

| Year/Term                                                                          | Autumn 1                                                                                                                                                                                                               | Autumn 2                                                                                                                      | Spring 1                                                                                                                                                                                                                                                                     | Spring 2                                                                                                       | Summer 1                                                                                                                                                                      | Summer 2                                                                                                                               |
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| <b>Year 1</b>                                                                      | <b>Trip Trap Trip Trap!</b>                                                                                                                                                                                            | <b>Iceberg Ahead!</b>                                                                                                         | <b>Man on the Moon!</b>                                                                                                                                                                                                                                                      |                                                                                                                | <b>Fi Fi Fo Fum!</b>                                                                                                                                                          | <b>On Safari</b>                                                                                                                       |
| <b>Cultural Capital Development Opportunities</b>                                  | Field Work trip in Shirley<br><br>Knights, Castles and Princesses drama workshop                                                                                                                                       | Outreach from Seacity museum (linked to Titanic)<br><br>Visitor/virtual Titanic<br><br>Materials in the Construction Industry |                                                                                                                                                                                                                                                                              | Healthy me link (health professional visit)                                                                    | Library visit (fairy tales)                                                                                                                                                   | Southampton City Mission Farm - (Gardening focus linked to science).<br><br>Special places/church visit                                |
| <b>Literature</b><br><br>Check Reading skills progression for the termly overview. | The Koala Who Could<br>The squirrels who squabble<br>The lion's roar<br>Just So Stories<br>The cow that laid an egg<br>Who eats Who? (NF)<br>Perfect Pets (NF)<br>Beaks and Feet (NF)<br><br>The Troll- Julia Donalson | Charles's Grand Adventure<br>Samson's Titanic Journey<br>One snowy night<br>The Titanic (NF)                                  | How to catch a star<br>Field Trip to the Moon<br>Beegu<br>Bob man on the moon<br>Bob and the moontree mystery<br>First Hippo on the moon<br>The Night the Stars went out<br>The Darkest Dark<br>The Smeds and the Smoods<br>Man on Moon (NF)<br>Come and Visit the Moon (NF) |                                                                                                                | Little Red Riding Hood<br>Jack and the Beanstalk<br>Wolves – Emily Gravett<br>3 Little Pigs<br>Fi Fi Fo Fum<br>Jack and the Incredibly Meanstalk<br>10 red geraniums (poetry) | The Ugly Five<br>Meerkat Mail<br>Anansi<br>Lila and the Secret of Rain.                                                                |
| <b>T4W Fiction</b><br>*Start innovating from Spring 2                              | <b>Defeating the monster tale</b><br>Three Billy Goats Gruff                                                                                                                                                           | <b>Wishing Tale</b><br>Mr Big                                                                                                 | <b>Wishing Tale</b><br>How to catch a star                                                                                                                                                                                                                                   | <b>Journey Tale</b><br>The Queen's Lift Off                                                                    | <b>Defeating the monster tale</b><br>Jack and the Beanstalk/                                                                                                                  | <b>Journey Tale</b><br>Meerkat Mail                                                                                                    |
| <b>Focus in fiction</b>                                                            | <b>Characterisation/ Dialogue</b>                                                                                                                                                                                      | <b>Plot- problem/ dilemma</b>                                                                                                 | <b>Characterisation</b>                                                                                                                                                                                                                                                      | <b>Openings and Endings</b>                                                                                    | <b>Plot</b>                                                                                                                                                                   | <b>Setting</b>                                                                                                                         |
| <b>Grammar focus</b>                                                               | -How to write a sentence.<br>-Using CL / . / finger spaces                                                                                                                                                             | -Capital letters for names including personal pronoun 'I'<br>-Past tense<br>-CEWs                                             | -Verb Suffixes where root word is unchanged (-ing, -ed, -er, -est)<br>-Past Tense                                                                                                                                                                                            | -Capital letters for proper nouns (people, places and days of the week including 'I'<br>-Prefixes (using un to | -Past tense<br>-Adjectives                                                                                                                                                    | -Adjectives<br>-Review and apply all prefixes and suffixes taught in year 1<br>-Conjunctions to join words and clauses including 'and' |

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                       |                                                                                                                                                                    |                                                                                                                                                                                                              |                                                                                                                                                   |                                                                                                                                                 |
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|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                       | -CEWs                                                                                                                                                              | change the meaning of words)<br>-Past tense                                                                                                                                                                  |                                                                                                                                                   |                                                                                                                                                 |
| T4W Non Fiction       | Instructions<br>How to trap a troll                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Recount<br>Diary of Mr Big.                                                           | Discussion<br>Do aliens exist?                                                                                                                                     | Persuasion<br>Visit the Moon                                                                                                                                                                                 | Explanation<br>Why should you not talk to giants?                                                                                                 | Non-chronological report<br>Animal fact file                                                                                                    |
| Grammar focus         | -CEWs<br><br>- Punctuating sentences using question marks and exclamation marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | - Punctuating sentences using question marks and exclamation marks<br><br>-Past Tense | -Adjectives<br>-Conjunctions to join words and clauses, including ‘and’<br>-Regular plural noun suffixes –s and –es and the third person singular marker for verbs | -Suffixes where root word is unchanged (-ing, -ed, -er, -est)<br>-Regular plural noun suffixes –s and –es and the third person singular marker for verbs<br>-Conjunctions to join words and clauses<br>-CEWs | -Present tense<br>-Conjunctions<br>- ! ?<br>- CEWs                                                                                                | -CEWs<br>-Proper Nouns<br>-Conjunctions to join words and clauses including ‘and’<br>-?! and application of all year 1 grammar and punctuation. |
| Fictional non-fiction | Wanted poster<br>Have you seen this troll?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                       | Writing from aliens perspective                                                                                                                                    | Creating own planet                                                                                                                                                                                          | Letter to giant                                                                                                                                   | Create own African animal                                                                                                                       |
| Maths                 | Number: Place Value (within 10)<br><br>Number: Addition and Subtraction (within 10)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Number: Addition and Subtraction. (Continued from Aut 1)<br>Geometry: Shape. 1 week   | Number: Composition of numbers: multiples of 10 up to 100<br><br>Number: Composition of numbers 20 - 100<br><br>Number: composition of numbers 11-19               | Measurement: Length and Height<br><br>(application of place value and + and -)<br><br>Measurement: weight and volume.                                                                                        | Number: Multiplication and division. (Multiples of 2, 5 and 10 to be included).<br><br>Number: Fractions<br><br>Geometry: Position and Direction. | Measurement: Money<br><br>(application of place value and + and - and multiplication and division)<br><br>Measurement: Time                     |
| History               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | History of the Titanic                                                                | Man on the Moon – Neil Armstrong                                                                                                                                   |                                                                                                                                                                                                              |                                                                                                                                                   |                                                                                                                                                 |
|                       | Substantive Knowledge for each unit is outlined on the medium term plan/knowledge organisers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                       |                                                                                                                                                                    |                                                                                                                                                                                                              | First Order Concepts                                                                                                                              | Second Order Concepts                                                                                                                           |
| Autumn 2 History      | History of the Titanic<br>Chronological knowledge and Understanding<br>Unit 1: Review from Year R: Recount changes in their own life time since they were born & the concept of the past.<br>-Uses words and phrases: old, new, then, now, long time ago, many years ago, before, after<br>- Place the Titanic as an event that happened ‘a long time ago’ (1912)<br>-Sequence events in chronological order<br><br>Historical enquiry - Using evidence / Communicating ideas<br>Unit 1: Tell the difference between past and present in their own and other people’s lives. |                                                                                       |                                                                                                                                                                    |                                                                                                                                                                                                              | People                                                                                                                                            | Cause and Consequence – Why did the Titanic Sink and what happened as a consequence?                                                            |

