

	Geography/H istory	Art/DT	Music	ICT	PSHE	RE	PE	Science	Literacy	Maths
1 (3 day week)	<p>LO: To discuss and evaluate what we already know and want to know about toys.</p> <p>Creating a class mind map of what we know and what we want to know.</p>	<p>Art</p> <p>LO: To work independently on a 2D project.</p> <p>Drawing their favourite toy - Literacy/Topic link.</p>	<p>LO: To explore long and short sounds using voices.</p>	<p>LO: To refresh basic computer skills with support.</p> <ul style="list-style-type: none"> - Turning on and logging in. 	<p>Read: Warrysaurus & My monster and me.</p> <p>Covid - Discuss worries and healthy ways of supporting children.</p>	<p>LO: To give examples about how Christians show religion is important to them.</p> <ul style="list-style-type: none"> - Going to church. - Singing hymns 	<p>LO: To perform basic skills of rolling with control.</p> <p>Ball skills - hand/ball control - moving between partners</p>	<p>LO: To identify and name a variety of everyday materials.</p> <p>LO: To describe the simple physical properties of everyday materials.</p> <p>Using the environment, FS?- wood, rock and water.</p> <p>Is it .hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent?</p>	<p>LO: To recount the summer holidays.</p> <p>Y1</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Saying out loud what they are going to write about Y2</p> <p>Writing about real events</p> <p>Form lower-case letters of the correct size relative to one another</p> <p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters</p> <p>Phase 2/3 recap.</p> <p>Individual assessments.</p>	<p>Place value</p> <p>Y1- LO: To sort and count objects to 10.</p> <ul style="list-style-type: none"> - Sorting objects based on shared characteristics. - Exposure to counting in a line and value of 0. - Representing objects with pictures. <p>Y2 - LO: To recap place value up to 20.</p> <ul style="list-style-type: none"> - Matching representations and numerals. - Missing number sequences using h/s - Solo questions to check understanding.
2	<p>LO: To begin to recognise 'the present' in their own lives (refresh of skill from previous unit).</p> <p>LO: To explore toys from the present day.</p> <p>Discussing/drawing and grouping different toys children use from present da i.e. cuddly toys, moving toys and outside toys.</p>	<p>LO: To work independently on a 2D project.</p> <p>Dinosaur art - Literacy/Topic link</p>	<p>LO: To explore long and short sounds in response to symbols using voices.</p>	<p>LO: To refresh basic computer skills independently.</p> <ul style="list-style-type: none"> - Turning on and logging in. 	<p>LO: To understand the role of our feelings and how they can change.</p> <p>Lesson 1 - Everyday feelings.</p>	<p>LO: To give examples about how Christians show religion is important to them.</p> <ul style="list-style-type: none"> - Being good citizens. - Reading the bible. 	<p>LO: To perform basic skills of rolling with control.</p> <p>Ball skills - hand/ball control - rolling balls inbetween two cones</p>	<p>LO: To identify and name a variety of everyday materials.</p> <p>LO: To describe the simple physical properties of everyday materials.</p> <p>Plastic, glass and metal.</p> <p>Is it." "?</p>	<p>Discuss what makes toys special to us - Harry and the Bucketful of Dinosaurs.</p> <p>Explanation style text - favourite toys.</p> <p>Y1</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Saying out loud what they are going to write about Y2</p> <p>Form lower-case letters of the correct size relative to one another</p> <p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters</p> <p>Phase 2/3 recap.</p> <p>Individual assessments.</p>	<p>Y1- LO: To count one more and one less than a given number.</p> <ul style="list-style-type: none"> - Counting forward and backwards. <p>Y2 - LO: To understand place value of numbers to 50.</p> <ul style="list-style-type: none"> - Recap part whole model using no's to 20 initially. - Grouping large numbers into 10's using a variety of concrete objects. - Part/whole method for numbers up to 50. - Comparison of numbers using <>=

