



| | Autumn 1 6 weeks 4 days | Autumn 2 | Spring 1 5 weeks 3 days | Spring 2 5 weeks | Summer 1 | Summer 2 |
|-------------------------|---|--|--|--|--|---|
| Enquiry Question | What makes a person? | | What causes change? | | What is stewardship to you? | |
| Concepts | Identity, belonging, individuality and community | | Compassion, strength, conflict and change | | Responsibility, consequence, common good, compassion. | |
| Key texts | <ul style="list-style-type: none"> Lubna and Pebble – Wendy Meddour Avocado Baby – John Burningham Now I Am Six – A.A Milne The Wizard of Oz – L Frank Baum A Christmas carol – Charles Dickens Twas The Night Before Christmas - Clement Clarke Moore | | <ul style="list-style-type: none"> The Day The Crayons Quit- Drew Daywalt The Secret Garden – Frances Hodgson Burnett The Railway Children - Edith Nesbit Mr Men and Little Miss – Roger Hargreaves | | <ul style="list-style-type: none"> Zoo – Anthony Browne The Great Kapok Tree - Lynne Cherry The Journey Home – Frann Preston-Grannon Wild! – Emily Hughes Tadpoles Promise – Jeanne Willis Fantastic Mr Fox – Roald Dahl | |
| English | Newspaper report Letter | Character profile House descriptions | Letters Diary Entry Non-Fiction report (bean) | | | |
| Maths | <ul style="list-style-type: none"> Place Value Addition and subtraction Measures | <ul style="list-style-type: none"> Addition and Subtraction Time Addition and Subtraction Fractions and Multiplication | <ul style="list-style-type: none"> Place Value and Number Addition and Subtraction Money and Time Measures and Data | <ul style="list-style-type: none"> Addition and Subtraction Multiplication Fractions Shape | <ul style="list-style-type: none"> Place Value and Fractions Addition and Subtraction Multiplication and Division Position and Time | <ul style="list-style-type: none"> Place Value and Addition Subtraction and Using Money Multiplication and Division Shape, Time and Data |
| Science | <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> | <p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p> | <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> | <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> | <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> | <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> |
| Working Scientifically | <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions | | | | | |
| Religious Education- Y1 | Families <i>Why do we have a family and who is my family?</i> Belonging <i>What does it mean to belong?</i> | Islam Waiting <i>Is waiting always difficult?</i> | Special people <i>What makes a person special?</i> Meals <i>What makes some meals special?</i> | Change <i>How and why do things change?</i> | Holidays & holydays <i>Do we need holidays and holydays?</i> Being sorry <i>Why should we be sorry?</i> | Judaism Neighbours <i>Who is my neighbour?</i> |
| Religious Education- Y2 | Beginnings <i>Who made the world and everything in it?</i> Signs & symbols | Islam Preparations <i>Do we need to prepare?</i> | Books <i>Why do we need books?</i> Thanksgiving | Opportunities <i>How does each day offer opportunities for good?</i> | Spread the word <i>Why should we spread Good News?</i> Rules | Judaism Treasures <i>Is the world a treasure?</i> |



| | <i>Are signs & symbols important?</i> | | <i>Why should we be grateful people?</i> | | <i>Do we need rules?</i> | |
|------------------------------------|---|---|--|---|---|---|
| History | | <p>Changes within living memory</p> <p>Significant events beyond living memory</p> <p>The lives of significant individuals</p> <p>Significant historical events, people and places in their own locality</p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Use words and phrases such as: *a long time ago * recently *when my parents/carers were children * years, decades and centuries to describe the passing of time.</p> | <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Recount changes that have occurred in their own lives.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Use words and phrases such as: *a long time ago * recently *when my parents/carers were children * years, decades and centuries to describe the passing of time.</p> | | | <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Place events and artefacts on order on a timeline.</p> <p>Describe historical events Describe significant people from the past.</p> <p>The lives of significant individuals</p> <p>Use dates where appropriate</p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Use words and phrases such as: *a long time ago * recently *when my parents/carers were children * years, decades and centuries to describe the passing of time.</p> |
| Investigate and Interpret the past | <p>Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should ask and answer questions, using other sources to show that they know and understand key features of events</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Identify some of the different ways the past has been represented.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> | | | | | |
| Geography | <p>Pupils should begin to use geographical skills, including first hand observation, to enhance their locational awareness.</p> <p>Ask and answer geographical questions (such as: What it this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Use simple Fieldwork and observational skills to study geography of the school and the key human and physical features of its surrounding environment</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Use compass directions (north, south, east and</p> | | | <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries.</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding places</p> | <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries.</p> <p>Pupils should understand basic subject-specific vocabulary relating to physical geography and identify hot and cold areas of the world</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European Country.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> | |