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|                     | <p>-Find answers to simple questions about the past from sources of information (eg. pictures, stories)</p> <p>-sort a wide range of artefacts and sources using ‘then’ and ‘now’ and begin to describe similarities and differences</p> <p>-Ask and answer questions related to different sources and objects to identify characteristic features from the Titanic</p> <p>Interpretations of history</p> <p>Units 1 &amp; 2: Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p>-Give a plausible explanation about what an object was used for in the past.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                    |                |                                                                                       |
| Spring Term History | <p>Man on the Moon – Neil Armstrong</p> <p>Chronological knowledge and Understanding</p> <p>Unit 2: sequence the moon landing against The Titanic to recall knowledge of chronology</p> <p>-Sequence 3 objects/events in chronological order</p> <p>-Review use of words and phrases from unit 1: old, new, then, now, long time ago, many years ago, before, after</p> <p>Historical enquiry - Using evidence / Communicating ideas</p> <p>Unit 2: Know who Neil Armstrong and the event of the moon landing.</p> <p>-sort a wide range of artefacts and sources using ‘then’ and ‘now’</p> <p>-Ask and answer questions related to different sources and objects</p> <p>-understand that important events and people are remembered and celebrated in different ways.</p> <p>-Use a range of sources to find out characteristic features of the moon landing</p> <p>Interpretations of history</p> <p>Units 1 &amp; 2: Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p>-Give a plausible explanation about what an object was used for in the past.</p> |  |                                    | Technology     | Significance– Why was Neil Armstrong and the Moon Landing significant?                |
| Geography           | <p>Weather Patterns – to be taught seasonally through Science across the Autumn and Spring terms.</p> <p>Physical Geography</p> <p>-Identify seasonal weather patterns in the UK</p> <p>In the autumn, Spring and Summer Terms:</p> <p>Observe and record across the year seasonally e.g. draw pictures of the weather at different times of the year</p> <p>Observe and record daily weather patterns e.g. observing rainfall/weather forecasting</p> <p>-Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p> <p>In the Summer Term, through the links to the Africa Geography Unit.</p> <p>-Compare UK weather patterns to other hot and cold areas of the world e.g. arctic, Africa, South Pole. Develop the concept of place using photographs and digital mapping in relation to the weather.</p>                                                                                                                                                                                                                                 |  |                                    |                |                                                                                       |
|                     | Complete Autumn Term weather study                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Complete Spring Term weather study |                | Place Knowledge – Country Study England vs Africa (contrasting non-European country). |
|                     | Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                    | Progression in |                                                                                       |

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| <b>Autumn 1 Geography</b> | <p><b>Autumn 1</b></p> <p><b>Local Area Study (The School Grounds and Shirley)</b></p> <p><b>Locational Knowledge</b><br/>           -Our school is in Southampton.<br/>           -Shirley High street is in Southampton and is the road next to our school</p> <p><b>Place Knowledge</b><br/>           -St Mark's school has different places within it.<br/>           -Shirley High Street can be found on a map. It has lots of different places on it that we may use, and some that we haven't noticed before.</p> <p><b>Human and Physical Features</b></p> <ul style="list-style-type: none"> <li>Human features have been made by people.</li> <li>Physical features are natural features of land.</li> </ul> <p><b>Geographical Skills and Field Work</b><br/>           -use simple plan perspectives to <b>recognise and note down landmarks</b> within the school and grounds. Talk about the features they saw and what these are used for.<br/>           - use <b>aerial photographs</b> and <b>simple plan perspectives</b> to look at Shirley high street as a <b>place</b> and form questions about it to answer in their fieldwork.<br/>           - walk into Shirley and the local area around the school to observe and record information in terms of <b>key physical and human features</b>, including photographs.<br/>           -devise <b>THEIR OWN</b> simple aerial map of Shirley High street; and use and construct basic symbols in a key.<br/> <b>Place</b><br/>           e.g What can we do on Shirley High Street?</p> | <p>-Children to construct their own maps (however primitive) of the school grounds using their own basic symbols and a key. Ask them to talk their map route and refine.</p> <p>-Teacher to model the concept of <b>scale</b> for the first time by zooming in on google maps. Children to start to understand that when you zoom in on a digital map, you see a smaller area in more detail.</p> <p>-Children to devise their own simple aerial map of Shirley High Street that means something to them; and use and construct basic symbols in a key of their choice. Give them opportunities to talk about elements of their map that interest them.</p> |
| <b>Summer 2 Geography</b> | <p><b>Summer 2 - Place Knowledge – Country Study England vs Africa (contrasting non-European country).</b></p> <p><b>Locational Knowledge</b><br/>           -Our school is in Southampton.<br/>           -Shirley High street is in Southampton and is the road next to our school<br/>           - Africa is a continent<br/>           -Kenya is a country in Africa<br/>           -Explore the difference between a continent and a country,</p> <p><b>Place Knowledge</b><br/>           Consider the concept of <b>space</b> when relating a small town in Kenya to their current geographical knowledge.<br/>           Consider the concept of <b>place</b>, what is the part of Kenya like? Are all places in Kenya like this?</p> <p><b>Human and Physical Features</b><br/>           Revise fieldwork of Southampton in Autumn 1 and the key features of Shirley High Street<br/>           -Explore the similarities and differences between Shirley High Street and an area in Kenya choosing appropriate <b>human and physical features from the list</b>.<br/> <b>Physical features:</b> beach, coast, forest, mountain, sea, river, season: weather.<br/> <b>Human features, including:</b> city, town, village, factory, farm, house and shop.</p>                                                                                                                                                                                                                                                                                         | <p>Experience a range of maps e.g. google earth, a globe and tourist brochures to gauge a perspective of Africa as a <b>place</b>.</p> <p>-Teacher to re- model the concept of <b>scale</b> by zooming in on google maps. Children to start to understand that when you zoom in on a digital map, you see a smaller area in more detail.</p> <p>Children to create their own maps of the area of Ghana using a simple key and their own drawings.</p>                                                                                                                                                                                                       |

