aliens Love Underpants Beegu Nibbles The Dinosaur Guide
Maths	Holy Cross Planning for Maths: Autumn Term Weeks 1 to 4: Number: Place Value within 10. Weeks 5 to 9: Addition and Subtraction within 10, including money as a concept/representation. Week 10: Geometry: Shape. Weeks 11 and 12: Number: Place Value within 20. Continuous: Measurement: Time – days of the week/dates		Holy Cross Planning for Maths: Spring Term Weeks 1 and 2: Measurement: Length and Height. Weeks 3 to 5: Addition and Subtraction within 20, including money as a representation. Weeks 6 to 8: Number: Place Value within 50 to include money as a concept/representation and multiples of 2, 5, 10. Weeks 9 and 10: Measurement: Weight and Volume. Weeks 11 and 12: Number: Fractions.	

		Continuous: Measurement: Time.		
Resources Needed	Counters, Unifix/Multilink cubes, dice, number lines, number fans, Base 10, objects for counting, number formation models, number squares, 2-D shapes, coins, ten frames, Numicon, calendar, appropriate mathematical vocabulary flash cards.			
Science	<u>ANIMALS INLCUDING HUMANS</u> Objectives:  <u>Working Scientifically</u> <ul style="list-style-type: none">• Ask simple questions and recognising that they can be answered in different ways.• Observe closely, using simple equipment.• Perform simple tests• Identifying and classifying.• Use observations and ideas to suggest answers to questions.• Gather and record data to help in answering questions.  <ul style="list-style-type: none">• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	<u>ANIMALS INLCUDING HUMANS</u> Objectives:  <u>Working Scientifically</u> <ul style="list-style-type: none">• Ask simple questions and recognising that they can be answered in different ways.• Observe closely, using simple equipment.• Perform simple tests• Identifying and classifying.• Use observations and ideas to suggest answers to questions.• Gather and record data to help in answering questions.  <ul style="list-style-type: none">• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>SEASONAL CHANGES</u>	<u>EVERYDAY MATERIALS</u> Objectives:  <u>Working Scientifically</u> <ul style="list-style-type: none">• Ask simple questions and recognising that they can be answered in different ways.• Observe closely, using simple equipment.• Perform simple tests• Identifying and classifying.• Use observations and ideas to suggest answers to questions.• Gather and record data to help in answering questions.  <ul style="list-style-type: none">• Distinguish between an object and the material from which it is made.• Identify and name a	<u>EVERYDAY MATERIALS</u> Objectives:  <u>Working Scientifically</u> <ul style="list-style-type: none">• Ask simple questions and recognising that they can be answered in different ways.• Observe closely, using simple equipment.• Perform simple tests• Identifying and classifying.• Use observations and ideas to suggest answers to questions.• Gather and record data to help in answering questions.  <ul style="list-style-type: none">• Describe the simple physical properties of a variety of everyday materials.• Compare and group together a variety of everyday materials on the

		 <ul style="list-style-type: none"> Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies. 	<p>variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>	<p>basis of their simple physical properties.</p> <p>SEASONAL CHANGES</p>  <ul style="list-style-type: none"> Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.
Resources Needed				
Religious Education	<p>CREATION</p>  <p>‘What happened when God created the world?’ ‘How can we praise him?’ Introduces the account of creation in the Bible.</p> <p>We learn how to praise God for His many gifts and that psalms are prayers of praise.</p> <p>The Jewish religion is introduced and children learn that Jews give thanks and praise to God.</p> <p>Scripture:</p>	<p>PRAYERS SAINTS AND FEASTS</p>  <p>‘How can prayer and the saints help us to get to know God better?’</p> <p>Explores the purpose of prayer. Introduces the liturgical calendar.</p> <p>Examines how saints help us to get to know God.</p> <p>Explores the faith of Islam and how Muslims pray five times a day.</p> <p>Cultural Capital: Develop awareness of</p>	<p>CHRISTMAS</p>  <p>‘How was the birth of Jesus different from our own births?’</p> <p>Looks at how the birth of Jesus changed others.</p> <p>Shares the story of the Wise Men and the reasons they brought gifts.</p> <p>Scripture: Luke 1:26-38 The Annunciation</p>	<p>LENT</p>  <p>‘How can we use Lent to get to know God and Jesus better?’</p> <p>Explores the basic meaning of Lent and links it to the life and teachings of Jesus.</p> <p>Looks at how we can get ready for Easter by changing.</p> <p>The Sabbath day is explored in the multi-faith element.</p>

Genesis 1:1 to 2:4
Psalm 136
Genesis 1: 3, 9, 20, 24-26

HARVEST CELEBRATION
Donations to IW Foodbank

Cultural Capital: Learn about equality/inequality in society and access to support for families on the IOW.

cultural diversity and other faiths.

