

Year 1 - Fighting Fit (summer term)

Week breakdown	Literacy	Maths	Topic
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Week 1

RWInc
Mon - Wed Red to Orange
RWInc level 3 day rolling

Reading Leader documents - timetables

Three-day timetable for teaching Green, Purple, Pink and Orange Level books

Timings within a session
 The session for each day should last for about an hour, once children are in Year 1 (P2) and above.

- Absolute timing within this is flexible.
- Daily Speed Sounds Lesson – 10 minutes
- Handwriting – 5 minutes
- Linked Text – 10 minutes
- Write About – about 20-30 minutes

The timing for the other activities can be flexible depending on your children's progress.

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green words	Think about the Story
Story Green Words	Read Word Cards	TRad Read – Children
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Questions to Talk About
Read Word Cards	Partner Practice – Speedy Green Words and Red Words	Proofread
Partner Practice – Speed Sounds, Story Green Words and Red Words		Write About
Story Introduction	Bump-in	
TRad Read – Children	Second Read – Children	
Read About – Teacher	Hold a Sentence – 2	
Build a Sentence – 1	Build a Sentence – orally	
Handwriting	Handwriting	Linked text

timetable

Reading Leader documents - timetables

Five-day timetable for teaching Yellow, Blue and Grey Level books

Timings within a session
 The session for each day should last for about an hour, once children are in Year 1 (P2) and above.

- Absolute timing within this is flexible.
- Daily Speed Sounds Lesson – 10 minutes
- Handwriting – 5 minutes
- Linked Text – 10 minutes
- Write About – 20-30 minutes (Day 4); 30-40 minutes (Day 5)

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Spill Check	Spell Best
Story Green Words	Read Word Cards	Words	Grammar	Write About (continue writing here from Day 4)
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Think about the Story	Vocabulary	
Read Word Cards	Bump-in	TRad Read – Children	Proofread – Spelling and Grammar	
Partner Practice – Story Green Words, Speed Sounds, Story Green Words and Red Words	Second Read – Children	Questions to Talk About	Write About (start writing here and continue on Day 5)	
Story Introduction	TRed Rhythms – Spelling Green Words	Questions to Read and Discuss		
TRad Read – Children	TRed Rhythms – Spelling Red Words			
Read About – Teacher	Hold a Sentence (2 sentences)	Build a Sentence		Partner Proofread
TRed Rhythms – Spelling Red Words				Words to keep
Handwriting	Handwriting	Handwriting	Handwriting	Linked text

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Mon - Fri Yellow to Grey RWInc level 5-day timetable

Numbers 50 to 100
 Read, recognise and write numbers to 100
 Find the groups of tens and ones in numbers within 100
 Represent numbers using a number line
 Represent numbers to 100 as number bonds

LINK TO PREVIOUS LEARNING - QUIZ ON SEASONS.

1. LINK to literacy – Grandad's Island. Where in the world could the island be? Locate ideas on a world map. Look at islands on Google Earth. Importance of the sun/equator. Videos. Collaborative work.
2. Seasons – Summer and winter. Weather, make a comparison. Link to previous learning. If Grandad's Island was in the winter, what would it look like?
3. Summer and Winter sports. How people keep fit. What do they do in each season? Local sport. Sorting and where can they be done? Leaflets from the leisure centre. Write in books.

PE - LAUNCH OF TOPIC

Children to create an obstacle course and complete a mini sports day. Record as evidence for the blog. [LINK TO ICT AND E-SAFETY](#)

MFL - Be able to say, understand and compare basic phrases in **AFRIKAANS**; Hello, goodbye, Name, Age, Numbers.

PSHE - Identify the members of my family and understand that there are lots of different types of families. Draw and label a picture of your own family.

RE - Lesson 1 WALT: What days of the week are special to you? Sing days of the week song. Discuss what children do on each day of the week. Show children video about Shabbat. Make a class list of ideas to remind children over the weeks about Shabbat.

Week 2

RWInc

Mon – Wed Red to Orange
RWInc level 3 day rolling

Reading Leader documents - Timetables

Three-day timetable for teaching Green, Purple, Pink and Orange Level books

Timings within a session
The session for each day should last for about an hour, once children are in Year 1 (P2) and above. Allocate timing within this as follows:

- Daily Speed Sounds Lesson - 10 minutes
- Handwriting - 5 minutes
- Linked Text - 10 minutes
- Write About - about 20-30 minutes

The timing for the other activities can be flexible depending on your children's progress.

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds From the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Word Cards	Think Read - Children
Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Questions to Talk About
Red Word Cards	Partner Practice - Spelling Green Words and Red Words	Prosehead
Partner Practice - Spelling Green Words and Red Words	Handwriting	Write About
Story Introduction	Jump In	
First Read - Children	Second Read - Children	
Read Aloud - Teacher	Hold a Sentence - 2	
Red Rhythms - Spelling and Words	Build a Sentence - orally	
Handwriting	Handwriting	Linked Text

timetable

Reading Leader documents - Timetables

Five-day timetable for teaching Yellow, Blue and Grey Level books

Timings within a session
The session for each day should last for about an hour, once children are in Year 1 (P2) and above. Allocate timing within this as follows:

- Daily Speed Sounds Lesson - 10 minutes
- Handwriting - 5 minutes
- Linked Text - 10 minutes
- Write About - 20-30 minutes (Day 4), 30-40 minutes (Day 5)

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson			
Speed Sounds From the Storybook	Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Spell Check	Spell Test
Story Green Words	Red Word Cards		Grammar	Write About (continue writing here from Day 4)
Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Think About the Story	Vocabulary	
Red Word Cards	Jump In	Third Read - Children	Prosehead - Spelling and Grammar	
Partner Practice - Spelling Green Words and Red Words	Second Read - Children	Questions to Talk About	write about (start writing here and continue on Day 5)	
Story Introduction	Find Fingers - Spelling Green Words	Questions to Read and Answer		
First Read - Children	Red Rhythms - Spelling Red Words			
Read Aloud - Teacher	Hold a Sentence (2 sentences)	Build a Sentence		Partner Prosehead
Red Rhythms - Spelling and Words				Words to Keep
Handwriting	Handwriting	Handwriting	Handwriting	Linked Text

Mon – Fri Yellow to Grey RWInc level 5-day timetable

Represent numbers as groups of ten and ones in a place value chart
Recognise one more and one fewer and ten more and ten fewer
Compare numbers within 100
Order numbers within 100

1. Snowdome Trip - find out about it using leaflets and brochures. Generate questions. Produce a fact sheet with questions. ***Look at the Olympics and discover how it started and why. Create a fact sheet**
 2. Trip to Snowdome. Collaborative learning. ***Olympic sports (what kind of sports are done? Have separate groups e.g., aquatic, track & field, combat sports, gymnastics)**
 3. Re-count from the trip. What happened? What did you learn? ***Walk to KS2 field and set up a carousel of events that could be done at the Olympics.**
- PE 1. Running and Jumping L1 (over 2 sessions)**

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 in the context of moving at different speeds.
To move at different speeds.
I can show and explain how to sprint.
I can show and explain how to jog.
I can describe how my body feels whilst moving at different speeds.