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|                                                                        | <b>Geographical Skills and Field Work</b><br>--Locate Africa and Kenya on a map building an idea of <b>scale</b> . Is it close to Southampton?<br>Complete the summer Term weather study collecting data and use Africa as the hot comparison.<br>What are some of Kenya's most important human and physical features?                                                                                                                                                                                                                                                                                                  |                           |                                                             |                                                             |                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Core Geographical Knowledge to be embedded by the end of Year 1</b> | <ul style="list-style-type: none"> <li>- <b>Our school is in Shirley which is in Southampton.</b></li> <li>- <b>Human features have been made by people (can give examples).</b></li> <li>- <b>Physical features are natural features of land (can give examples).</b></li> <li>- <b>Africa is a continent</b></li> <li>- <b>Kenya is a country in Africa</b></li> <li>- <b>Be able to name the 4 seasons: <b>Autumn, Winter, Spring and Summer</b>, and talk about the type of weather typical of each.</b></li> </ul>                                                                                                 |                           |                                                             |                                                             |                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Science</b>                                                         | <b>Animals including humans (animals)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Everyday Materials</b> | <b>Animals including humans (focus on the human aspect)</b> | <b>Animals including humans (focus on the human aspect)</b> | <b>Plants</b>                                                                                                                                                                                                                                                                                                                        |  |
|                                                                        | <b>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                           |                                                             |                                                             | <b>Working Scientifically</b>                                                                                                                                                                                                                                                                                                        |  |
| <b>Autumn 1 Science</b>                                                | <b>Autumn 1 - Animals including humans (animals)</b><br>-identify and name a variety of common animals including <b>fish, amphibians, reptiles, birds and mammals</b><br>-identify and name a variety of common animals that are <b>carnivores, herbivores and omnivores</b><br>-describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)                                                                                                                                                                                                       |                           |                                                             |                                                             | <b>Classifying and Grouping:</b><br>-using their observations to <b>compare and contrast</b> animals at first hand or through videos and photographs, describing how they <b>identify and group</b> them; -grouping animals according to what they eat;                                                                              |  |
| <b>Autumn 2 Science</b>                                                | <b>Autumn 2 - Everyday Materials</b><br>-distinguish between an object and the material from which it is made<br>-identify and name a variety of everyday materials, including <b>wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil</b><br>-describe the simple physical properties of a variety of everyday materials <b>hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent</b><br>-compare and group together a variety of everyday materials on the basis of their simple physical properties |                           |                                                             |                                                             | <b>Classifying and Grouping:</b><br>-compare and group materials based on their simple properties<br><br><b>Comparative and Fair Testing</b><br><b>Enquiry questions:</b><br>Which material will protect my picture?<br>Which material is the best to build a boat with?                                                             |  |
| <b>Spring 1 Science</b>                                                | <b>Spring 1 - Animals including humans (focus on the human aspect)</b><br>-identify, name, draw and label the <b>basic parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth)</b> and say which part of the body is <b>associated with each sense</b>                                                                                                                                                                                                                                                                                                          |                           |                                                             |                                                             | <b>Working Scientifically:</b><br>-using their <b>senses to compare</b> different textures, sounds and smells.<br><b>Enquiry questions:</b><br>Who has the biggest feet in our class?                                                                                                                                                |  |
| <b>Spring 2 Science</b>                                                | <b>Spring 2 - Seasonal Changes (Need to be considering this from Autumn 1)</b><br>-observe <b>changes</b> across the <b>4 seasons</b><br>-observe and describe <b>weather associated with the seasons</b> and how <b>day length varies</b><br>-Review knowledge of how plants change over time and link this to seasonality                                                                                                                                                                                                                                                                                             |                           |                                                             |                                                             | <b>Observing over Time:</b><br>- making displays of what happens in the world around them, including day length, as the seasons change<br><b>Survey/Pattern seeking:</b><br>-Can collect information to classify weather and day length in different seasons and present the information in tables or charts to compare the seasons. |  |

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|                         |                                                                                                                                                                                                                                                                                                                                        | <b>Enquiry questions:</b><br>What is the weather like in Autumn/Winter/Spring and Summer?                                                                                                                                                                                                                                                                                    |
| <b>Summer 1 Science</b> | <b>Summer 1 - Plants</b><br>- identify and name a variety of common wild and garden plants, including <b>deciduous and evergreen</b> trees<br>- identify and describe the basic structure of a variety of common flowering plants, including trees ( <b>leaves, flowers, petals, fruit, roots, bulb, seed, trunk, branches, stem</b> ) | <b>Observing over Time:</b><br>- <b>Observe</b> the growth of flowers/vegetables they have planted and <b>Record</b> how plants change over time (beans linking to Jack and the Beanstalk)<br><b>Survey/Pattern seeking:</b><br>-collect information and identify plants in open space (simple charts).<br><b>Enquiry questions:</b><br>How will the plant change over time? |
| <b>Summer 1 Science</b> | <b>Southampton City Farm Visit</b>                                                                                                                                                                                                                                                                                                     | <b>Secondary Sources:</b><br>-find out what animals eat, including asking experts (zoo)                                                                                                                                                                                                                                                                                      |

**Working Scientifically at a Year 1 level:****Planning**

-Explore the world around them and start to ask simple questions and recognising different ways they may be answered

**Enquiring and Testing**

-carry out simple tests

-use simple features to compare objects, materials and living things and **with support** decide how to sort and group (identify and classify)

-ask people questions and use secondary sources to find answers

**Observing and recording**

- **with support**, observe closely, using simple equipment (include observing changes over time).