Scripture:
Psalms 100 and 150
These are both praise psalms. The secret of happiness in the Bible is to praise the Lord always, giving thanks to Him constantly with joy, in all circumstances. It is the main line of all the Psalms of thanksgiving and of praise.

Scripture linked to events in the liturgical year.
Luke 11:1-4 – Jesus teaches us how to pray.
Times when Jesus prayed – after feeding of 5000,
Garden of Gethsemane

ADVENT



‘How will our journey through Advent help us get ready for Jesus?’

Looks at getting ready for the birth of Jesus through the eyes of Mary and Joseph and helps to identify their response to God.

Scripture:
Luke and Matthew Chapters 1 and 2

Luke 2:1-20 The Birth of Jesus
Matthew 2: 1-12 The Wise Men

REVELATION



‘How does Jesus Teach Us?’

Reveals how God shows himself to us in Jesus.

Looks at the signs Jesus gave us to show that God’s kingdom was in him.

Looks at Jesus as a teacher and a healer.

Looks at the Sikh religion and introduces Guru Nanak.

Cultural Capital: Develop awareness of cultural diversity and other faiths.

Scripture:
Luke 10: 25-37 – the Good Samaritan
Luke 15: 11-32 – the Prodigal Son
Luke 15: 1-7 – the Lost Sheep – covered in EYFS
Matthew 14: 13-21 – Feeding of 5000 – covered in EYFS
Matthew 20: 29-34 – the Healing of the Blind Man

Cultural Capital: Develop awareness of cultural diversity and other faiths.

Scripture:
Matthew 4: 1 – 11 – Jesus in the wilderness
Luke 19: 1 – 10 – Zacchaeus
Mark 10: 13 – 16 – Jesus and the children
Exodus 20: 1 – 17 – Ten Commandments



HOLY WEEK









‘What can I find out about what happened to Jesus during Holy Week?’



Highlights the importance of the Last Supper and introduces the Stations of the Cross as a prayer.

Scripture:
Luke 19: 28-38 – Palm Sunday
Matthew 26: 20-29
Mark 14: 17 – 25
Luke 22: 14-23 – The Last Supper
John 13: 1-15 – The Washing of the Feet



Resources Needed	God Matters Supplementary Guidance Bibles	God Matters Supplementary Guidance Bibles	God Matters Supplementary Guidance Bibles	God Matters Supplementary Guidance Bibles
Art and Design	Opportunities for Continuous Provision. <ul style="list-style-type: none">• Colour mixing using handprints.• Fabric painting to create hanging to include favourite animals for worship area.• Ephemeral art relating to Creation Walk to contribute to RE floor book.• Animal pictures.• Artistic interpretation of the 7 days of the Creation story.• Animal prints.• Initial self-portraits using mirrors to compare with outcomes of unit in Spring Term.• Artistic interpretations of the 7 days of the Creation story.• Look at ‘Tiger in a Tropical Storm’ (1891) by Henri Rousseau. What are the children’s responses to the painting?• Drawing – step by step pictures (giraffes/cats)	<div>Van Gogh – Sunflowers</div> <div></div> <div>Painting<ul style="list-style-type: none">• Mix red and yellow to make different tones.• Mix tones with white to create different shades,• Look closely at paintings and real/artificial flowers to identify and draw the shape of petals and leaves.• Identify colours and patterns and recreate in own work.• Know about Van Gogh’s life, when he lived and other artists alive at this time.• Describe similarities and differences between their work and that of Van Gogh.</div> <div>Cultural Capital: Learning about the work of a range of famous artists and using it to inspire our own work.</div>	<div>Self-Portraits – Picasso and Frida Kahlo</div> <div></div> <div>Drawing: coloured pencils/pastels/wax crayons<ul style="list-style-type: none">• Create self-portraits using different materials and compare the effects.• Explore how we would like to represent ourselves.• Discuss personal attributes that we value and how these could be shown in our art.• Create lines of different thicknesses using different materials.• Explore the use of form and space to create different textures using various coloured pencils, pastels and wax crayons.• Describe similarities and differences between portraits and self-portraits created by a range of artists (including Van Gogh, Picasso and Frida Kahlo).• Discuss how the portraits and self-portraits studied have inspired our work.</div> <div>Cultural Capital: Learning about the work of a range of famous artists and using it to inspire our own work. Learn where to see the work of artists we have studied (Tate Modern/via website).</div>	
	Resources Needed	Provide access to a range of materials through continuous provision. Fabric paints.	Paint Brushes of various thicknesses	Pencils Coloured pencils Wax crayons Pastels