- 2. Throwing and Catching L1 (over 2 sessions)**
- To master basic movements including running, jumping, throwing and catching.
I can track and receive a ball.
I can track a ball as it rolls.
I can get in line to receive a ball.
I can roll a ball in the right direction.
I can stop a rolling ball with my hands.

MFL - Be able to say, understand and compare basic phrases in AFRIKAANS; Hello, Goodbye, Name, Age, Numbers.
PSHE - Identify what being a good friend means to me. Collaborative work sorting statements into true or false.

RE - Lesson 2 WALT: I can talk about Shabbat. Introduce children to a Jewish child. Snowball activity- write down as many things about Shabbat as you can. Then, screw your piece of paper up into a snowball and throw to another table. Have a look to see if you can include anything that the previous group missed.

Music - WALT use actions and understand pulse. Warm up voice. Sing 'Heads, Shoulders, Knees and Toes' adding actions. Discuss how movements can be in time with the beat of the music. Sing through several times, missing out words. First miss out the word head, then head, shoulders etc. Discuss how it feels to keep the beat with the words missing. Replace the words with instruments with a different group of children playing for each word. Does this make it easier or harder to keep the beat? Now adapt the song adding own words. Discuss syllables and rhythms. For example: elbow can replace shoulders because the rhythm is the same. Adapt the song and sing again. Video record performance.

Week 3

RWInc

Mon – Wed Red to Orange
RWInc level 3 day rolling

Three-day timetable for teaching Green, Purple, Pink and Orange Level books

Timings within a session
The session for each day should last for about an hour, once children are in Year 1 (P2) and above. Allocate timing within this as follows:

- Daily Speed Sounds Lesson – 10 minutes
- Handwriting – 5 minutes
- Linked Text – 10 minutes
- Write About – about 20-30 minutes

The timing for the other activities can be flexible depending on your children's progress.

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds From the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Word Cards	Think Read – Children
Story Green Words	Partner Practice – Spelling Green Words and Red Words	Questions to Talk About
Red Word Cards	Jump in	Prosehead
Partner Practice – Spelling Green Words and Red Words	Second Read – Children	Write About
Story Introduction	First Read – Children	
First Read – Children	Hold a Sentence – 2	
Read Aloud – Teacher	Build a Sentence – 2	
Red Rhythms – Spelling and Words	Handwriting	Linked Text

timetable

Five-day timetable for teaching Yellow, Blue and Grey Level books

Timings within a session
The session for each day should last for about an hour, once children are in Year 1 (P2) and above. Allocate timing within this as follows:

- Daily Speed Sounds Lesson – 10 minutes
- Handwriting – 5 minutes
- Linked Text – 10 minutes
- Write About – 20-30 minutes (Day 4), 30-40 minutes (Day 5)

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson			
Speed Sounds From the Storybook	Speedy Green Words	Partner Practice – Spelling Green Words and Red Words	Spell Check	Spell Test
Story Green Words	Red Word Cards	Grammar		Write About (continue writing here from Day 4)
Speedy Green Words	Partner Practice – Spelling Green Words and Red Words	Think About the Story	Vocabulary	
Red Word Cards	Jump in	Third Read – Children	Prosehead – Spelling and Grammar	
Partner Practice – Spelling Green Words and Red Words	Second Read – Children	Questions to Talk About	Write About (start writing here and continue on Day 5)	
Story Introduction	First Read – Children	Questions to Read and Answer		
First Read – Children	Red Rhythms – Spelling Red Words			
Read Aloud – Teacher	Hold a Sentence (2 sentences)	Build a Sentence		Partner Prosehead
Red Rhythms – Spelling and Words				Words to Keep
Handwriting	Handwriting	Handwriting	Handwriting	Linked Text

Mon – Fri Yellow to Grey RWInc level 5-day timetable

Identify the pattern in a sequence of numbers
Addition and Subtraction within 100

Number bonds within 20 (problem solving)
Add a two-digit number and ones without regrouping
Subtract a two-digit number and ones without regrouping

1. Hygiene Handwashing - instructions explaining how to do it well. Create a song for handwashing and wash their own hands.
2. What does 'being healthy' mean? Give children a pre made lunch box. Which are the healthiest and why? Record ideas as a group about why things are healthy/unhealthy.
3. Design a healthy lunchbox. Write about what is in it and why you have chosen those foods.

RE - Lesson 3 WALT: understand the importance of Shabbat to the Jewish faith. Put a picture on each table of something to do with Shabbat. Children to write down in groups what they think it is and the importance of that item. Show children the 'Creation Story'. Look at day 7 in particular. Discuss the importance and why God did this.

PE 1. Running and Jumping L1 (over 2 sessions)
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 in the context of moving at different speeds.

- To move at different speeds.
- I can show and explain how to sprint.
- I can show and explain how to jog.
- I can describe how my body feels whilst moving at different speeds.

2. Throwing and Catching L1 (over 2 sessions)
To master basic movements including running, jumping, throwing and catching.

- I can track and receive a ball.
- I can track a ball as it rolls.
- I can get in line to receive a ball.
- I can roll a ball in the right direction.
- I can stop a rolling ball with my hands.

LINK TO ICT - RECORD AND EVALUATE
MFL - Be able to say, understand and compare basic phrases in AFRIKAANS; Hello, Goodbye, Name, Age, Numbers.

PSHE - Know appropriate ways of physical contact to greet my friends and know which ways I prefer. Role play different types of greetings. Children to work in pairs to come up with their own friendship greeting.

Music - WALT experiment with instrument sounds. Watch the performance from the previous lesson and evaluate. What will they do even better this time? Begin by singing heads, shoulders knees and toes. Ask a group of children to keep the beat using shakers. Invite a child up to be the conductor, giving clear signals for start and end of the performance. Learn the song, 'One Finger, One Thumb, Keep Moving' and add actions. Discuss which notes are long and which are short. Clap rhythms of words from the song: one finger; one thumb; keep moving. Add instruments to the rhythms. Which instruments would be suitable? Think about the dynamics of the instruments. Can some instruments be played in a way to make them quieter? Are some instruments better for quicker parts? At this point recap the names of returned percussion

Week 4

RWInc
Mon – Wed Red to Orange
RWInc level 3 day rolling

Reading Leader documents - Timetables

Three-day timetable for teaching Green, Purple, Pink and Orange Level books

Timings within a session
 The session for each day should last for about an hour, once children are in Year 1 (P2) and above.
 Allocate timing within this as follows:

- Daily Speed Sounds Lesson – 10 minutes
- Handwriting – 5 minutes
- Linked Text – 10 minutes
- Write About – about 20 minutes

The timing for the other activities can be flexible depending on your children's progress.