3	<p>LO: To recognise present day when sequencing events in own lives (refresh of skill from previous unit).</p> <p>LO: To sequence objects/photo graphs from different periods of their lives.</p> <p>Consider and explore how age affects the types of toys children play with.</p>	<p>LO: To work independently on a 2D project.</p> <p>Drawing a design for a brand-new toy</p>	<p>LO: To explore long and short sounds in response to symbols using body percussion actions.</p> <p>Stamping, clapping, clicking etc.</p>	<p>LO: To open a document using Microsoft Word with support.</p> <p>Practice opening a new document.</p>	<p>LO: To understand how different situations can make us feel.</p> <p>Lesson 2 - Good and not so good feelings.</p>	<p>LO: To describe the meaning of light within a Christian celebration.</p>	<p>LO: To practice catching balls and small equipment.</p> <p>Working with partners.</p>	<p>LO: To identify and name a variety of everyday materials.</p> <p>LO: To describe the simple physical properties of everyday materials.</p> <p>Extended materials -brick, paper, fabrics, elastic, foil.</p> <p>Is it." "?"</p>	<p>LO: To write a description of a toy.</p> <p>Y1 Beginning to punctuate sentences using a full stop. Leaving spaces between words Composing a sentence orally before writing it</p> <p>Y2 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Phase 3: j n w x me, be</p> <p>y z, zz qu he, my, by</p>	<p>Y1- LO: To compare and order numbers to 10.</p> <ul style="list-style-type: none"> - Using comparative language such as more/less than/equal to. - Ordering amounts (CPA) - < > = symbols <p>Y2 - LO: To understand place value of numbers to 100.</p> <ul style="list-style-type: none"> - Words to numeral representations. - Representing numbers using C/P in terms of tens and ones. - Part/whole model. - Place value charts.
4	<p>LO: To describe memories of key events in lives.</p> <p>Create a simple timeline of their own living memory - display and concertina books individually?</p>	<p>LO: To investigate different types of art, craft and design.</p> <p>LO: To work independently on a 3D project.</p> <p>Junk modelling their brand-new toy</p>	<p>LO: To produce long and short sounds in response to symbols using body percussion actions.</p> <p>Stamping, clapping, clicking etc.</p>	<p>LO: To open a document using Microsoft Word independently.</p> <ul style="list-style-type: none"> - Adding text - Font/font sizes. 	<p>LO: To understand feelings and how to deal with them.</p> <p>Lesson 3 - Big feelings.</p>	<p>LO: To share experiences and feelings about right and wrong.</p> <p>LO: To describe feelings about something important.</p> <p>Christian story? - link back to being a good citizen.</p>	<p>LO: To catch balls and small equipment consistently.</p>	<p>LO: To compare and group materials based on their properties.</p>	<p>Y1 - LO: To use the part whole model to aid understanding of addition.</p> <ul style="list-style-type: none"> - Concrete manipulatives - Introduction to + = symbols. - Fact families. <p>Y2 - LO: To recap number bonds to 10, 20 and 100.</p> <p>LO: To understand 10 more and 10 less.</p> <ul style="list-style-type: none"> - Use knowledge of n/b of ten to derive n/b's to 100. - Tens frames/part whole model - Hundred square. 	
