

Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 2</b>	<b>Food Heroes!</b>	<b>Fire, Fire!</b>	<b>Royal Rumble!</b>	<b>Twisted Tales</b>	<b>Commotion on the Ocean!</b>	<b>Commotion on the Ocean!</b>
<b>Cultural Capital Development Opportunities:</b>	St Mark's Church Soup Kitchen Visit – DT Parent and Baby visit	Materials in the Construction Industry Fire service visit	Q and A with a Female Inventor RE - Religious Visitor (Hinduism)	Gardener Visit RE Rev. Kathy Visit	RE visitor – the use of bread/wine in a communion Shirley Library Visit	Field Work Trip to Lepe Beach (Geog & Science micro-habitats) Field Work Trip to The Common (Science micro-habitats)
<b>Literature</b>	The disgusting sandwich Pumpkin Soup Pumpkin Soup Recipes (NF)	Vlad and the great fire of London Diary of a Firefighter (NF) Poetry: Snow by Walter de la Mare	The Pea and The Princess Hansel and Gretel The Tunnel Smart Pickings (NF)	Little Red Little red and the very hungry lion Into the Forest	The Pirates next door Just a bit of Wind The Twits (comparisons evidence for GD against other RD stories read independently)	The Twits Awesome Animals (NF) The Enormous Crocodile Poetry: Revolting Rhymes Classic Poetry: The owl and the Pussy Cat
<b>T4W Fiction</b>	Journey Story – innovation of The Disgusting Sandwich	Action story – based on Mog's Christmas Calamity	1.Wishing Tale - written from an alternative point of view for GD 2. Descriptive Settings	Warning story (recount of little red) - written from an alternative point of view for GD	No T4W – Application through a variety of pieces	- Advert for a Friend -Trip Recount -Report writing (science) -Letter from Enormous Crocodile to Mr or Mrs Twit. -Letter writing (Florence Nightingale)
<b>Focus in fiction</b>	Plot	Suspense	Character	Setting/Character		

<b>Fiction Grammar focus</b>	<ul style="list-style-type: none"> <li>- Revise year 1: CL . finger spaces, ! ?</li> <li>- Common exception words and Year 1 suffixes –ing, –ed, –er and –est</li> <li>- Adjectives</li> <li>- Handwriting: form lower-case and capital letters of the correct size relative to one another</li> </ul>	<ul style="list-style-type: none"> <li>-Expanded Noun Phrases</li> <li>- Sentence types using . ? !</li> <li>-Application of suffixes taught during A2 non-fiction unit (–ed, -ly, -ment, -less)</li> <li>- Handwriting: start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> </ul>	<ul style="list-style-type: none"> <li>- Commas in a list and for expanded noun phrases.</li> <li>-Varying sentence openers</li> <li>-Apostrophes for contractions</li> <li>-Coherence between sentences and across sections</li> </ul>	<ul style="list-style-type: none"> <li>- Apostrophes for contractions</li> <li>- Apostrophes for possession.</li> <li>-Coherence between sentences and across sections</li> <li>-Show not Tell</li> </ul>	-Application and consolidation of all taught skills	-Application and consolidation of all taught skills
T4W Non Fiction	<b>Instructions</b>	<b>Recount: Diary of the Great Fire of London</b>	<b>Application: Instructions (linked to Hansel and Gretel)</b>	<b>Wanted Poster</b>	<ul style="list-style-type: none"> <li>-Advert for a friend 1 (Matilda)</li> <li>-Letter to the council complaining about pirates.</li> <li>-Advert for a friend 2 (Mr and Mrs Twit reading focus)</li> </ul>	<ul style="list-style-type: none"> <li>-Report writing (science)</li> <li>-Letter from Enormous Crocodile</li> </ul>
<b>Non Fiction Grammar focus</b>	<ul style="list-style-type: none"> <li>- Revise year 1: CL . finger spaces, ! ?</li> <li>-Time conjunctions</li> <li>-Imperative Verbs</li> <li>-Adverbs and precise adjectives</li> <li>-Subordination (GD only)</li> <li>- Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>-Regular/irregular Past tense Past Tense</li> <li>-Emotive language (use of suffixes –ed, -ly, -ment, -less)</li> <li>-Time conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>-Subordinating conjunctions.</li> <li>-Application of skills learnt so far.</li> </ul>	<ul style="list-style-type: none"> <li>-Precise use of adjectives</li> <li>-Show not Tell</li> <li>-Layout fit for purpose e.g. organising information with sub-headings.</li> </ul>	-Application and consolidation of all taught skills	-Application and consolidation of all taught skills
Fictional non-fiction	<b>How to make ..... Soup.</b>	<b>Fictional diary of Great Fire of London experiences.</b>	<b>How to capture a child...</b>	<b>Police Poster to capture the wolf from Little Red or the Lion from Little Red and the Very Hungry Lion.</b>	<b>Fictional friend adverts/letters</b>	<b>Made up sea creature</b>
Maths	<p><b>Number: Place Value.</b></p> <p><b>Number: Addition and Subtraction (including statistics through the concept of difference)</b></p>	<p><b>Number: Addition and Subtraction (including statistics through the concept of difference)</b></p> <p><b>Measurement: Money</b> 4 weeks</p>	<p><b>Number: Multiplication and Division.</b></p> <p><b>Fractions</b></p>	<p><b>Geometry: Position and direction</b></p> <p><b>Geometry: Properties of shape.</b></p> <p><b>Measurement: length and height</b></p>	<p><b>Time</b></p> <p><b>Measurement: mass, capacity and temperature</b></p> <p><b>SATs Revision</b></p>	<b>Consolidation and Application of Year 2 knowledge (RTP Criteria).</b>