-Use simple measurements and equipment to gather data (nonstandard measurements such as multilink, body parts), rulers, magnifying glasses and pipettes

-Record simple data (Venn diagrams, tally charts and observational drawings)

**Evaluating and communicating**

-Use their observations and ideas to suggest answers to questions

-Talk about what they have found out and how they found it out.

-With help, record and communicate their findings in a range of ways, beginning to use scientific language (using given stem sentences)

**Core Disciplinary Vocabulary**

Observe, changes, patterns, grouping, sorting, compare, same, different, bigger, smaller, tallest, largest, identify (name), ask questions, explore, equipment, magnifying glass, pipette, ruler, answer questions, measure, drawing, picture, prediction, conclusion.

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| <b>Music (Charanga)</b> | <b>Hey You!</b>                                                                |  | <b>In the Groove</b>                                                           |  | <b>Round and Round</b>                                                         |  |
| Style of Main Song      | Old School Hip Hop                                                             |  | Blues, Baroque, Latin, Irish Folk, Funk                                        |  | Bossa Nova                                                                     |  |
| Unit Theme              | How <b>pulse, rhythm</b> and <b>pitch</b> work together                        |  | How to be in the groove with different styles of music.                        |  | <b>Pulse, rhythm</b> and <b>pitch</b> in different styles of music.            |  |
| Listen and Appraise     | Know what songs are about.<br>Know and recognise the name of some instruments. |  | Know what songs are about.<br>Know and recognise the name of some instruments. |  | Know what songs are about.<br>Know and recognise the name of some instruments. |  |

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| Find the <b>Pulse!</b><br>(through warm up games)                                                                                                                                                                                                                                                                        | Know that pulse is the heartbeat of the music.<br>What animal can they copy finding the pulse?                                                                                                                                                                                                                                               |  | Find the pulse in different types of music.<br>What animal can they be finding the pulse?                                                        |                                                                                                                                                                                                                                                                     | Use their imagination to find the pulse.                                                                                                         |                                                                                                                                                                                                                                                                                                                                                         |
| <b>Rhythm</b><br>(through warm up games)                                                                                                                                                                                                                                                                                 | -Copy and clap back rhythms<br>- Clap the rhythm of their name<br>- Make up their own rhythm                                                                                                                                                                                                                                                 |  | -Copy and clap back rhythms<br>- Clap the rhythm of their name and favourite food.<br>- Make up their own rhythms                                |                                                                                                                                                                                                                                                                     | -Copy and clap back rhythms<br>- Clap the rhythm of their name and favourite animal<br>- Make up their own rhythms                               |                                                                                                                                                                                                                                                                                                                                                         |
| <b>Pitch</b><br>(through warm up games)                                                                                                                                                                                                                                                                                  | Pitch is High and Low Sounds.                                                                                                                                                                                                                                                                                                                |  | Pitch is High and Low Sounds.                                                                                                                    |                                                                                                                                                                                                                                                                     | Pitch is High and Low Sounds.                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                         |
| Playing Instruments<br><br>(Easy part)<br>(medium part)                                                                                                                                                                                                                                                                  | Know the names and use 1 or 2 notes...<br>C<br>C and G                                                                                                                                                                                                                                                                                       |  | Know the names and use 1 or 2 notes...<br>C<br>C and D                                                                                           |                                                                                                                                                                                                                                                                     | Know the names and use up to 3 notes...<br>D<br>D, F, and C                                                                                      |                                                                                                                                                                                                                                                                                                                                                         |
| Improvise<br>Know that improvising is making up your own tunes on the spot.                                                                                                                                                                                                                                              | <b>Challenge 1:</b> Clap and improvise<br><b>Challenge 2:</b> Sing, Play and improvise<br><b>Challenge 3:</b> Improvise! Using the notes C and G                                                                                                                                                                                             |  | <b>Challenge 1:</b> Clap and improvise<br><b>Challenge 2:</b> Sing, Play and improvise<br><b>Challenge 3:</b> Improvise! Using the notes C and D |                                                                                                                                                                                                                                                                     | <b>Challenge 1:</b> Clap and improvise<br><b>Challenge 2:</b> Sing, Play and improvise<br><b>Challenge 3:</b> Improvise! Using the notes D and E |                                                                                                                                                                                                                                                                                                                                                         |
| Compose a simple melody using simple rhythms<br>Know that composing is like writing a story with music.                                                                                                                                                                                                                  | Choose from the notes:<br>C and D<br>Or C, D and E                                                                                                                                                                                                                                                                                           |  | Choose from the notes:<br>C and D<br>Or C, D and E                                                                                               |                                                                                                                                                                                                                                                                     | n/a                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                         |
| Perform and Share<br>Know that a performance is sharing music with other people, called an audience.                                                                                                                                                                                                                     | A class performance of Hey You! Record, discuss and evaluate together.                                                                                                                                                                                                                                                                       |  | A class performance of In The Groove. Record, discuss and evaluate together.                                                                     |                                                                                                                                                                                                                                                                     | A class performance of Round and Round. Record, discuss and evaluate together.                                                                   |                                                                                                                                                                                                                                                                                                                                                         |
| <b>Art</b><br>Record and explore ideas from observation, experience and imagination. Ask and answer questions about starting point for work and develop ideas. Explore differences and similarities in artwork/design.<br><b>Review</b> what they have done and say what they think about it – what might they change or | <b>Drawing: Still life -</b><br>Draw your Own Bear<br><br>-Understand the basic use of a sketchbook and use it to share ideas and imagination.<br>- Can hold and use drawing tools such as pencils, crayons, colouring pencils and felt tips, using them with some dexterity and control to represent their observations with clear outlines |  |                                                                                                                                                  | <b>Painting:</b><br>Landscapes<br><b>Significant Artist: MONET</b><br>-Explore different Monet pieces and describe the similarities and differences between them<br>-To know all primary colours and start to experiment with mixing for secondary to convey a mood |                                                                                                                                                  | <b>Printing:</b> African Animal Prints<br><br>-Can explore and create patterns and textures with a range of materials (design and make own printing block)<br>-Can print by marking onto ink block controlling line or tone using tools or pressure<br><br>-can repeat a pattern randomly, placed or tiled in a grid with the same or a range of blocks |