5	<p>LO: To show an awareness of how toys have developed over time.</p> <p>To explore a range of teddies and understanding.</p>	<p>LO: To investigate different types of art, craft and design.</p> <p>Drawing Dagger - pastels - lost posters.</p>	<p>LO: To explore different instruments and the sounds that they make.</p> <p>Games using instruments.</p>	<p>LO: To save a word document.</p> <ul style="list-style-type: none"> - Refresh opening word doc and adding text - Practice saving docs 	<p>Shropshire scheme PSHE Hygiene</p>	<p>LO: To share experiences and feelings about sharing and greed.</p> <p>LO: To describe feelings about something important.</p> <p>Christian story?</p>	<p>LO: To perform basic skills of kicking with control.</p> <p>Ball skills - foot/ball control - Passing ball between partners</p>	<p>LO: To describe how the shape of an object can change by squashing, bending, twisting and stretching.</p> <p>Introduce children to multiple examples of the everyday materials they have already encountered in previous lessons.</p> <p>wood, rock and water.</p>	<p>Read <i>Dagger - Shirley Hughes</i>.</p> <p>Consider the age of the book and how children still play with teddies.</p> <p>LO: To create a lost poster for Dagger.</p> <p>Y1 Form capital letters Beginning to punctuate sentences using a capital letter and a full stop, Composing a sentence orally before writing it</p> <p>Y2</p>	<p>Y1 - LO: To understand number bonds to 10.</p> <ul style="list-style-type: none"> - Concrete representations. - Tens frames/part whole model. <p>Y2 - LO: To add by making ten (recap).</p> <p>LO: To add 2 digits to 1 digit.</p> <ul style="list-style-type: none"> - Consolidate adding to 10. - Number lines. - Word problems.

								<p>Sentences with different forms: statement, question/exclamation</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Phase 3: ch sh th ng they, she</p>		
6	<p>LO: To Sequence teddy bears from different periods of time.</p> <p>Develop the timeline to consider simple jumps of time.</p> <p>Can the children order and sequence photographs?</p>	<p>LO: To investigate different types of art, craft and design.</p> <p>Collaging teddies - Dogger</p>	<p>LO: To create long and short sounds on instruments.</p> <p>Practicing from verbal prompts.</p>	<p>LO: To save and retrieve a word document.</p> <p>-Can the children retrieve their work from previous lesson?</p>	<p>Shropshire scheme PSHE Hygiene</p>	<p>LO: To share experiences and feelings about sharing and greed.</p> <p>LO: To describe feelings about something important.</p> <p>Relate to Christmas time and presents</p>	<p>LO: To perform basic skills of kicking with control.</p> <p>Ball skills - foot/ball control - Kicking ball between two cones with control.</p>	<p>LO: To describe how the shape of an object can change by squashing, bending, twisting and stretching.</p> <p>Introduce children to multiple examples of the everyday materials they have already encountered in previous lessons.</p> <p>Plastic, glass and metal. (discuss the dangers of glass).</p>	<p>LO: To write an alternative ending for Dogger.</p> <p>Y1 Using a capital letter for the personal pronoun 'I'. Sequencing sentences to form short narratives. Composing a sentence orally before writing it Begin to form lower-case letters in the correct direction, starting and finishing in the right place Y2 Writing narratives about personal experiences and those of others (real and fictional) co-ordination (using or, and, or but)</p> <p>Phase 3: ai ee igh oa oo (long) oo (short) we, are</p>	<p>Y1- LO: To use part whole model to support understanding of addition.</p> <ul style="list-style-type: none"> - Multiple representations inc concrete. - Adding together two parts. <p>Y2 - LO: To add 2 digits to 1 digit.</p> <ul style="list-style-type: none"> - Consolidation. - SOLO/word problems.
