

Key Concepts/Experiences

- Research, investigate and report on different countries taking part in the Olympics/Paralympics (English)
- Adding 'ing', writing in the future tense (English)
- Superlatives, suffix –est
- Genre—biographies and autobiographies (English)
- Place value and ordering, addition and subtraction, Shape, Fractions, Ordinal numbers, measuring distance and data collection (Maths)
- Mapping countries taking part in Olympics/ Paralympics and focussing on India, Norway and UK as means of comparing countries (Geography)
- The history of the Paralympics (local study and significant individual) - History
- How our bodies work—bones, muscles, circulation and digestion and an understanding that other animals have similar systems (Science)
- Understanding bodily changing, puberty, personal hygiene (Spring 2—Mark/Rohan teach boys, Victoria to teach girls?)
- Making flags, trophies, Olympics flame, Olympic clothing design—To use a wide range of art and design techniques in using colours, pattern, texture
- Healthy eating (Science, PSHE)
- Learning to celebrate other peoples achievements
- Design and make vehicles that suit a criteria e.g. fast, can carry loads (D&T)
- Testing/cooking food from different cultures/

Wow Event/Trip

Paralympic Heritage Centre (At Stoke Mandeville Stadium) to include a visit to Guttman statue outside Spinal Injury Centre
Sports Day

Key Vocabulary

For formal learners we would expect this language to be understood and used by the children themselves

- Country names
- Bones, muscles, skeleton, digest, eat, energy, nutrition, blood, heart
- Healthy choices/
- occasional treats
- Paralympics/ disability/ Olympics/ international
- Competition
- Athlete, sports person
- Determination

**Ready, Steady, Go! (formal)
- Summer 2021**

Learning Intentions will be taken from our subject frameworks and be individualised to the needs of the pupil.

Homework (how to help at home):

Oxford Owl
Making Home obstacle courses
Exercising at home
Research information and experiences about the Olympics
Healthy eating— making their own meals
Healthy baking

Key Stories

Muhammed Ali (Little People, Big Dreams)
Jesse Owens (Little People, Big Dreams) (After June 3rd)
Pele (Little People, Big Dreams)
Women in Sport (50 Fearless Athletes) - with a focus on Paralympians and non-traditional sports
Lucas at the Paralympics—Igor Plohk
Dream Big—Delores Jordan
One Hundred Steps—Sir Captain Tom

Focus Physical Skill:

Athletics (PE)
Cricket (PE)
Multi-skills

Key Value:

Determination

Key Concepts/Experiences

- Identifying body parts
- Naming healthy foods and being able to identify healthy choices and occasional treats
 - Creating art using fruit and vegetables
 - Healthy cooking (smoothies, fruit salads etc.)
- Designing and making vehicles out of various construction kits and junk modelling
- Sequencing numbers/ordinal numbers
- Turn taking sports
- Breathing/heartbeat getting faster after exercise
- Action songs and Rhymes
- Bee Bots for ICT
- Dropping, rolling and throwing objects
- Measuring distance– non-standard units
- Using body parts to create paintings– hands and feet.
- Creating and designing flags
- Celebrating others achievements– Sharing good practice and praising others.
- Drawing outlines of our bodies on the playground
- Experiencing various physical strategies to regulate—evaluating these
- Listening and responding to Music– Moving to music, tempo, volume and genre of music.

Wow Event/Trip

- Paralympic Heritage Centre (At Stoke Mandeville Stadium) to include a visit to Guttman statue outside Spinal Injury Centre
- Sports Day

<u>Key Vocabulary</u>	Ordinal numbers	Paralympics/ disability/Olympics/ international	slow
For semi-formal learners we would expect this language to be modelled by adults and children begin to demonstrate understanding of it's meaning.	Country names— India, Norway, UK	Competition	Forwards and Backwards
	Bones, muscles, skeleton, , eat, energy, healthy, blood, heart	Athlete, sports person	Positional language
	Healthy choices/ occasional treats	Determination	Sharing
Ready, Steady, Go		Stop, go, fast and	My turn-Your turn Well Done!

<u>Key Stories</u>
Barnyard Dance—Sandra Boynton
The Frog Olympics—brian moses
Ready Steady Mo—Mo Farah
Yoga Ogre—Peter Bentley
Rumble in the Jungle—Giles Andrea
One Hundred Steps—Sir Captain Tom Moore
Oliver's Vegetables
Giraffes Can't Dance—Giles Andrea

Ready, Steady, Go! (semi-formal)- Summer 2021

Learning Intentions will be taken from our subject frameworks and be individualised to the needs of the pupil.

<u>Focus Physical Skill:</u>
• Athletics Multi-skills (Sports day prep) <ul style="list-style-type: none">- Running races, Jumping and climbing- Throwing at a target or for distance.
• Cricket <ul style="list-style-type: none">- Throwing and catching- Using a bat to hit a ball

<u>Homework (how to help at home):</u>
Using ordinal numbers at given opportunities
Helping at meal times and naming foods and occasional treats.
Using positional language and instruction for movement when playing at home.



Key Concepts/Experiences

- Explore sensory materials with all senses, including spices and ice
- Body awareness and isolation of limbs/fingers
- Anticipation of noises/activities/change of activities/food
- Stop/go activities with cars, toys, physical play etc
- Experience of moving/being moved at different speeds

Key Vocabulary

- For pre-formal learners we would expect this language to be modelled by adults but not used by all pupils**
- More
 - Finish
 - Fast/Slow
 - Wait
 - Look/listen
 - Head, hands, arms, feet, legs
 - Ready, Steady, Go
 - Run, walk, jump
 - Stop

Key Stories

The Gingerbread Man
Barnyard Dance—Sandra Boynton
Rumble in the Jungle—Giles Andrea
Giraffes Can't Dance—Giles Andrea

Ready, Steady, Go! (pre-formal)- Summer 2021

Learning Intentions will be taken from our subject frameworks and be individualised to the needs of the pupil.

Focus Physical Skill:

Vestibular movement, peanut work, playground.
Whole body movement, fast and slow.
Pushing with feet and hands.
Balancing
Responding to 'go' in physical games

Wow Event/Trip

Outdoor play area

Homework (how to help at home):

Make home sensory circuits either inside or outside
Play Ready, Steady Go games within favoured routines/activities
Modelling key vocabulary

Key Value:

Determination