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Wood Cards	Third Read – Children
Red Wood Cards	Partner Practice – Speedy Green Words and Red Words	Questions to Talk About
Partner Practice – Speed Sounds, Story Green Words and Red Words		Proofread
Story Introduction	Jump-in	Write about
First Read – Children	Second Read – Children	
Read Aloud – Teacher	Hold a Sentence – 2	
Build a Sentence – 1	Build a Sentence – orally	
Handwriting	Handwriting	Linked text

timetable

Reading Leader documents - Timetables

Five-day timetable for teaching Yellow, Blue and Grey Level books

Timings within a session
 The session for each day should last for about an hour, once children are in Year 1 (P2) and above.
 Allocate timing within this as follows:

- Daily Speed Sounds Lesson – 10 minutes
- Handwriting – 5 minutes
- Linked Text – 10 minutes
- Write About – 20–30 minutes (Day 4), 30–40 minutes (Day 5)

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Spell Check	Spell test
Story Green Words	Red Wood Cards	Think About the Story	Grammar	Write About (continue writing here from Day 4)
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Third Read – Children	Vocabulary	
Red Wood Cards	Jump-in	Third Read – Children	Proofread – Spelling and Grammar	
Partner Practice – Story Speed Sounds, Story Green Words and Red Words	Second Read – Children	Questions to Talk About	Write About (start writing here and continue on Day 5)	
Story Introduction	Feed Fingers – Spelling Green Words	Questions to Read and Answer		
First Read – Children	Feed Rhythms – Spelling Red Words			
Read Aloud – Teacher	Hold a Sentence (2 sentences)	Build a Sentence		Partner Proofread
Red Rhythms – Spelling Red Words				Words to Read
Handwriting	Handwriting	Handwriting	Handwriting	Linked Text

Mon – Fri Yellow to Grey RWInc
level 5 day timetable

Add a two-digit number and ones with regrouping
Subtract a two-digit number and ones with regrouping

instruments from prior knowledge. Add instruments for the different rhythms, perform and record.

D&T week

1. Where does fruit come from? LINK to seasons. Look at different types of fruit and look at which season it is grown in. Why do you think this fruit grows well? Look at supermarket website and google earth. DOJO challenge – strawberry picking.
2. Tasting different types of fruit - Record the texture, smell, taste. Did you like it? Yes/no why? Collaborative work,
3. Collect data about our favourite types of fruit. Complete a block graph and present to the other Y1 class about our findings. Answer questions about the block graph in books.

RE – Lesson 4 WALT: How do Jewish people feel about Shabbat. Show children a picture of a Shabbat table. Children to think about what items are on a Shabbat table. Children to label the different items on the Shabbat table and why they are used.

PE 1. Running and Jumping L2 (over 2 sessions)

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 in the context of moving along different pathways.

To move I can walk and run, in different ways.

I can change direction whilst walking and running. I can change the speed at which I move.

I can find and move into space. ng different pathways.

2. Throwing and Catching L2 (over 2 sessions)

To master basic movements including running, jumping, throwing and catching.

I can change direction.

I can bounce a ball with control.

I can run backwards, forwards and sideways.

I can bounce a ball on the floor and catch it.

I can bounce a ball at a target.

MFL – Be able to say, understand and compare basic phrases in AFRIKAANS; Hello, Goodbye, Name, Age, Numbers.

PSHE – Know who can help me in my school community. Children to act out different scenarios from the cards. Practise asking for help using full sentences.

Music – WALT add actions to a song and show an understanding of pace. Sing 'One Finger, One Thumb, Keep Moving' with actions to warm up. Show children a video of a marching band at Buckingham Palace. Note how the musicians march in time to the beat. Learn 'The Grand Old Duke of York' adding a march to the beat. Now show children visual symbols to duck down and stand up and add these at the appropriate times in the song. Next get children to do the opposite of what the song says, so when the song says 'up' children duck down. Reinforce the importance of watching the conductor. Now have half the children moving up and half down. They will need to watch the conductor very closely. Finally sing the song very slowly as all the soldiers are worn out after their day of marching! Discuss the difference in tempo and how slower music has slower

Week 5

RWInc
Mon – Wed Red to Orange
RWInc level 3 day rolling

Teaching Leader documents - RWInc

Three-day timetable for teaching Green, Purple, Pink and Orange Level books

Timings within a session
 The session for each day should last for about an hour, once children are in Year 1 (P2) and above.
 Allocate timing within this as follows:

- Daily Speed Sounds Lesson – 10 minutes
- Handwriting – 5 minutes
- Linked Text – 10 minutes
- Write About – About 20-30 minutes

The timing for the other activities can be flexible depending on your children's progress.

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green words	Think About the Story
Story Green Words	Red Word Cards	Think Read – Children
Speedy Green Words	Partner Practice – Spelling Green Words and Red Words	Questions to Talk About
Red Word Cards		Prosehead
Partner Practice – Spelling Green Words and Red Words		Write About
Story Introduction	Song In	
First Read – Children	Second Read – Children	
Read Aloud – Teacher	Read a Sentence – 2	
Read a Sentence – 1	Build a Sentence – orally	
Handwriting	Handwriting	Linked Text

timetable

Teaching Leader documents - RWInc

Five-day timetable for teaching Yellow, Blue and Grey Level books

Timings within a session
 The session for each day should last for about an hour, once children are in Year 1 (P2) and above.
 Allocate timing within this as follows:

- Daily Speed Sounds Lesson – 10 minutes
- Handwriting – 5 minutes
- Linked Text – 10 minutes
- Write About – 20-30 minutes (Day 4), 30-40 minutes (Day 5)

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson			
Speed Sounds from the Storybook	Speedy Green words	Partner Practice – Spelling Green Words and Red Words	Spell Check	Spell Test
Story Green Words	Red Word Cards	Think About the Story	Vocabulary	Write About (Continue writing from Day 4)
Speedy Green Words	Partner Practice – Spelling Green Words and Red Words			
Red Word Cards	Song In	Think Read – Children	Prosehead – Spelling and Grammar	
Partner Practice – Spelling Green Words and Red Words	Second Read – Children	Questions to Talk About	Write About (start writing here and continue on Day 5)	
Story Introduction	Read Fingers – Spelling Green Words	Questions to Read and Answer		
First Read – Children	Read Rhymes – Spelling Red Words			
Read Aloud – Teacher	Read a Sentence (2 sentences)	Build a Sentence		Partner Prosehead
Read Rhymes – Spelling Red Words				Words to Keep
Handwriting	Handwriting	Handwriting	Handwriting	Linked Text

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Mon – Fri Yellow to Grey RWInc
level 5 day timetable

Solve part-whole model word problems
 Explore addition and subtraction

actions.