Computing	<p><u>Word Processing Skills</u></p> <p>Typing Symbols and Save Editing Undo and redo Select and Format Formatting Text</p>	<p><u>Computing Skills</u></p> <p>Using a Mouse or Trackpad Switch on and shut down Applications and Windows Folders and Save Dragging Using Our Computer Skills</p>	<p><u>Online Safety</u></p> <p>Owning Your Creative Work Safe Image Searching Staying SMART Online My Personal Information What is an Email? Keeping Zibb Safe Online</p>	<p><u>Painting</u></p> <p>Colours Brushes Shapes and Fill Undo and redo Text Make a Poster</p>
Resources Needed				
Design and Technology	<p>Bake a traditional cottage loaf using flour from Calbourne Water Mill.</p> <p>Design presentation packaging to include a list of ingredients and labelling.</p>  <ul style="list-style-type: none">• Use flour that the children saw milled using traditional methods at Calbourne Water Mill on their school trip to bake an individual cottage loaf, and create a package to deliver it home.• Know where the wheat is grown that is milled at Calbourne Mill, how it is turned into flour and to see the mill mechanisms in use.• Bring back bags of flour to bake own loaves in a traditional style. <p>Cultural Capital: Learn about the history of the IOW and food production using traditional methods.</p>	<p>Design, make and evaluate Christmas cards with pop-ups, sliders, or levers.</p>  <ul style="list-style-type: none">• Look at, discuss and compare different types of cards and their purpose.• Know that folding, layering or weaving paper and card makes it stiffer and stronger.• Construct a range of moving examples – including flaps, springs, fanfold and sliders and split pins.• Design and label a moving Christmas card to give to a family member.• Create a simple mock-up of the Christmas card design and check it meets the design criteria.• Select appropriate tools to complete their	<p>Design, make and evaluate a wind chime for the outdoor area.</p>  <ul style="list-style-type: none">• Look at, discuss and compare different wind chimes and the noises they make.• Know how to knot, join and thread using string.• Design and label a wind chime for the school rose garden or copse and include a list of tools and equipment.• Talk through and explain the design to a group, including how they will attach their chime items.• Select appropriate tools to measure, waterproof and attach the wind chime objects.• Select appropriate materials for both the structure and the sound of the wind chime.• Evaluate own and a partner's wind chime against the design criteria.	<p>Choose from a variety of ingredients to make healthy rainbow fruit kebabs.</p>  <ul style="list-style-type: none">• Understand that fruit forms a healthy diet and how to cut and prepare different fruits for a fruit salad/kebab (including the bridge technique for sharp knives).• Know where common fruits come from.

		<p>product eg scissors, glue, tape, pens and pencils etc.</p> <ul style="list-style-type: none">• Select appropriate materials from a selection of paper, card, tissue, corriflute etc.• Evaluate finished Christmas card. <p>Cultural Capital: Learn about the origins of the Christmas Card as a result of Prince Albert marrying Queen Victoria (German customs becoming part of English culture) and being particularly relevant to Christmas celebrations at Osborne House in East Cowes (visit to Osborne House).</p>		
Resources Needed	<p>Flour from Calbourne Water Mill / yeast</p> <p>Pre-formed cardboard boxes to assemble</p> <p>Range of materials for decorating and labelling box.</p>	<p>Visit to Osborne House – link to History.</p> <p>Various examples of Christmas cards with moving parts.</p> <p>Walk to East Cowes Post Office to post (link to The Jolly Christmas Postman).</p>	<p>Chimes</p> <p>Various weatherproof materials which can be shaped safely using simple tools.</p>	<p>Various items of fruit.</p> <p>Chopping boards.</p> <p>Recipe books.</p> <p>Knives.</p>
Geography	<p>Locality</p> <p>Holy Cross</p>  <ul style="list-style-type: none">• Locate Holy Cross on the IOW and in UK.• Describe simple geographical similarities and differences between different areas of the school.• Link to Science – describe weather that is typical of the season and take simple measurements• Describe simple physical features around Holy Cross.• Identify Holy Cross, East Cowes and the IOW on maps and the UK on a globe/atlas.• Identify North on a compass and with support identify features of the local area using positional language.• Use aerial photos and plan perspectives to recognise and label simple landmarks and geographical features of the school site.• Add a simple key to a map of the school to locate key features.	<p>United Kingdom</p> <p>London</p>  <ul style="list-style-type: none">• Locate London as the capital city of England, as part of the UK.• Identify and name seas surrounding the UK.• Understand that our weather relates to our position between the poles and the equator.• Understand that our transport choices are influenced by weather on a day by day basis.• Understand transport options in London are different to those available on IOW.• Identify Newport (main town) as near to us and London as further away and differences in population etc (map and atlas work).• Use aerial photos of London to identify major landmarks.• Add a key to a map of London (investigate similarities and		

