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 Country occasional Determination names treats For formal learners we would expect this lan-Paralympics/ Bones, musguage to be underdisability/ cles, skeleton, stood and used by the Olympics/ digest, eat, children themselves energy, nutriinternational Ready, Steady, tion, blood, Competition Go heart Athlete, sports

person

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

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

Healthy

choices/

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

Focus Physical Skill:

Athletics (PE)

Cricket (PE)

Multi-skills

Homework (how to help at home):

Oxford Owl

Ordinal

numbers

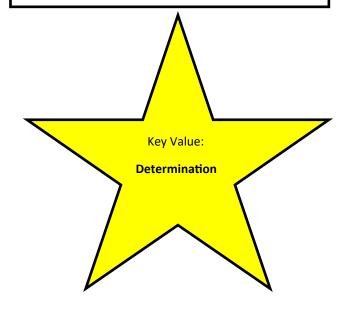
Making Home obstacle courses

Exercising at home

Research information and experiences about the Olympics

Healthy eating—making their own meals

Healthy baking



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.

Key Vocabulary	Ordinal numbers	Paralympics/	slow
For semi-formal learners we would	Country names— India, Norway, UK	disability/Olympics/ international	Forwards and Backwards
expect this language to be modelled by	Bones, muscles,	Competition	Positional language
adults and children	skeleton, , eat, en-	Athlete, sports per-	Sharing
begin to demonstrate	ergy, healthy,	son	511d1 111g
understanding of it's	blood, heart	Datamaination	My turn-Your turn
meaning.		Determination	Well Done!
Ready, Steady, Go	Healthy choices/ occasional treats	Stop, go, fast and	well bone!

Key Stories

Barnyard Dance—Sandra Boynton

The Frog Olympics—brian moses

Ready Stedy 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! (semiformal)- Summer 2021

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

Focus Physical Skill:

- Athletics Multi-skills (Sports day prep)
 - Running races, Jumping and climbing
 - Throwing at a target or for distance.
- Cricket
 - -Throwing and catching
 - Using a bat to hit a ball

Wow Event/Trip

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

Homework (how to help at home):

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

More

For pre-formal learners • Finish we would expect this language to be modelled

• Fast/Slow

by adults but not used by Wait all pupils

- Look/listen • Ready, Steady, Go
- Run, walk, jump
- Head, hands, arms, feet, legs

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! (preformal)- 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