D&T week

1. Design a fruit kebab based on the information from the block graph. Draw a diagram and label the different fruits. Write a description about how you think it will taste.
 2. Instructions on how to make a fruit kebab. List the equipment you will need and instructions. Re-cap verbs.
 3. Make your fruit kebab. Collaborative work, **RE** – End of topic assessment
- PE 1. Running and Jumping L2 (over 2 sessions)**

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 in the context of moving along different pathways.

To move I can walk and run, in different ways.

I can change direction whilst walking and running. I can change the speed at which I move.

I can find and move into space along different pathways.

2. Throwing and Catching L2 (over 2 sessions)

To master basic movements including running, jumping, throwing and catching.

I can change direction.

I can bounce a ball with control.

I can run backwards, forwards and sideways.

I can bounce a ball on the floor and catch it.

I can bounce a ball at a target.

MFL – Be able to say, understand and compare basic phrases in AFRIKAANS; Hello, Goodbye, Name, Age, Numbers.

PSHE – Recognise my qualities as a person and a friend. Give each child a picture frame template and invite them to draw a picture entitled 'The Incredible Me'. Underneath it ask the children to complete the sentence 'I am incredible because...'

Music – WALT show an understanding of pulse. Sing 'The Grand Old Duke of York' with actions to warm up. Watch a video of children skipping to skipping rhymes. Clap along to the pulse and discuss how this can help with skipping. Learn, 'Jump Rope' and 'Teddy Bear' skipping rhyme. Clap in time to the beat and add appropriate percussion to keep the beat. Children can then have a go at skipping, keeping in time to the beat if possible. It may be easier with a large rope spun by 2 adults. Other children can sing in a circle around this.

Week 6

RWInc
Mon – Wed Red to Orange
RWInc level 3 day rolling

Reading Leader documents - Timetables

Three-day timetable for teaching Green, Purple, Pink and Orange Level books

Timings within a session
 The session for each day should last for about an hour, once children are in Year 1 (P2) and above. Allocate timing within this as follows:

- Daily Speed Sounds Lesson - 10 minutes
- Handwriting - 5 minutes
- Linked Text - 10 minutes
- Write About - about 20-30 minutes

The timing for the other activities can be flexible depending on your children's progress.

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Word Cards	Think Read - Children
Speedy Green Words	Partner Practice - Speedy Green Words and Red Words	Questions to Talk About
Red Word Cards	Partner Practice - Speedy Green Words and Red Words	Prosehead
Partner Practice - Speedy Green Words and Red Words	Handwriting	Write About
Story Introduction	Jump In	
First Read - Children	Second Read - Children	
Read Aloud - Teacher	Hold a Sentence - 2	
Red Rhythms - 2	Build a Sentence - 2	
Handwriting	Handwriting	Linked Text

timetable

Reading Leader documents - Timetables

Five-day timetable for teaching Yellow, Blue and Grey Level books

Timings within a session
 The session for each day should last for about an hour, once children are in Year 1 (P2) and above. Allocate timing within this as follows:

- Daily Speed Sounds Lesson - 10 minutes
- Handwriting - 5 minutes
- Linked Text - 10 minutes
- Write About - 20-30 minutes (Day 4), 30-40 minutes (Day 5)

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Partner Practice - Speedy Green Words and Red Words	Spell Check	Spell Test
Story Green Words	Red Word Cards	Words	Grammar	Write About (continue writing here from Day 4)
Speedy Green Words	Partner Practice - Speedy Green Words and Red Words	Think About the Story	Vocabulary	
Red Word Cards	Jump In	Third Read - Children	Prosehead - Spelling and Grammar	
Partner Practice - Story Speed Sounds, Speedy Green Words and Red Words	Second Read - Children	Questions to Talk About	write about (start writing here and continue on Day 5)	
Story Introduction	Feed Fingers - Spelling Green Words	Questions to Read and Answer		
First Read - Children	Feed Rhythms - Spelling Red Words			
Read Aloud - Teacher	Hold a Sentence (2 sentences)	Build a Sentence		Partner Prosehead
Red Rhythms - Spelling Red Words				Words to Keep
Handwriting	Handwriting	Handwriting	Handwriting	Linked Text

Mon – Fri Yellow to Grey RWInc level 5 day timetable

Solve problems in a context using addition and subtraction
 Solve problems in a context using addition and subtraction

Money

To name coins and notes and understand their value
 To represent the same value using different coins

DT - Evaluate fruit kebabs. Write about the likes, dislikes and improvements.
ICT

Cyber bullying - know what this is and what to do? Digi Duck story. LINK to mental health and keeping our minds healthy.
 Digital literacy - I can use the keyboard or a word bank on my device to enter text. Use the photo of their fruit kebab and insert into a word document and type a sentence e.g., Come and try my fruit kebab. Use KS2 ICT suite.

RE - I can say what some Chanukah symbols mean. I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God.

PE 1. Running and Jumping L3

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 in the context of jumping. To jump for height.
 I can use the correct technique to take off.
 I can jump as high as possible.
 I can land safely.

2. Throwing and Catching L3

To master basic movements including running, jumping, throwing and catching.
 I can move at different speeds.
 I can throw and catch.
 I can run fast, jog and walk.
 I can throw a ball into my hand.
 I can catch a ball that I have thrown.

MFL - Be able to say, understand and compare basic phrases in AFRIKAANS; Hello, Goodbye, Name, Age, Numbers.

PSHE - Tell you why I appreciate someone who is special to me.

Give the children a balloon label template each and ask them to draw a picture of the person who is special to them on it and to complete the sentence 'You are special to me because...'

Music - WALT recognise the dynamics of loud and soft. Sing 'Jump Rope' and jump on the spot to the beat. Which percussion would be good to keep the beat? Choose some instruments and play along to the beat. Explore how instruments can be played in different ways to make a louder or quieter sound. Now sing and play in quiet style and then a loud style. Next add in getting louder and quieter, following the conductor's direction. This can then be repeated as children apply skills to the song 'Teddy Bear'.