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| <p>develop in the future?<br/>RRSA: Article 31</p> <p>British Values: To be conversant with examples of British creativity and /or culture</p> | <p>-shading/colouring - children can colour shapes and figures accurately using even diagonal or horizontal strokes with no gaps</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>-select different brush sizes and types to explore and make marks of different thicknesses for a particular effect</p> <p>-Discuss their own work in comparison to the work of Monet</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <p><b>Design Technology</b></p> <p>DESIGN<br/>MAKE<br/>EVALUATE</p>                                                                            |                                                                                                                                      |  | <p><b>Afternoon tea on the moon (sandwiches)</b></p> <p><b>Designing: Understanding contexts, users and purposes</b></p> <p>-Start to understand where food comes from (that all food comes from plants or animals).<br/>-Know that everyone should eat at least 5 portions of fruit and vegetables every day.</p> <p><b>Evaluating Existing Products</b></p> <p>-Explore and evaluate a range of existing dishes using the basic principles of a healthy and varied diet to evaluate</p> <p><b>Designing: Generating, Developing, Modelling and Communicating Ideas</b></p> <p>-design dishes that meet the design criteria. Develop their ideas through talk and drawings.</p> <p><b>Making: Practical skills and techniques</b></p> <p>- prepare simple dishes safely and hygienically,</p> |                                                                                                                                                                                             | <p><b>Materials: Pop up - fairy tale story</b></p> <p><b>Evaluating Existing Products</b></p> <p>-Begin to understand the development of existing pop up books: What they are for, how they work, what materials and mechanisms are used?</p> <p><b>Designing: Understanding contexts, users and purposes</b></p> <p>-Begin to understand the development of existing pop up books: What they are for, how they work, what materials and mechanisms are used?</p> <p><b>Designing: Generating, Developing, Modelling and Communicating Ideas</b></p> <p>-Design their own pop-up book using a design criteria through talk and drawings.</p> <p><b>Making: Practical skills and techniques</b></p> <p>–Begin to demonstrate a range of glueing, cutting and shaping techniques</p> |  |



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| <b>Computing</b>                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Programming A: Moving a Robot</b> |                                                                                                                                                                                                              | <b>Technology Around Us</b> |                                                                                                                                                                                                                                                                | <b>Creating Media: Digital Painting</b> |
| <b>Digital Literacy</b><br><b>- Digital Literacy</b><br><br>Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet<br><br><b>Taught throughout all units of computing, the shared school charter, internet safety day and progressively through PSHE lessons.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                      |                                                                                                                                                                                                              |                             |                                                                                                                                                                                                                                                                |                                         |
| <b>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</b>                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                      |                                                                                                                                                                                                              |                             |                                                                                                                                                                                                                                                                |                                         |
| <b>Autumn 2 Computing</b>                                                                                                                                                                                                                                                                                                                                                             | <b>Autumn 2: Moving a Robot</b><br><b>Review technology safety</b><br><b>Computer Science</b><br><br><b>Concept</b><br>To understand that an outcome can be linked to a button press and that a program is a set of commands that a computer can run.<br><b>Knowledge and Skills</b><br>Children are introduced to the term 'algorithm' but start to understand this in Year 1 as a set of instructions that are used to solve a problem or achieve something. <ul style="list-style-type: none"> <li>- To explain what a given command (instruction) will do</li> <li>- To be able to give and follow instructions</li> <li>- Plan and run a simple programme using a floor robot</li> <li>- Build a sequence of commands in steps</li> <li>- De-bug: be able to fix a problem with the sequence.</li> </ul> <b>Software: Beebot Floor Robots</b> |                                      |                                                                                                                                                                                                              |                             |                                                                                                                                                                                                                                                                |                                         |
| <b>Spring 2 Computing</b>                                                                                                                                                                                                                                                                                                                                                             | <b>Spring 2 – Technology Around Us</b><br><br>Introduction to why rules are needed when using technology and how to use it safely and respectfully. Children know the rules, to keep personal information safe, and to report to an adult if they are worried about content or contact on the internet or other online technologies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                      |                                                                                                                                                                                                              |                             |                                                                                                                                                                                                                                                                |                                         |