| | | | | | | |
|-------------------|--|---|--|--|---|--|
| | <p>west) and locational language (e.g. near and far) to describe the location features and routes on a map.</p> <p>Devise a simple map; use and construct basic symbols on a key. Use simple grid reference</p> <p>Identify land use around the school.</p> | | | | <p>Pupils should understand basic subject-specific vocabulary relating to human geography</p> | |
| Art | <p>Feast Your Eyes – Giuseppe Arcimboldo Use pencils to create lines of different thickness</p> <p>Name primary and secondary colours</p> <p>Create a printed piece of art by pressing, rolling, rubbing and stamping</p> <p>Create tints with paint by adding white and black</p> <p>Mix paint to create all the secondary colours</p> <p>Create a piece of work in response to another artist</p> | | <p>Beach Studies – Sally West Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials Mix materials to create texture.</p> <p>Use rolled up paper, straws, paper, card and clay as materials</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p> | | <p>Tiger who came to tea</p> | |
| Design Technology | | <p>Scarecrows Explore objects and designs to identify likes and dislikes</p> <p>Design products that have a clear purpose and intended user.</p> <p>Design products that have a clear purpose and intended user.</p> <p>Design products that have a clear purpose and an intended user</p> | | <p>Mugs Cut materials safely using tools provided</p> <p>Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen)</p> <p>Explore objects and designs to identify likes and dislikes</p> <p>Suggest improvements to existing designs</p> <p>Design products that have a clear purpose and an intended user</p> <p>Make products, refining the design as work progresses</p> | | <p>Wheels Cut materials safely using tools provided</p> <p>Measure and mark out to the nearest cm</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</p> <p>Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen)</p> <p>Practise drilling, screwing, gluing and nailing materials to make and strengthen products</p> <p>Create products using levers, wheels and winding mechanisms</p> <p>Explore objects and designs to identify likes and dislikes</p> <p>Suggest improvements to existing designs</p> <p>Explore how products have been created</p> <p>Explore objects and designs to identify likes and dislikes</p> <p>Design products that have a clear purpose and an intended user</p> |



| | | | | | | |
|-------|---|-------------------|--|----------|---|--|
| | | | | | | .Make products, refining the design as work progresses |
| Music | Winter Wonderland | Winter Wonderland | Charanga | Charanga | Ocarina | Ocarina |
| PSHE | <p>Relationships</p> <p>Families and friendships Children learn</p> <ul style="list-style-type: none"> About people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers. The role these different people play in children's lives and how they care for them. What it means to be a family and how families are different, e.g. single parents, same sex parents, etc. About the importance of telling someone – or how to tell them – if they are worried about something in their family. How to be a good friend, e.g. kindness, listening, honesty About different ways that people meet and make friends Strategies for positive play with friends, e.g. joining in, including others, etc. About what causes arguments between friends How to positively resolve arguments between friends How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else <p>Safe Relationships Children learn</p> <ul style="list-style-type: none"> About situations when someone's body or feelings might be hurt and whom to go to for help. About what it means to keep something private including parts of the body that are private. To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) How to respond if being touched makes them feel uncomfortable or unsafe. When it is important to ask for permission to touch others How to ask for and give/not give permission. How to recognise hurtful behaviour, including online What to do and whom to tell if they see or experience hurtful behaviour, including online About what bullying is and different types of bullying How someone may feel if they are being bullied About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help How to resist pressure to do something that feels uncomfortable or unsafe How to ask for help if they feel unsafe or worried and what vocabulary to use <p>Respecting ourselves and others Children learn</p> <ul style="list-style-type: none"> What kind and unkind behaviour mean in and out of school How kind and unkind behaviour can make people feel About what respect means About class rules, being polite to others, sharing and taking turns. About the things they have in common with their friends, classmates and other people How friends can have both similarities and differences | | <p>Living in the Wider World</p> <p>Belonging to the community Children learn</p> <ul style="list-style-type: none"> About examples of rules in different situations, e.g. class rules, rules at home, rules outside. That different people have different needs How we care for people, animals and other living things in different ways How they can look after the environment, e.g. recycling. About being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups About different rights and responsibilities that they have in school and in the wider community About how a community can help people from different groups to feel included To recognise that they are all equal, and ways in which they are the same and different to others in their community <p>Media literacy and Digital resilience Children learn</p> <ul style="list-style-type: none"> How and why people use the internet The benefits of using the internet and digital devices How people find things out and communicate safely with others online. The ways in which people can access the internet e.g. phones, tablets, computers To recognise the purpose and value of the internet in everyday life To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos That information online might not always be true <p>Money and Work Children learn</p> <ul style="list-style-type: none"> That everyone has different strengths, in and out of school About how different strengths and interests are needed to do different jobs About people whose job it is to help us in the community About different jobs and the work people do About what money is and its different forms e.g. coins, notes and ways of paying for things e.g. debit cards, electronic payments How money can be kept and looked after About getting, keeping and spending money That people are paid money for the job they do How to recognise the difference between needs and wants How people make choices about spending money, including thinking about needs | | <p>Health & Wellbeing</p> <p>Physical health and Mental wellbeing Children learn</p> <ul style="list-style-type: none"> What it means to be healthy and why it is important Ways to take care of themselves on a daily basis About basic hygiene routines, e.g. hand washing About healthy and unhealthy foods, including sugar intake. About physical activity and how it keeps people healthy About different types of play, including balancing indoor and outdoor and screen-based play About people who can help them stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors How to keep safe in the sun About routines and habits for maintaining good physical and mental health Why sleep and rest are important for growing and keeping healthy That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies The importance of, and routines for, brushing teeth and visiting the dentist About food and drink that affect dental health How to describe and share a range of feelings Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others How to manage big feelings including those associated with change, loss and bereavement When and how to ask for help, and how to help others, with their feelings <p>Growing and Changing Children learn</p> <ul style="list-style-type: none"> To recognise what makes them special and unique including their likes, dislikes and what they are good at How to manage and whom to tell when finding things difficult, or when things go wrong. How they are the same and different to others About different kinds of feelings How to recognise feelings in themselves and others How feelings can affect how people behave. About the human life cycle and how people grow from young to old How our needs and bodies change as we grow up To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) About change as people grow up, including new opportunities and responsibilities Preparing to move to a new class and setting goals for next year <p>Keeping safe Children learn</p> <ul style="list-style-type: none"> How rules can help to keep us safe Why some things have age restrictions, e.g. TV and film, games, toys or play areas | |