Week 1

RWInc
Mon – Wed Red to Orange
RWInc level 3 day rolling

Reading Leader documents - Timetables

Three-day timetable for teaching Green, Purple, Pink and Orange Level books

Timings within a session
 The session for each day should last for about an hour, once children are in Year 1 (P2) and above.
 Allocate timing within this as follows:

- Daily Speed Sounds Lesson - 10 minutes
- Handwriting - 5 minutes
- Linked Text - 10 minutes
- Write About - about 20-30 minutes

The timing for the other activities can be flexible depending on your children's progress.

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Word Cards	Think Read - Children
Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Questions to Talk About
Red Word Cards	Partner Practice - Spelling Green Words and Red Words	Prosehead
Partner Practice - Spelling Green Words and Red Words	Handwriting	Write About
Story Introduction	Jump in	
First Read - Children	Second Read - Children	
Read Aloud - Teacher	Hold a Sentence - 2	
Red Rhythms - Spelling and Words	Build a Sentence - orally	
Handwriting	Handwriting	Linked Text

timetable

Reading Leader documents - Timetables

Five-day timetable for teaching Yellow, Blue and Grey Level books

Timings within a session
 The session for each day should last for about an hour, once children are in Year 1 (P2) and above.
 Allocate timing within this as follows:

- Daily Speed Sounds Lesson - 10 minutes
- Handwriting - 5 minutes
- Linked Text - 10 minutes
- Write About - 20-30 minutes (Day 4), 30-40 minutes (Day 5)

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson			
Speed Sounds from the Storybook	Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Spell Check	Spell Test
Story Green Words	Red Word Cards	Words	Grammar	Write About (continue writing here from Day 4)
Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Think About the Story	Vocabulary	
Red Word Cards	Jump in	Third Read - Children	Prosehead - Spelling and Grammar	
Partner Practice - Spelling Green Words and Red Words	Second Read - Children	Questions to Talk About	Write About (start writing here and continue on Day 5)	
Story Introduction	Find Fingers - Spelling Green Words	Questions to Read and Answer		
First Read - Children	Red Rhythms - Spelling Red Words			
Read Aloud - Teacher	Hold a Sentence (2 sentences)	Build a Sentence		Partner Prosehead
Red Rhythms - Spelling and Words				Words to Keep
Handwriting	Handwriting	Handwriting	Handwriting	Linked Text

Mon – Fri Yellow to Grey RWInc level 5 day timetable

To understand how to use money in a real-life context
 To exchange money for items

Art - Giuseppe Arcimboldo
<https://www.giuseppe-arcimboldo.org/the-complete-works.html>
 LINK - geography/music/D&T - Vivaldi: The four seasons, fruit and vegetables
 1. Look at artwork by Giuseppe Arcimboldo. Talk about what we can see - colours, fruit and vegetables, what has been used to create the artwork? Give opinions on the artwork,
 2. Drawing/Sketching. Actual fruit and vegetables on the table to create a face. Practise sketching the fruit and vegetables.
 3. **Collapsed Day**
<https://www.royalacademy.org.uk/article/family-how-to-vegetable-printing-christmas>
 Drawing the vegetable face. Different techniques - roll, stamp, carve. Create a practise sheet testing the different techniques.



e.g.
 Create a fruit/vegetable printed face. Which techniques are you going to use? Which fruit/vegetable? Colours? Why? Walking class art gallery between both rooms once printings are completed.
RE - Lesson 1
WALT: Understand what a celebration is Have a box with cards balloons, wrapping paper for a celebration. Ask the children what they think is happening. Show children a picture of a Chanukah card. Make a list of things we need for a celebration.

PE 1. Running and Jumping L4 (Over 2 sessions)
 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 in the context of jumping. To jump for distance.
 I can use the correct technique for take-off.
 I can use my arms for distance and balance.
 I can cover the longest distance possible when I jump. I can land safely.
2. Throwing and Catching L4 (Over 2 sessions)
 To master basic movements including running, jumping, throwing and catching.
 I can throw and catch a ball with a partner.
 I can throw a ball so that someone else can catch it.
 I can catch a ball someone has thrown to me.
 I can catch a ball and pass it on quickly.
 I can throw high.
 I can throw low.

LINK TO ICT RECORD AND EVALUATE.
MFL - Be able to say, understand and compare basic phrases in BRITISH SIGN LANGUAGE; Hello, Goodbye, Name, Age, Numbers.
PSHE - Start to understand the life cycles of animals and humans.
 Divide the children into groups and give each a set of the life cycle cards. Ask the children in

			<p>groups to arrange these in the correct order to show the stages of growth and development of each of the animals.</p> <p>Music - WALT add sound effects to a story. Sing 'One Finger, One Thumb, Keep Moving' with actions to warm up. Play the sound for the Anna Meredith Body Percussion video, without the video. Ask children to draw what they hear, this might be instruments or a picture of how they feel etc. Then ask children some key questions: What can you hear? What do you think it is about? How many people? Next, play the video and discuss body percussion. Now explore different hand sounds with the pupils. Tapping nails, clapping, tapping, rubbing hands, clicking etc. For each sound discuss whether it can be made longer or shorter, louder or quieter.</p>
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Week 2

RWInc
Mon – Wed Red to Orange
RWInc level 3 day rolling

Reading Level documents - Timetables

Three-day timetable for teaching Green, Purple, Pink and Orange Level books

Timings within a session
 The session for each day should last for about an hour, once children are in Year 1 (P2) and above. Allocate timing within this as follows:

- Daily Speed Sounds Lesson - 10 minutes
- Handwriting - 5 minutes
- Linked Text - 10 minutes
- Write About - about 20-30 minutes

The timing for the other activities can be flexible depending on your children's progress.

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Word Cards	Think Read - Children
Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Questions to Talk About
Red Word Cards	Jump in	Prosehead
Partner Practice - Spelling Green Words and Red Words	Second Read - Children	Write About
Story Introduction	Handwriting	
First Read - Children	Handwriting	
Read Aloud - Teacher	Hold a Sentence - 2	
Red Rhythms - Spelling and Words	Handwriting	
Handwriting	Handwriting	Linked Text

timetable

Reading Level documents - Timetables

Five-day timetable for teaching Yellow, Blue and Grey Level books

Timings within a session
 The session for each day should last for about an hour, once children are in Year 1 (P2) and above. Allocate timing within this as follows:

- Daily Speed Sounds Lesson - 10 minutes
- Handwriting - 5 minutes
- Linked Text - 10 minutes
- Write About - 20-30 minutes (Day 4), 30-40 minutes (Day 5)