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|                           | <b>Information Technology &amp; Digital Literacy</b><br><br><b>Concept</b><br>Introduction to the concept of technology, identify examples of where it is and how it can help us.<br>Children to recognise that a computer is an example of technology and can be used in different ways.<br><br><b>Knowledge and Skills</b> <ul style="list-style-type: none"> <li>- Be able to identify the different parts of a computer (screen, mouse, keyboard).</li> <li>- To use a mouse in different ways (open a programme, Click and Drag)</li> <li>- To use a keyboard to type</li> <li>- To use a keyboard to edit text</li> <li>- To save work and be able to open a file.</li> </ul> <b>Software:</b><br><a href="https://ncce.io/drag">https://ncce.io/drag</a><br><a href="http://paintz.app">http://paintz.app</a>                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                              |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                      |
| <b>Summer 2 Computing</b> | <b>Unit 3 – Summer 2: Creating Media – Digital Painting</b><br><b>Review technology safety</b><br><b>Information Technology</b><br><br><b>Concept</b><br>To recognise that computers can be used to create art and explain what different freehand tools do. Children will learn to choose tools to suit their need and compare painting using a computer with painting using brushes.<br><b>Knowledge and Skills</b><br>Review from Unit 1: <ul style="list-style-type: none"> <li>- Be able to identify the different parts of a computer (screen, mouse, keyboard).</li> <li>- To use a mouse in different ways (open a programme, Click and Drag)</li> <li>- To save work and be able to open a file.</li> <li>- Make marks on a screen and explain which tools they used.</li> <li>- Use the shape &amp; line tool to re-create the work of an artist</li> <li>- Change colour and brush sizes</li> </ul> <b>Software:</b> Microsoft Paint or the online app Paintz ( <a href="http://paintz.app">paintz.app</a> ), or another appropriate digital painting program |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                              |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                      |
| <b>RE</b>                 | <b>Autumn 1: Understanding Christianity –</b><br><b>Concept:</b> Creation – Who made the World?<br><b>Context:</b> Creation<br><br><b>Core Knowledge:</b><br>Pupils will know that Christians believe:<br><br>• God created the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Autumn 2: Hinduism and Christianity</b><br><b>Context:</b> Candlelight at advent & Diwali<br><b>Concept:</b> Candlelight as a symbol<br><b>Golden thread:</b><br><b>Community</b><br><b>Living Difference</b><br><br><b>Core Knowledge:</b> | <b>Spring 1: Religion: Christianity</b><br><b>Context:</b> People Jesus Met<br><b>Concept:</b> Change<br><b>Golden thread:</b><br>Belonging<br><b>Living Difference</b><br><br><b>Core Knowledge:</b><br>-Christians believe | <b>Spring 2: Christianity</b><br><b>Concept:</b> Welcoming<br><b>Context:</b> Palm Sunday - Christians Welcome Jesus<br><b>Living Difference</b><br><br><b>Core Knowledge:</b><br>-Welcoming is being polite or | <b>Summer 1: Hindu Concept:</b><br><b>Remembering</b><br><b>Context:</b> Janmashtami (Krishna's Birthday)<br><b>Golden thread:</b><br><b>Community</b><br><b>Living Difference</b><br><br><b>Core Knowledge:</b><br>-Krishna is a major | <b>Summer 2: Christianity Concept:</b> Specialness<br><b>Context:</b> Special Places (Churches)<br><b>Golden thread: Special Living Difference</b><br><br><b>Core Knowledge:</b><br>-The church is a special place for Christians<br>-Churches can be very different from each other |

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|               | <p>universe.</p> <ul style="list-style-type: none"> <li>The Earth and everything in it are important to God,</li> <li>God has a unique relationship with human beings as their Creator and Sustainer.</li> <li>Humans should care for the world because it belongs to God</li> </ul>                                | <p>-Candles are used to remember someone or something</p> <p><b>-Divali</b> is the <b>Hindu</b> festival of Lights</p> <p>-It is celebrated sometime in October or November</p> <p>-It honours <b>Lakshmi</b> the goddess of wealth</p> <p><b>-Hindus</b> celebrate with fireworks, decorations and gifts and tell the story of <b>Rama and Sita</b></p> <p><b>-Christians</b> also use light at <b>Christmas</b></p> <p>-An example is the <b>Advent ring/wreath</b> which has 4 candles</p> <p>-A candle is lit on each of the 4 Sundays leading up to <b>Christmas</b></p> <p>-It reminds Christians to <b>wait</b> and prepare for <b>Christmas</b> and the coming of <b>Jesus</b> as the <b>light of the world</b></p> | <p>that Jesus changed people's lives when he met them.</p> <p>-There are 3 stories in the gospels that show this</p> <p><b>-Zacchaeus</b> the tax collector was hated by people because of his job. He changed when he met Jesus and gave back what he had stolen from others</p> <p><b>-Jairus' daughter</b> was brought back to life by Jesus and Jairus changed by believing in Jesus and following him afterwards</p> <p>-Jesus brought sight back to the blind man and the man had faith that Jesus could do this.</p> <p><b>Christians</b> use these stories to show that Jesus can change the lives of anyone who believes in him.</p> | <p>friendly to someone who is new</p> <p>-Jesus was <b>Jewish</b> and was in <b>Jerusalem</b> with his friends (disciples) to celebrate the <b>Jewish</b> festival of <b>Passover</b></p> <p>-He came into Jerusalem riding a horse and he was welcomed by a crowd waving <b>palm leaves</b> at him.</p> <p>-Many people were excited to see him because they knew about him</p> <p><b>This will build on their prior learning about</b></p> <p><b>-Jesus is a special person for Christians</b></p> <p>-They remember his life, death and coming back to life at <b>Easter</b>.</p> <p>-They begin to learn more about the <b>Easter</b> story in this unit</p> | <p><b>deity</b> in Hindu traditions</p> <p>-He is seen as both a <b>God</b> himself and as an <b>avatar</b> (a God who came to earth as a human) of the God Vishnu</p> <p>-His birthday is celebrated at the festival of <b>Janmashtami</b></p> <p>-Hindus celebrate with <b>worship</b> to Krishna with a <b>shrine</b> at home or going to the Hindu temple, the <b>Mandir</b></p> <p>-Worship is called <b>puja</b></p> | <p>but all are <b>special</b> to <b>Christians</b></p> <p><b>-Christians</b> meet together in church to <b>worship God</b></p> <p>-They will listen to stories about <b>Jesus</b>, sing, pray and sit quietly</p> <div>        Visit to Church     </div> |
| PSHE - JIGSAW | Being Me in My World                                                                                                                                                                                                                                                                                                | Celebrating difference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Dreams and Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Healthy Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Relationships                                                                                                                                                                                                                                                                                                                                                                                                              | Changing Me                                                                                                                                                                                                                                                                                                                                  |
|               | <p><b>PSHE – JIGSAW</b></p> <p>Each Jigsaw piece has two Learning Intentions: one is based on specific <b>PSHE learning</b> (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on <b>emotional literacy and social skills</b>.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                              |
|               | <b>Core Knowledge (based on specific PSHE learning)</b>                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Children will learn to (emotional literacy &amp; social skills)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                              |