	<p>Cultural Capital: Learn about the origins of the school and the changing geographical landscape over recent years. Learn about the history of the Convent building on the site and how the Sisters developed the school since 1953.</p>	<p>differences in the locality between the River Thames and the River Medina).</p> <p>Cultural Capital: Learn about how you might travel to London (Ferry, Red Jet, WightLink, train, motorway etc) and transport links within London (tube, major train stations etc). How does the population of London compare to the Isle of Wight?</p>		
Resources Needed				
History	<p>Houses and Homes, including Queen Victoria’s Home.</p> <p><i>How have homes changed over the last 120 years?</i></p>  <p>Cultural Capital: Visit to Queen Victoria’s house at Osborne to see the origins of a traditional Christmas celebration. Visiting local places with historic national significance.</p>	<p>Florence Nightingale, Mary Seacole and Edith Cavell.</p>  <p><i>How has nursing changed since Florence Nightingale, Mary Seacole and Edith Cavell were alive?</i></p> <p><i>Why are these nurses considered significant?</i></p> <p><i>How were their experiences of nursing during wartime different?</i></p> <p>Cultural capital: Women’s history and Black history. To understand the changing role of women in the medical profession, and to understand how race further impacted the experiences of these women.</p>		
	Resources Needed			
Music	<p>MUSIC EXPRESS</p> <p><u>Ourselves</u></p> <p>Musical Focus: Exploring Sounds Links to English</p> <ul style="list-style-type: none">• Explore ways of using voices expressively.• Develop skills of singing while performing actions and create an expressive story. <p><u>Animals</u></p> <p>Musical focus: Pitch Links to Science and PE</p> <ul style="list-style-type: none">• Develop an understanding of pitch through using movement, voices and pitch.	<p>MUSIC EXPRESS</p> <p><u>Number</u></p> <p>Musical focus: Beat Links to Maths</p> <ul style="list-style-type: none">• Develop a sense of steady beat through using movement, body percussion and instruments. <p>Cultural Capital: Firework displays – learn how classical music is used to accompany major firework displays.</p> <p>Christmas Songs and Carols</p> <p>Cultural Capital: Explore the</p>	<p>MUSIC EXPRESS</p> <p><u>Weather</u></p> <p>Musical focus: Exploring sounds Links to PE and Geography</p> <ul style="list-style-type: none">• Use voices, movement and instruments to explore different ways that music can be used to describe the weather. <p><u>Seasons</u></p> <p>Musical focus: Pitch Link to Science</p> <ul style="list-style-type: none">• Further develop vocabulary and understanding of pitch movements.• Explore pitch through singing, tuned percussion	<p>MUSIC EXPRESS</p> <p><u>Our Bodies</u></p> <p>Musical Focus: Beat Links to Science</p> <ul style="list-style-type: none">• Respond with our bodies to steady beat and rhythm in music.• Experience combining rhythm patterns with steady beat, using body percussion. <p><u>Our School</u></p> <p>Musical focus: Exploring Sounds Links to Geography</p>