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson			
Speed Sounds from the Storybook	Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Spell Check	Spell Test
Story Green Words	Red Word Cards	Think About the Story	Grammar	Write About (continue writing here from Day 4)
Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Questions to Talk About	Vocabulary	
Red Word Cards	Jump in	Third Read - Children	Prosehead - Spelling and Grammar	
Partner Practice - Spelling Green Words and Red Words	Second Read - Children	Questions to Talk About	write about (start writing here and continue on Day 5)	
Story Introduction	Red Rhythms - Spelling Green Words	Questions to Read and Answer		
First Read - Children	Handwriting			
Read Aloud - Teacher	Hold a Sentence (2 sentences)	Build a Sentence		Partner Prosehead
Red Rhythms - Spelling and Words				Words to Keep
Handwriting	Handwriting	Handwriting	Handwriting	Linked Text

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Mon – Fri Yellow to Grey RWInc level 5 day timetable

To solve addition and subtraction word problems using money
 To find change from given amounts

Multiplication and Division

To find double and half of an amount
 To add equal groups

Art - Giuseppe Arcimboldo
<https://www.giuseppe-arcimboldo.org/the-complete-works.html>

LINK - geography/music/D&T - Vivaldi: The four seasons, fruit and vegetables
 1. Collage Techniques: cut, roll, scrunch, twist, layer. Testing different techniques. Look at artwork around school. Rolling, layering.
 2. **Collapsed day.** Choose a face by Giuseppe Arcimboldo - link to seasons. Give the children the shapes of the fruit to collage. Children to cut them out. Create a class picture and compare to original artwork.

RE - Lesson 2

WALT: understand Chanukah. Show children the Chanukah card. What religion do we think celebrate Chanukah? www.jewishlearning.com. Find out about games that are played during Chanukah. Information sheet about Chanukah. Children find out as much information and games played to celebrate. Highlight important information.

PE 1. Running and Jumping L4 (Over 2 sessions)

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 in the context of jumping. To jump for distance.
 I can use the correct technique for take-off.
 I can use my arms for distance and balance.
 I can cover the longest distance possible when I jump. I can land safely.

2. Throwing and Catching L4 (Over 2 sessions)

To master basic movements including running, jumping, throwing and catching.
 I can throw and catch a ball with a partner.
 I can throw a ball so that someone else can catch it.
 I can catch a ball someone has thrown to me.
 I can catch a ball and pass it on quickly.
 I can throw high.
 I can throw low.

MFL - Be able to say, understand and compare basic phrases in BRITISH SIGN LANGUAGE:
 Hello, Goodbye, Name, Age, Numbers.

PSHE - Tell you some things about me that have changed and some things about me that have stayed the same. Draw themselves as a baby, a 2yr old, now.

Music - WALT recognise differences in dynamics. Warm up voices. Sing 'Heads, Shoulders, Knees and Toes' adding actions. Recap prior learning on hand sounds. Now ask children to sensibly explore sounds that can be made with other parts of the body. For example: stamping feet, tapping feet, tapping shoulders, rubbing arms. Introduce the concept of getting louder gradually and quieter gradually. The language of crescendo and diminuendo can be used. Practise this with children choosing their own body percussion. No allocate different groups of children different

Week 3

RWInc
Mon - Wed Red to Orange
RWInc level 3 day rolling

Reading Level documents - Timetables

Three-day timetable for teaching Green, Purple, Pink and Orange Level books

Timings within a session

The session for each day should last for about an hour, once children are in Year 1 (P2) and above.

Allocated timing within this is as follows:

- Daily Speed Sounds Lesson - 10 minutes
- Handwriting - 5 minutes
- Linked Test - 10 minutes
- Write About - about 20-25 minutes

The timing for the other activities can be flexible depending on your children's progress.

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Wood Cards	Think Read - Children
Speedy Green Words	Partner Practice - Speedy Green Words and Red Words	Questions to Talk About
Red Wood Cards	Partner Practice - Speedy Green Words and Red Words	Proofread - Write About
Partner Practice - Speed Sounds, Story Green Words and Red Words		
Story Introduction	Jump in	
First Read - Children	Second Read - Children	
Read Aloud - Teacher	Build a Sentence - 2	
Build a Sentence - 1	Build a Sentence - orally	
Handwriting	Handwriting	Linked Test

timetable

Reading Level documents - Timetables

Five-day timetable for teaching Yellow, Blue and Grey Level books

Timings within a session

The session for each day should last for about an hour, once children are in Year 1 (P2) and above.

Allocated timing within this is as follows:

- Daily Speed Sounds Lesson - 10 minutes
- Handwriting - 5 minutes
- Linked Test - 10 minutes
- Write About - 20-30 minutes (Day 4); 30-40 minutes (Day 5)

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Partner Practice - Speedy Green Words and Red Words	Spill Check	Spell Best
Story Green Words	Red Wood Cards	Think About the Story	Grammar	Write About (continue writing here from Day 4)
Speedy Green Words	Partner Practice - Speedy Green Words and Red Words	Think About the Story	Vocabulary	
Red Wood Cards	Jump in	Think Read - Children	Proofread - Spelling and Grammar	
Partner Practice - Story Speed Sounds, Story Green Words and Red Words	Second Read - Children	Questions to Talk About	Write About (start writing here and continue on Day 5)	
Story Introduction	Red Fingers - Children	Questions to Read and Answer		
First Read - Children	Red Rhymes - Spelling Red Words			
Read Aloud - Teacher	Build a Sentence (1 sentence)	Build a Sentence		Partner Proofread
Red Rhymes - Spelling Red Words				Words to Keep
Handwriting	Handwriting	Handwriting	Handwriting	Linked Test

Mon - Fri Yellow to Grey RWInc level 5 day timetable

To share a total equally between a set number of groups
 To share a total equally and find the number of groups

body percussion and conduct children to join in and get louder and quieter. Note that the sound can be made louder by adding more musicians or by musicians playing more loudly. Video the final performance.

Science Week

1. LINK to Seasons. Which animals including fish, reptiles, amphibians, insects, mammals link to the Summer? Draw pictures and label the animals you have chosen. Explain your choices.
2. Animals that live in the world. Identify and name common animals including fish, reptiles, amphibians, insects, mammals. Characteristics of different animals. Sorting into their groups.
3. Classify animals. Using a selection of plastic animals' children to sort them into two groups. Give labels for their first sort and then give time to decide on their own ways of sorting. Children to talk about their choices and give reasons why. **COLLABORATIVE WORK.**

RE - Lesson 3 WALT: play a Jewish game Show children a video of how Jewish people show their commitment to God. Discuss ways commitment is shown. Children to get into mixed table ability groups, each having ten counters. Go over the rules of playing the Dreidel game and discuss successful team playing. Children to keep reminding themselves of what each symbol represents.