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| <b>Autumn 1 PSHE</b><br><br><b>Being Me in My World</b>   | <ul style="list-style-type: none"> <li>• Understand the rights and responsibilities of a member of a class</li> <li>• Understand that their views are important</li> <li>• Understand that their choices have consequences</li> <li>• Understand their own rights and responsibilities with their classroom.</li> </ul>                                                                                                                                                                                                                                                                                                                  | <u>Children will learn to:</u><br>-Explain how they help make the class a happy and safe place.<br>-Explain why their class is a happy and safe place to learn.<br>-Explain why they have a right to learn in a happy and safe class.<br>-Give different examples where they or others make the class happy and safe.<br>-Explain how everyone in the class has responsibilities to make the class happy and safe |
| <b>Autumn 2 PSHE</b><br><br><b>Celebrating Difference</b> | <ul style="list-style-type: none"> <li>• Know that people have differences and similarities</li> <li>• Know what bullying means</li> <li>• Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>• Know skills to make friendships</li> <li>• Know that people are unique and that it is OK to be different</li> </ul>                                                                                                                                                                                                                                                                                | <u>Children will learn to:</u><br>-Explain ways that they are different and similar to other people in the class, and why this makes them all special.<br>-Explain why being unique and special is important.<br>-Explain what bullying is and how being bullied might make somebody feel.<br>-Explain why bullying might happen and offer strategies to help the person who is being bullied.                    |
| <b>Spring 1 PSHE</b><br><br><b>Dreams and Goals</b>       | <ul style="list-style-type: none"> <li>• Know how to set simple goals</li> <li>• Know how to achieve a goal</li> <li>• Know how to work well with a partner</li> <li>• Know that tackling a challenge can stretch their learning</li> <li>• Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> <li>• Know when a goal has been achieved</li> </ul>                                                                                                                                                                                                                         | <u>Children will learn to:</u><br>-Explain how they feel when they are successful and how this can be celebrated positively.<br>-Explain what helps them succeed in a learning challenge and explain how this made them feel.<br>-Explain why it is important to store positive feelings in an 'internal treasure chest' and how this can help them with their future learning.                                   |
| <b>Spring 2 PSHE</b><br><br><b>Healthy Me</b>             | <ul style="list-style-type: none"> <li>• Know the difference between being healthy and unhealthy</li> <li>• Know some ways to keep healthy (link to science curriculum)</li> <li>• Know how to make healthy lifestyle choices</li> <li>• Know how to keep themselves clean and healthy</li> <li>• Know that germs cause disease / illness</li> <li>• Know that all household products, including medicines, can be harmful if not used properly</li> <li>• Know that medicines can help them if they feel poorly</li> <li>• Know how to keep safe when crossing the road</li> <li>• Know about people who can keep them safe.</li> </ul> | <u>Children will learn to:</u><br>-Explain many ways that their body is amazing and how the different things they do keep them safe and healthy.<br>-Suggest how their bodies might come to harm if they make unhealthy choices.<br>-Give examples where being healthy can help them feel happy.<br>-Explain how healthy choices affect the way they feel about themselves and help to make them happy.           |
| <b>Summer 1</b><br><br><b>Relationships</b>               | <ul style="list-style-type: none"> <li>• Know that everyone's family is different.</li> <li>• Know that there are lots of different types of families.</li> <li>• Know that families are founded on belonging, love and care.</li> <li>• Know how to make a friend.</li> <li>• Know the characteristics of healthy and safe friends.</li> </ul>                                                                                                                                                                                                                                                                                          | <u>Children will learn to:</u><br>-Explain why they have relationships with some people and how these relationships help them feel safe and good about themselves.<br>-Explain how their own qualities help these relationships.<br>-Give examples of behaviour in other people that they will appreciate                                                                                                         |

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|                                           | <ul style="list-style-type: none"><li>• Know that physical contact can be used as a greeting.</li><li>• Know about the different people in the school community and how they help.</li><li>• Know who to ask for help in the school community.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>and behaviours that they don't like.</p> <p>-Explain how other people's behaviour can make them feel about themselves and whether they will feel safe or not.</p> <p>Explain how their behaviour affects others.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Summer 2</b><br><br><b>Changing Me</b> | <ul style="list-style-type: none"><li>• Know that animals including humans have a life cycle.</li><li>• Know that changes happen when we grow up.</li><li>• Know that people grow up at different rates and that is normal.</li><li>• Know the names of male and female private body parts.</li><li>• Know that there are correct names for private body parts and nicknames, and when to use them.</li><li>• Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.</li><li>• Know who to ask for help if they are worried or frightened.</li><li>• Know that learning brings about change.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><u>Children will learn to:</u></p> <p>-Compare how they are now to when they were a baby and explain some of the changes that will happen as they get older.</p> <p>-Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>-Explain when it might be appropriate to talk about these, and when it is not.</p> <p>-Explain why some changes they might experience might feel better than others.</p> <p>-Suggest things that might change for them in the future and what sort of feelings they might experience if/when these changes happen.</p> <p>-Offer some ideas about how they could manage feelings that are worrying or sad.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>PE AND GAMES</b>                       | <b>Football (Multi skills)</b><br><br>Lesson 1: Travel with a large ball and move around objects whilst using feet<br><br>Lesson 2: Pass a ball using feet to a partner<br><br>Lesson 3: Send the ball to a target to score using own chosen techniques using feet<br><br>Lesson 4: Pass and receive a ball using feet to a partner or target with some degree of accuracy over a small distance.<br><br>Lesson 5: Understand the importance of rules in games.                                                                                                                                                                                                           | <b>Tag Rugby (multi skills)</b><br><br>Lesson 1: Avoid and catch an opponent in games of tag/tig or similar<br><br>Lesson 2: Send the ball to a partner using chosen method with some degree of accuracy<br><br>Lesson 3: Catch a large or medium ball from a ready position, bringing two hands together with some degree of success demonstrating ability to keep eye on ball.<br><br>Lesson 4: Throw underarm large/medium/small balls to a partner with some degree of accuracy | <b>Netball/Basketball (multi skills)</b><br><br>Lesson 1: Move around objects while travelling with a ball<br><br>Lesson 2: Throw underarm large/medium/small balls to a partner with some degree of accuracy<br><br>Lesson 3: Catch a large or medium ball from a ready position, bringing two hands together with some degree of success demonstrating ability to keep eye on ball.<br><br>Lesson 4: Bounce a large ball whilst | <b>Hockey (multi skills)</b><br><br>Lesson 1: Dribble using a hockey stick<br><br>Lesson 2: Send a ball with a hockey stick<br><br>Lesson 3: Receive a ball with a hockey stick<br><br>Lesson 4: To shoot using a hockey stick/ball from a standing position<br><br>Lesson 5: Understand the importance of rules in games.<br><br>Lesson 6: Make up games for oneself                                                                                                                                                                                                                                                                                                                                   | <b>Cricket (Striking and Fielding)</b><br><br>Lesson 1: Throw underarm large/medium/small balls to a partner with some degree of accuracy<br>Send the ball to a partner using chosen method<br><br>Lesson 2: Catch a large or medium ball from a ready position, bringing two hands together with some degree of success demonstrating ability to keep eye on ball.<br><br>Roll large, medium or small balls underarm accurately to a partner or a target. | <b>Athletics</b><br><br>Lesson 1: To travel with control using varying stride lengths and run with good posture and balance<br><br>Lesson 2: To run in curves and zig zags in response to command<br>To accelerate and decelerate from to a base/location or on command, or to retrieve an object<br><br>Lesson 3: To describe how arms can affect height and distance of jump and use to increase<br>To Jump quickly from side to side<br><br>Lesson 4: To demonstrate various jumps in response to instruction<br>To take off and land in |