	<ul style="list-style-type: none"> Identify contrasts of high and low pitches. Create animal chant sounds and sequences. 	various instruments of the orchestra.	<p>and listening games.</p> <p>Pattern</p> <p>Musical focus: Beat</p> <p>Links to Maths</p> <ul style="list-style-type: none"> Develop an understanding of metre – groups of steady beat – through counting, body percussion and reading scores. 	<ul style="list-style-type: none"> Explore sounds found in the school environment. Investigate ways to produce and record sounds, using IT to stimulate musical ideas related to Geography.
Resources Needed	Music Express Y1 Book and CDs Range of instruments	Music Express Y1 Book and CDs	Music Express Y1 Book and CDs	Music Express Y1 Book and CDs
Physical Education	<p>RUNNING DANCE</p> <p>Objectives: To 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.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p>To perform dances using simple movement patterns.</p> <p>Locomotion: Running Explore running. Apply running into a game. Explore running at different speeds. Running for speed: Acceleration. Explore running in a team. Consolidate running, apply running into a competitive game.</p> <p>Locomotion: Running Apply running into a game. Explore running in a team. Consolidate running, apply running into a competitive game.</p> <p>Dance: The Zoo Exploring expression. Developing our movements, adding movements together. Responding to a rhythm.</p>	<p>BALL SKILLS GYMNASTICS</p> <p>Objectives: To 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.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p>Ball Skills: Hands 1 Introduce sending (bouncing) with control. Introduce aiming with accuracy. Introduce power and speed when sending a ball. Introduce/develop stopping, combining sending skills. Combine sending and receiving skills.</p> <p>Ball Skills: Hands 1 Apply ball skills learnt in team games: Introduce and apply sending (bouncing) with control in a team game. Introduce and apply aiming with accuracy in a team game. Introduce and apply power and speed when sending a ball in a team game. Develop and apply sending,</p>	<p>BALL SKILLS GYMNASTICS</p> <p>Objectives: To 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.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p>Ball Skills Feet Develop moving the ball using the feet. Apply dribbling into games. Consolidate dribbling. Explore kicking (passing). Apply kicking (passing) to score a point.</p> <p>Ball Skills Feet Apply ball skills learnt in team games: Apply dribbling into team games. Apply kicking (passing) to score a point in a team game.</p> <p>Gymnastics: Body Parts Introduction to big/small body parts. Combining big and small with wide, narrow and curled. Transition between wide narrow and curled using big and small body</p>	<p>BALL SKILLS DANCE</p> <p>Objectives: To 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.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p>To perform dances using simple movement patterns.</p> <p>Ball Skills Hands 2 Introduce throwing with accuracy. Apply throwing with accuracy. In a team Introduce stopping a ball. Develop sending (rolling) skills to score a point. Consolidate sending and stopping to win a game</p> <p>Ball Skills Hands 2 Apply ball skills learnt in team games: Apply throwing with accuracy in a team game. Develop sending (rolling)</p>

	<p>Introducing partner work. Creating an animal sequence motifs. Exploring relationships within our motifs.</p>	<p>receiving and stopping skills in a team game.</p> <p>Gymnastics: Wide, Narrow, Curled Introduction to wide, narrow and curled. Exploring the difference between wide, narrow and curled. Transitioning between wide, narrow and curled movements. Linking two movements together.</p>	<p>parts. Adding (linking) movements together.</p>	<p>skills to score a point in a team game. Consolidate sending and stopping to win a game.</p> <p>Dance: Growing Responding to rhythm. Developing the growing plant ‘dance’ Introduction to motifs. Creating motifs. Creating movement sequences. Relationships and performance.</p>
Resources Needed	Complete PE Scheme and Resources	Complete PE Scheme and Resources	Complete PE Scheme and Resources	Complete PE Scheme and Resources
PSHE /RSHE	<p><u>What is the Same and Different About Us?</u> Marvellous Me Things I Like Families Together Everyone Achieves More Brilliant Brains Sameness and Difference</p> <p><u>Ten:Ten RSE</u> This Is Me Let the Children Come</p>	<p><u>Who is Special to Us?</u></p>	<p><u>What Helps Us Stay Healthy?</u></p> <p><u>Ten:Ten RSE</u> This Is Me I Am Unique (Me) Girls and Boys Clean and Healthy</p>	<p><u>What Can We Do with Money?</u></p>
Resources Needed	NB This will be delivered alongside the Ten:Ten ‘Life to the Full’ RSHE content, delivered as appropriate through RE/Science/Worship	NB This will be delivered alongside the Ten:Ten ‘Life to the Full’ RSHE content, delivered as appropriate through RE/Science/Worship	NB This will be delivered alongside the Ten:Ten ‘Life to the Full’ RSHE content, delivered as appropriate through RE/Science/Worship	NB This will be delivered alongside the Ten:Ten ‘Life to the Full’ RSHE content, delivered as appropriate through RE/Science/Worship
Curriculum Trips	<p>Calbourne Water Mill 08.09.21 Links to Science, DT, English ‘The Little Red Hen’ Cultural Capital: To know how wheat was milled into flour historically on the Isle of Wight.</p>  <p>Walk to East Cowes seafront to</p>	<p>Osborne House Victorian Christmas Link to History and DT.</p> 		

	<div>support mapping skills in Geography 07.10.21</div> <div></div> <div><p>Cultural Capital: Learn about the origins of the Christmas Card as a result of Prince Albert marrying Queen Victoria (German customs becoming part of English culture) and being particularly relevant to Christmas celebrations at Osborne House in East Cowes (visit to Osborne House).</p><p>Walk to East Cowes Post Office to post Christmas cards. Link to DT and English.</p><div></div></div> <td></td>	
--	--	--