| | | | | | | |
|--------------------|---|--|---|--|---|--|
| | <ul style="list-style-type: none"> • How to play and work cooperatively in different groups and situations • How to share their ideas and listen to others, take part in discussions, and give reasons for their views | | <ul style="list-style-type: none"> • Basic rules for keeping safe online • Whom to tell if they see something online that makes them feel unhappy, worried or scared • How to recognise risk in everyday situations, e.g. road, water, and rail safety, medicines • How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • To identify potential unsafe situations, who is responsible for keeping them safe in these situation, and steps they can take to avoid or remove themselves from danger • How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • About things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • How to respond if there is an accident and someone is hurt • About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say | | | |
| Physical Education | <p>Football and Netball Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Pass the ball to another player in a game. Use kicking skills in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball.</p> | <p>Rugby and Dance Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Practise accurate throwing and consistent catching. Pass the ball to another player in a game. Use kicking skills in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball.</p> | <p>Gymnastics and Hockey Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care. Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care. Use hitting skills in a game. Practise basic striking, sending and receiving.</p> | <p>Basketball and Tennis Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Practise accurate throwing and consistent catching. Use dribbling skills in a game. Pass the ball to another player in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner.</p> | <p>Athletics Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting. Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. Throw underarm and overarm. Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line.</p> | <p>Cricket and Rounders Describe how the body feels before, during and after exercise. Carry and place equipment safely. Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Engage in competitive activities and team games. Compete against self and others. Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Pass the ball to another player in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender.</p> |



| | | | | | |
|---|---|--|---|--|--|
| <p>Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. Recognise and describe how the body feels before, during and after exercise. Carry and place equipment safely. Explain what they need to stay healthy. Engage in competitive activities and team games Compete against self and others. Take part in competitive games with a strong understanding of tactics and composition. Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.</p> | <p>Vary types of throw used. Bounce and kick a ball whilst moving. Use kicking skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. Recognise and describe how the body feels before, during and after exercise. Carry and place equipment safely. Explain what they need to stay healthy. Engage in competitive activities and team games Compete against self and others. Take part in competitive games with a strong understanding of tactics and composition. Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.</p> | <p>Pass the ball to another player in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Use hand-eye coordination to control a ball. Use dribbling skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. Watch and describe performances. Begin to say how they could improve.</p> | <p>Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Use dribbling skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. Recognise and describe how the body feels before, during and after exercise. Carry and place equipment safely. Explain what they need to stay healthy. Engage in competitive activities and team games Compete against self and others. Take part in competitive games with a strong understanding of tactics and composition.</p> | <p>Be able to maintain and control Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance. Describe how the body feels before, during and after exercise. Carry and place equipment safely. Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Engage in competitive activities and team games. Compete against self and others.</p> | <p>Use simple defensive skills such as marking a player or defending a space Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p> |
|---|---|--|---|--|--|



| | | | | | | |
|-----------------|---|--|--|--|--|---|
| | | <p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Watch and describe performances. Begin to say how they could improve. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p> | <p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others. Take part in competitive games with a strong understanding of tactics and composition. Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring.</p> | | | |
| Computing | <p>Unit 1.1 Online Safety and Exploring Purple Mash</p> <p>Unit 2.2 Online Safety</p> | <p>Computer System and Network- Technology around us</p> <p>Computer System and Network- IT around us</p> | <p>Coding Unit 1.7</p> <p>Robot algorithm</p> | <p>Logo Builders Unit 1.4</p> <p>Coding Unit 2.1</p> | <p>Digital Writing</p> <p>Making Music</p> | <p>Unit 1.6 Animated story</p> <p>Unit 2.7 Making Music</p> |
| WOW days/Visits | Cinema Visit | | | Great British Tea Party | | Shuttleworth Transport Museum |