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|  | <p>Lesson 6: Move fluently, changing direction and speed easily and avoiding collisions within a game.</p> <p><b>Gymnastics:</b></p> <p>Lesson 1: Learn to perform basic gymnastic shapes, star, tuck, pencil and use these shapes in jumps, balances and travels.</p> <p>Lesson 2: Explore different levels including moving up and down using combinations of mats and apparatus.</p> <p>Lesson 3: Perform basic gymnastics shapes already learnt at different levels.</p> <p>Lesson 4: Use a range of movements including travelling on feet, hands, tummy, back or a combination of the above.</p> <p>Lesson 5: Begin to link gymnastics shapes with travels.</p> <p>Lesson 6: Work on your own or with a partner to perform gymnastic shapes linked <b>with travels</b>.</p> | <p>Lesson 5: Understand the importance of rules in games.</p> <p>Lesson 6: Move fluently, changing direction and speed easily and avoiding collisions within a game.</p> <p><b>Dance</b></p> <p>Lesson 1: Respond to different stimuli with a range of actions</p> <p>Lesson 2: Explore actions in response to stimuli</p> <p>Lesson 3: Copy and explore basic body actions demonstrated by the teacher</p> <p>Lesson 4: Can follow the leader or copy a partner moving to range of stimuli.</p> <p>Lesson 5: Copy simple movement patterns from each other and explore the movement</p> <p>Lesson 6: Explore ideas improvising, and by experimenting with actions,</p> | <p>moving using one or two hands for control</p> <p>Lesson 5: Send the ball to a target to score using own chosen techniques using hands</p> <p>Lesson 6: Understand the importance of rules in games.</p> <p><b>Gymnastics 2</b></p> <p>Lesson 1: Re-visit the range of movements travelling on feet, hands, tummy, back or a combination of the above.</p> <p>Lesson 2: Repeat a series of movements to share with class or peer group.</p> <p>Lesson 3: Perform gymnastics movements in games such as follow the leader (cannon)</p> <p>Lesson 4: Perform gymnastics movements in games such as copycat (mirroring)</p> <p>Lesson 5: Learn and perform pencil rolls, log rolls and teddy bear rolls with some degree of accuracy.</p> <p>Lesson 6: Perform basic gymnastic</p> | <p><b>Dance 2</b></p> <p>Lesson 1: Respond to different stimuli with a range of actions</p> <p>Lesson 2: Explore ideas, moods and feelings by improvising, and by experimenting with actions.</p> <p>Lesson 3: Can follow the leader or copy a partner moving to range of stimuli.</p> <p>Lesson 4: Copy simple movement patterns from each other and explore the movement</p> <p>Lesson 5: When working on own or with a partner demonstrate travel, jump, turn, stillness</p> <p>Lesson 6: Practise and repeat their movement phrases and perform them in a controlled way</p> | <p>Lesson 3: Send and receive the ball to a target to score using own chosen techniques using hands.</p> <p>Collect and return a ball to a given position</p> <p>Lesson 4: Strike, using their own technique or hold, with a variety of bats, racquets and similar, a ball.</p> <p>Lesson 5: Understand the importance of rules in games and Make up games for oneself with simple rules</p> <p>Lesson 6: Apply sending, receiving, fielding and striking skills within a cricket based game.</p> <p><b>Gymnastics 3</b></p> <p>Lesson 1: Perform basic gymnastic shapes, star, tuck, pencil and use these shapes in balances and travels</p> <p>Lesson 2: Perform pencil rolls, log and teddy bear rolls with some degree of accuracy whilst linking movements with travels</p> <p>Lesson 3: Perform basic gymnastic</p> | <p>different positions and demonstrate control on landing</p> <p>Lesson 5: To throw with speed and agility<br/>To apply effort to control flight</p> <p>Lesson 6: To throw accurately at a variety of targets<br/>To throw and roll underarm with accuracy<br/>To describe basic changes to the body caused by increasing/decreasing activity.</p> <p><b>Dance 3</b></p> <p>Lesson 1: To copy and explore basic body actions demonstrated by the teacher</p> <p>Lesson 2: Can follow or copy a leader moving to range of stimuli.</p> <p>Lesson 3: Copy simple movement patterns from each other and explore the movement</p> <p>Lesson 4: When working on own or with a partner demonstrate travel, jump, turn, gesture, stillness</p> <p>Lesson 5: Practise and repeat their movement phrases and perform them in a controlled way</p> <p>Lesson 6: Compose and link movement phrases to make simple dances with clear</p> |
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|  |  |  | shapes, star, tuck, pencil and use these shapes in jumps, balances and travels. |  | shapes, star, tuck, pencil and use these shapes in jumps, balances, rolls and travels.<br><br>Lesson 4: Work on your own or with a partner to perform gymnastic shapes in balances, rolls and jumps whilst linking with travels.<br><br>Lesson 5: Repeat a series of movements to share with class or peer group.<br><br>Lesson 6: Choose, use and vary simple compositional ideas to create and perform movements, balances and jumps. | beginning, middle and end of up to 1 minute. |
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