PE 1. Running and Jumping L5 (Over 2 sessions)

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 in the context of jumping.

- To jump in different ways.
- I can take off from one or two feet when jumping.
- I can land on one or two feet when jumping.
- I can land safely.

2. Throwing and Catching L5 (Over 2 sessions)

- To master basic movements including running, jumping, throwing and catching.
- I can throw overarm.
 - I can throw an object underarm.
 - I can throw an object overarm.
 - I can decide which type of throw to use.
 - I can hit a target when throwing overarm.

MFL - Be able to say, understand and compare basic phrases in BRITISH SIGN LANGUAGE;
 Hello, Goodbye, Name, Age, Numbers.

PSHE - Know how my body has changed since I was a baby. Children to bring in a picture of them as a baby. Discuss how your body has changed and how your abilities have changed.

Music - WALT make a piece of music. Watch performance from the previous week and evaluate. Watch a video of beat boxing and note that we can make lots of different sounds. Teach children basic beat boxing using the words 'boots' and 'cats'. Also teach them some other appropriate voice sounds: whistling, clicking etc. Children work in groups to put together 6 body/ voice sounds as a performance. Success criteria: 3 voice sounds, 3 body sounds, a conductor, a crescendo. At the end of the lesson groups perform and video their performances.

Week 4

RWInc

Mon – Wed Red to Orange
RWInc level 3 day rolling

Reading Level: documents - Timetables

Three-day timetable for teaching Green, Purple, Pink and Orange Level books

Timings within a session
The session for each day should last for about an hour, once children are in Year 1 (P2) and above. Allocate timing within this as follows:

- Daily Speed Sounds Lesson - 10 minutes
- Handwriting - 5 minutes
- Linked Text - 10 minutes
- Write About - about 20-30 minutes

The timing for the other activities can be flexible depending on your children's progress.

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds From the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Wood Cards	Think Read - Children
Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Questions to Talk About
Red Wood Cards	Partner Practice - Spelling Green Words and Red Words	Prosehead
Partner Practice - Spelling Green Words and Red Words	Handwriting	Write About
Story Introduction	Jump in	
First Read - Children	Second Read - Children	
Read Aloud - Teacher	Hold a Sentence - 2	
Red Rhythms - Spelling and Words	Build a Sentence - orally	
Handwriting	Handwriting	Linked Text

timetable

Reading Level: documents - Timetables

Five-day timetable for teaching Yellow, Blue and Grey Level books

Timings within a session
The session for each day should last for about an hour, once children are in Year 1 (P2) and above. Allocate timing within this as follows:

- Daily Speed Sounds Lesson - 10 minutes
- Handwriting - 5 minutes
- Linked Text - 10 minutes
- Write About - 20-30 minutes (Day 4), 30-40 minutes (Day 5)

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson			
Speed Sounds From the Storybook	Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Spell Check	Spell Test
Story Green Words	Red Wood Cards	Partner Practice - Spelling Green Words and Red Words	Grammar	Write About (continue writing here from Day 4)
Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Think About the Story	Vocabulary	
Red Wood Cards	Jump in	Think Read - Children	Prosehead - Spelling and Grammar	
Partner Practice - Spelling Green Words and Red Words	Second Read - Children	Questions to Talk About	write about (start writing here and continue on Day 5)	
Story Introduction	Red Fingers - Spelling Green Words	Questions to Read and Answer		
First Read - Children	Red Rhythms - Spelling Red Words			
Read Aloud - Teacher	Hold a Sentence (2 sentences)	Build a Sentence		Partner Prosehead
Red Rhythms - Spelling and Words				Words to Keep
Handwriting	Handwriting	Handwriting	Handwriting	Linked Text

Mon – Fri Yellow to Grey RWInc level 5 day timetable

To explore arrays
To build on previous understanding of halves and quarters of quantities
Capacity and Volume
Direct comparison of the capacity of two containers
Indirect comparison of capacity using non-standard units

Science week

1. Label common features of animals. Write about each animal type and what their characteristics are. E.g., Birds have feathers.
2. What do animals eat? Carnivore, herbivore or omnivore? Write a definition of each statement. Planet earth clips. Sorting activity - animals with speech bubbles stating what they eat. LINK TO PREVIOUS LEARNING - classify the animals and explain choices.
3. Humans - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Label body parts. Draw own picture and label which body part enables each of the senses.

RE - Lesson 4. WALT: understand the different things Jewish people do to show their commitment to God. Discuss two different statements; Which of these would help a Jewish child feel closer to God/ why lighting a candle is a time for reflection? Teamwork- to sort different pictures into the correct sorting hoops for each statement discussed previously.

PE 1. Running and Jumping L5 (Over 2 sessions)

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 in the context of jumping.

- To jump in different ways.
- I can take off from one or two feet when jumping.
- I can land on one or two feet when jumping.
- I can land safely.

2. Throwing and Catching L5 (Over 2 sessions)

To master basic movements including running, jumping, throwing and catching.

- I can throw overarm.
- I can throw an object underarm.
- I can throw an object overarm.
- I can decide which type of throw to use.
- I can hit a target when throwing overarm.

MFL - Be able to say, understand and compare basic phrases in BRITISH SIGN LANGUAGE; Hello, Goodbye, Name, Age, Numbers.

PSHE - Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. Large Venn diagram on the carpet. Working in pairs, each pair has a body part card and in turn places their card in the appropriate space: male, female, both. As they do this, they tell the group the correct name for that body part.

Music - WALT talk about our own work and suggest improvements. Sing 'Heads, Shoulders, Knees and Toes in full adding percussion. Recap prior learning on keeping to the beat of the music. Sing 'One Finger, One Thumb, Keep Moving' with different instruments to play along with the rhythm for different lines with percussion. Recap prior learning on rhythm. Sing 'The Grand Old Duke of York' with actions to warm up. Focus on watching the conductor to march in time to the music and to move up or down at the directed time. Use percussion and body percussion to create a crescendo and diminuendo, watching the conductor closely. Children can have a go at being the

Week 5

RWInc
Mon - Wed Red to Orange
RWInc level 3 day rolling

Reading Level documents - Timetables

Three-day timetable for teaching Green, Purple, Pink and Orange Level books

Timings within a session
 The session for each day should last for about an hour, once children are in Year 1 (P2) and above.

Allocate timing within this as follows:

- Daily Speed Sounds Lesson - 10 minutes
- Handwriting - 5 minutes
- Linked Text - 10 minutes
- Write About - About 20-30 minutes

The timing for the other activities can be flexible depending on your children's progress.