7	<p>LO: To match objects to different people of different ages.</p> <p>LO: To describe memories of key events in life.</p> <p>How gifts change as you get older.</p> <p>Matching activity of pictures and artefacts - who would old bear belong too? Compare</p>	<p>LO: To investigate different types of art, craft and design.</p> <p>Drawing setting description - stimulus?</p>	<p>LO: To explore long and short sounds on instruments in response to symbols.</p> <p>Introduce dot notation with support.</p>	<p>LO: To insert a picture into a word document with support.</p> <p>-Practice inserting different pictures.</p>	<p>Shropshire scheme PSHE Hygiene</p>	<p>LO: To discuss and describe how Christians celebrate Christmas.</p>	<p>LO: To practice tracking and stopping balls with control.</p> <p>Ball skills - use equipment to track a ball.</p> <p>Passing between partners.</p>	<p>LO: To group together toys made from the same material based on physical properties with support.</p> <p>Exploring using a variety of toys.</p> <p>Is there only one material that can make a toy? Why might this of changed over the years?</p>	<p>Read: Old Bear - Jane Hissey. Toy story?</p> <p>LO: To write a story setting description LO: To write a story about an old toy in the attic.</p> <p>Y1 Joining words and joining clauses using and Sequencing sentences to form short narratives Composing a sentence orally before writing it Y2 Expanded noun phrases to describe and specify [for example, the blue butterfly] Learn how to use the possessive (singular)</p> <p>Phase 3: ar or ur ow oi you, her</p>	<p>Y1 - LO: To add by counting on. LO: To apply knowledge of counting on to find missing parts of numbers</p> <ul style="list-style-type: none"> - Mixed representations - Part whole model. - The role of zero. <p>Y2- LO: To subtract with 2 digits.</p> <ul style="list-style-type: none"> - Recap partitioning numbers into tens and ones. - Concrete resources (base ten).

	with toys in the attic - toy story?							ear air ure er all, was		
8	LO: To match objects to different people of different ages. Matching activity of pictures/artef acts to children of different ages.	LO: To investigate different types of art, craft and design. Sand and paint - texture - toys from the story. Add to story setting?	LO: To create long and short sounds on instruments in response to symbols. Using dot notation mostly independently.	LO: To insert a picture into a word document independently. -Putting all skills together. -Can the children remember how to save and retrieve?	Shropshire scheme PSHE Hygiene	LO: To discuss and describe how Christians celebrate Christmas.	LO: To track and stop balls with control. Ball skills - weaving balls in and out of cones.	LO: To independently group together toys made from the same material based on physical properties. Exploring using a variety of toys. Is there only one material that can make a toy? Why might this of changed over the years?		Y1 - LO: To introduce subtraction in terms of taking away. - Flying away/eating - Introduce - when appropriate. - Word stories Y2 - LO: To subtract with 2 digits. - Consolidation. - Flexible partitioning when crossing ten. - SOLO/word problems.
1	LO: To apply knowledge of present-day toys. Considering aspects of toys such as the materials, battery operated etc.	D/T LO: To create a plan for a puppet.	LO: To explore different symbols for dot notation. Children to explore the different ways of representing sounds. - dots, dashes, shapes.	LO: To explore creating music using technology. Garage band - iPads.	Shropshire scheme PSHE Hygiene	LO: To give examples of how Hindu's show religion is important to them.	LO: To show awareness of working within a team. Team sports games - highlight the importance of working together.	LO To perform simple tests. LO: To identify the suitability of a variety of everyday materials. What material would be best to keep toys dry outside. Planning stage - making simple predictions	LO: To create a fact file for their favourite toy. Y1 Using a capital letter for the personal pronoun 'I' Joining words and joining clauses using and Y2 Sentences with different forms: statement Subordination (using when, if, that, or because)	Y1- LO: To subtract by partitioning numbers. - Concrete/pictorial representations. - Part whole model. Money Y2- LO: To recognise the amount each coin represents. - Recap recognising money. - Introduction to £/p - Counting in 1s, 2s, 5, 10s.
2	LO: To apply knowledge of present-day toys. Explain how their present-day toys are similar or different to those in the past?	LO: To discuss and evaluate the ideas and plans for a puppet. Considering likes and improvements to be made before making the product.	LO: To create symbols for dot notation with support. Children to explore the different ways of representing sounds. - dots, dashes, shapes	LO: To choose suitable sounds from a sound bank to express their ideas -Listening to a story - how could we choose some sounds to accompany?	Shropshire scheme PSHE Hygiene	LO: To give examples of how Hindu's show religion is important to them.	LO: To show an awareness of working within a team.	LO To perform simple tests. LO: To identify the suitability of a variety of everyday materials. What material would be best to keep toys dry outside. Testing materials - FS	Phase 4: Adjacent consonants. (cvcc) (ccvc)	Y1- LO: To subtract by counting back. - Number lines - Finding the difference Money Y2- LO: To count in pounds and pence. - To recognise and count pounds. - Bring pounds and pence together.