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Word Cards	Think Read - Children
Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Questions to Talk About
Red Word Cards		Proofread
Partner Practice - Spelling Green Words and Red Words		Write About
Story Introduction	Jump In	
First Read - Children	Second Read - Children	
Read Aloud - Teacher	Hold a Sentence - 2	
Hold a Sentence - 1	Build a Sentence - Orally	
Handwriting	Handwriting	Linked Text

timetable

Reading Level documents - Timetables

Five-day timetable for teaching Yellow, Blue and Grey Level books

Timings within a session
 The session for each day should last for about an hour, once children are in Year 1 (P2) and above.

Allocate timing within this as follows:

- Daily Speed Sounds Lesson - 10 minutes
- Handwriting - 5 minutes
- Linked Text - 10 minutes
- Write About - 20-30 minutes (Day 4), 30-40 minutes (Day 5)

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Spill Check	Spell Test
Story Green Words	Red Word Cards	Words	Grammar	Write About (Continue writing from Day 4)
Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Think About the Story	Vocabulary	
Red Word Cards	Jump In	Think Read - Children	Proofread - Spelling and Grammar	
Partner Practice - Spelling Green Words and Red Words	Second Read - Children	Questions to Talk About	Write about great writing have and continue on Day 5	
Story Introduction	Read Fingers - Spelling Green Words	Questions to Read and Answer		
First Read - Children	Read Rhymes - Spelling Red Words			
Read Aloud - Teacher	Hold a Sentence (2 sentences)	Build a Sentence		
Red Rhymes - Spelling Red Words				Partner Proofread Words to keep
Handwriting	Handwriting	Handwriting	Handwriting	Linked Text

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Mon - Fri Yellow to Grey RWInc
level 5 day timetable

Comparison of volume, visually (in identical containers) and using non-standard units
 Applying understanding of halves and quarters to capacity
 Introducing standard units of measure (litres)
 Exploring difference by comparing lengths and volumes (two lessons)

conductor. Recap the names of percussion instruments. Talk about how the different music makes them feel and why.

Science - Plants

1. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. On the playground go on a plant hunt. Possibility of walking over to KS2. Children to have pictures and mark off what they find.
2. Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers Label a flowering plant. Real plants to investigate. Pull the plants apart. **COLLABORATIVE WORK.**
3. Draw and label a plant of their choice. Begin to look at the job of each part of the plant. **LINK TO ICT - present their drawing and talk about the parts record each other.**

RE - End of Topic Assessment

PE 1. Running and Jumping L6 (Over 2 sessions)

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 in the context of jumping.

To perform a jumping sequence.

I can jump in different ways.

I can sequence my jumps.

I can land safely.

I can show other people my sequence.

2. Throwing and Catching L6 (Over 2 sessions)

To master basic movements including running, jumping, throwing and catching.

I can throw a quoit.

I can use an underarm sling to throw a quoit.

I can throw a quoit at a target.

I can throw a quoit over a target.

MFL - Be able to say, understand and compare basic phrases in BRITISH SIGN LANGUAGE;

Hello, Goodbye, Name, Age, Numbers.

PSHE - Understand that every time I learn something new, I change a little bit. Play 'Let's be flowers'. Children find a space and curl up in a ball pretending to be the seed of a new flower.

Explain that as you call out something they may have learnt, if this applies to them, they physically grow a little bit as if they are a flower starting to grow, a flower that is blossoming.

Week 6

RWInc
Mon - Wed Red to Orange
RWInc level 3 day rolling

Reading Leader documents - Timetables

Three-day timetable for teaching Green, Purple, Pink and Orange Level books

Timings within a session

The session for each day should last for about an hour, once children are in Year 1 (P1) and above.

Allocate timing within this as follows:

- Daily Speed Sounds Lesson - 10 minutes
- Handwriting - 5 minutes
- Linked Text - 10 minutes
- Write About - about 20-30 minutes

The timing for the other activities can be flexible depending on your children's progress.

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Word Cards	Think Read - Children
Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Questions to Talk About
Red Word Cards	Jump in	Prosehead
Partner Practice - Spelling Green Words and Red Words	Second Read - Children	Write About
Story Introduction	First Read - Children	
First Read - Children	Read Aloud - Teacher	
Read Aloud - Teacher	Red Rhythms - Spelling and Words	
Red Rhythms - Spelling and Words	Handwriting	
Handwriting		

timetable

Reading Leader documents - Timetables

Five-day timetable for teaching Yellow, Blue and Grey Level books

Timings within a session

The session for each day should last for about an hour, once children are in Year 1 (P1) and above.

Allocate timing within this as follows:

- Daily Speed Sounds Lesson - 10 minutes
- Handwriting - 5 minutes
- Linked Text - 10 minutes
- Write About - 20-30 minutes (Day 4), 30-40 minutes (Day 5)

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson			
Speed Sounds from the Storybook	Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Spell Check	Spell Test
Story Green Words	Red Word Cards	Words	Grammar	Write About (continue writing here from Day 4)
Speedy Green Words	Partner Practice - Spelling Green Words and Red Words	Think About the Story	Vocabulary	
Red Word Cards	Jump in	Think Read - Children	Prosehead - Spelling and Grammar	
Partner Practice - Spelling Green Words and Red Words	Second Read - Children	Questions to Talk About	Write About (start writing here and continue on Day 5)	
Story Introduction	First Read - Children	Questions to Read and Answer		
First Read - Children	Read Aloud - Teacher			
Read Aloud - Teacher	Red Rhythms - Spelling and Words	Build a Sentence		Partner Prosehead
Red Rhythms - Spelling and Words	Handwriting			Words to Keep
Handwriting				Linked Text

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Mon - Fri Yellow to Grey RWInc level 5 day timetable

Applying measuring skills in a real-life context (two lessons)
 Consolidate learning

History

1. Florence Nightingale - when? Look in comparison to GFoL and The Victorians. [LINK TO PREVIOUS LEARNING.](#)
2. Key events from her life. BBC Teach video. Timeline of a day in the life of Florence Nightingale. [LINK TO PREVIOUS LEARNING \(Victorian School Day\).](#) **Collapsed Day**
3. Write a diary pretending to be Florence Nightingale about a day in the life of Florence Nightingale. Make a lamp - **COLLABORATIVE WORK** why was she called the lady of the lamp? Compare past/present nursing. How has this helped the nurses and doctors in our hospitals? Use video clips, leaflets, NHS website.

RE - End of Topic Assessment

PE - I can follow rules of a game

I can support others to follow rules of a game

I can apply PE skills (Y1) to a game.

MFL - Be able to say, understand and compare basic phrases in **BRITISH SIGN LANGUAGE**;

Hello, Goodbye, Name, Age, Numbers.

PSHE - Tell you about changes that have happened in my life. Children draw one change they have experienced and write in a speech bubble how they felt when this was happening.