3	LO: To look at toys from different periods of time. LO: To sequence artefacts/photos from distinctly different	LO: To use a plan to create a puppet. LO: To evaluate our puppets strengths and weaknesses during the development stage.	LO: To create symbols for dot notation mostly independently. Children to create sounds using their own symbols.	LO: To choose suitable sounds from a bank to express ideas and compose music. LO: To produce a simple presentation with support.	Shropshire scheme PSHE Hygiene	LO: To discuss the similarities and differences between how Christians and Hindu's show that they religion is important to them.	LO: To learn basic rules of cricket.	LO To perform simple tests. LO: To identify and compare the suitability of a variety of everyday materials. What material would be best to keep toys dry outside. Testing materials - FS	LO: To write instructions for making a puppet. Y1 Beginning to punctuate sentences using a capital letter and a full stop Joining words and joining clauses using and Y2 Sentences with different forms: command.	Place value to 20. Y1 - LO: To count and recognise numbers to 20. - Look at numbers 11-19. - Tens and ones Multiplication and Division. Y2 - LO: To multiply by making equal groups. - Importance of equal groups. - Stem sentences - Adding equal groups to find a total.

	<p>periods of time.</p> <p>Consider how they are similar/different.</p> <p>Extend the timeline to consider time scales in years.</p>	<p>Post it bubbles as the children are marking?</p>		<p>Teddy bears picnic?</p>				<p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Phase 4: Adjacent consonants (ccvcc)</p> <p>(cccv.c) (cccvcc)</p>	
4	<p>LO: To sequence artefacts from different periods of time.</p> <p>Looking at puppets from different periods of time and how they have changed.</p>		<p>LO: To explore playing and singing phrase from dot notation.</p> <p>Explore using our voices from dot notation.</p> <p>Children to apply what they already know about dot notation.</p>	<p>LO: To choose suitable sounds from a bank to express ideas and compose music.</p> <p>LO: To produce a simple presentation.</p> <p>Lost toys?</p>	<p>Shropshire scheme PSHE Hygiene</p>	<p>LO: To discuss the meaning of the symbol of light within a Hindu celebration.</p> <p>- Diwali</p> <p>Rama and Sita.</p>	<p>LO: To learn basic rules of cricket.</p> <p>LO: To describe simple tactics and awareness of how to score.</p>	<p>LO To perform simple comparative tests.</p> <p>LO: To identify and compare the suitability of a variety of everyday materials.</p> <p>Which material is strongest? Carrying toys?</p> <p>Planning stage - making simple predictions</p>	<p>Y1 - LO: To count on and back up to 20.</p> <p>LO: To order and compare numbers up to 20.</p> <ul style="list-style-type: none"> - Number tracks. - Lang greater/less than and equal to. - Order numbers from smallest to largest. <p>Y2- LO: To recap understanding and creating arrays.</p> <ul style="list-style-type: none"> - Concrete/pictorial representations alongside sentence stems. - Creating arrays - Number sentences for arrays made - Making arrays from information given/word problems.
5	<p>LO: To use knowledge of matching toys to children of different ages.</p>	<p>LO: To evaluate the puppets effectiveness for its purpose.</p> <p>To evaluate their own puppets for strengths and weaknesses.</p> <p>Showcasing their puppets -2 stars and a wish? Independent and of others.</p>	<p>LO: To play and sing phrase from dot notation with support.</p> <p>Practicing with simple songs.</p>	<p>LO: To use sound recorders to record speech.</p> <p>LO: To incorporate sounds captured by sound recorders.</p> <p>Practice using sound recorders.</p>	<p>Shropshire scheme PSHE Hygiene</p>	<p>LO: To give examples about how Hindu's show religion is important to them.</p> <p>LO: To discuss the meaning of the symbol of light within a Hindu celebration.</p> <p>- Diwali</p> <p>Rama and Sita.</p>	<p>LO: To play small games of cricket with support for rules.</p> <p>LO: To talk about how our bodies feel when playing a game.</p>	<p>LO To perform simple comparative tests.</p> <p>LO: To predict and identify the suitability of a variety of everyday materials.</p> <p>Which material is strongest? Carrying toys?</p> <p>Testing materials</p>	<p>LO: To write a christmas story.</p> <p>Christmas advert as stimulus.</p> <p>Y1 Joining words and joining clauses using and Sequencing sentences to form short narratives Y2 Writing narratives about personal experiences and those of others (real and fictional) Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Y1- To understand grouping in tens.</p> <ul style="list-style-type: none"> - Counting to 50. - Equivalence of ten and ten ones. - <p>Y2- LO: To divide by grouping and sharing equal groups.</p> <p>LO To divide by 2 by grouping.</p> <ul style="list-style-type: none"> - Concrete manipulatives - Grouping into 2 equal groups.
6	<p>LO: To use my knowledge to sequence toys for children of different ages.</p>	<p>LO: To create a puppet.</p> <p>Discuss and use evaluations from previous puppet to guide children in making improvements.</p>	<p>LO: To play and sing phrase from dot notation independently.</p> <p>Christmas songs.</p>	<p>LO: To use sound recorders to record speech and instruments.</p> <p>LO: To incorporate sounds captured by</p>	<p>Shropshire scheme PSHE Hygiene</p>	<p>LO: To discuss how the meaning of light is similar within different religious celebrations.</p>	<p>LO: To play small games of cricket.</p> <p>LO: To talk about how our bodies feel when playing a game.</p>	<p>LO To perform simple tests.</p> <p>LO: To predict and identify the suitability of a variety of everyday materials.</p> <p>Which material is strongest? Carrying toys?</p>	<p>Phase 5: zh wh ph oh their</p> <p>ay a-e igh/ey/ei (long a) Mr Mrs</p> <p>Y1 - To compare and order numbers to 50.</p> <ul style="list-style-type: none"> - Counting one more and one less. - Comparing numbers using <> = symbols - Ordering numbers. <p>Y2- LO: To divide by 5 and 10 by grouping.</p> <ul style="list-style-type: none"> - Finding efficient methods - grouping or sharing.

				<p>sound recorders.</p> <p>Toy stories - recording sounds using voices and instruments to the pace of the book.</p>				Testing materials		- Grouping by ten is more efficient than sharing.
7	<p>LO: To describe memories of key events in their own and others' lives.</p> <p>Toys from previous Christmases - interviewing others?</p>	<p>LO: To create a puppet.</p> <p>LO: To evaluate the puppets effectiveness for its purpose.</p> <p>Children to evaluate their puppets more independently.</p>		<p>Shropshire scheme PSHE Hygiene</p>	<p>LO: To discuss how the meaning of light differs within different religious celebrations.</p>	<p>LO: To compete in small games of cricket.</p> <p>Discuss importance of competing respectfully.</p>	<p>LO: To evaluate investigation results.</p> <p>Were the children surprised by the results? Does it match their predictions?</p> <p>Clearing misconceptions.</p>	<p>LO: To write a Christmas letter.</p> <p>Y1 Discuss what they have written with the teacher or other pupils Beginning to punctuate sentences using a question mark Y2 The present and past tenses correctly and consistently including the progressive form Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Phase 5: ea e-e ie/ey/y (long e) looked called asked</p>	<p>Consolidation Mastery questions and solo week challenges</p>	