<p><b>History</b></p>	<p><b>The Great Fire of London</b></p>					<p><b>Florence Nightingale/ Mary Seacole</b></p>
<p><b>Substantive Knowledge for each unit is outlined on the medium term plan/knowledge organisers.</b></p>					<p><b>First Order Concepts</b></p>	<p><b>Second Order Concepts</b></p>
<p><b>Autumn 2 History</b></p>	<p><b>The Great Fire of London</b></p> <p><i>Chronological knowledge and Understanding</i>  <b>Unit 1:</b> Review from Year R: Recount changes in their own life time since they were born &amp; the concept of the past.                      -Uses words and phrases: old, new, then, now, long time ago, many years ago, before, after                      - Place the Titanic as an event that happened ‘a long time ago’ (1912)                      -Sequence events in chronological order</p> <p><i>Historical enquiry - Using evidence / Communicating idea</i>  <b>Unit 1:</b> Tell the difference between past and present in their own and other people’s lives.                      -Find answers to simple questions about the past from sources of information (eg. pictures, stories)                      -sort a wide range of artefacts and sources using ‘then’ and ‘now’ and begin to describe similarities and differences                      -Ask and answer questions related to different sources and objects to identify characteristic features from the Titanic</p> <p><i>Interpretations of history</i>  <b>Units 1 &amp; 2:</b> Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)                      -Give a plausible explanation about what an object was used for in the past.</p>				<p><b>People</b>                      (Consideration of how the Great Fire of London affected the lives of people at the time - comparison with the Titanic as two tragic events)</p> <p><b>Technology</b>                      (Consideration of how changes in technology over time have improved firefighting today).</p>	<p><b>Cause and Consequence</b> – Why did the Great Fire spread so quickly and how has London changed as a result?</p> <p><b>Similarities and Differences</b> – How were firefighters different then compared to now?</p>
<p><b>Summer 2 History</b></p>	<p><b>Florence Nightingale/ Mary Seacole</b></p> <p><i>Chronological knowledge and Understanding</i>  <b>Unit 2:</b>                      -Sequence events in chronological order using a given scale (compare to the Titanic, Neil Armstrong and the Great Fire of London)                      -Review: Uses words and phrases: old, new, then, now, long time ago, many years ago, before, after, past, present                      -Describe and sequence key events in the life of Florence Nightingale - use of timelines.</p> <p><i>Historical enquiry - Using evidence / Communicating idea</i>  <b>Unit 2:</b> Use a source – why, what, who, how, where to ask questions and find answers                      -Discuss the effectiveness of sources                      -Use information and artefacts to describe the similarities and differences between hospitals then and now.                      -Recount the lives of Florence Nightingale and Mary Seacole and changes through them, using evidence to explain why they acted as they did.                      -Develop empathy and understanding through drama</p> <p><i>Interpretations of history</i>  <b>Units 1 &amp; 2:</b> Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)                      -Give a plausible explanation about what an object was used for in the past.</p>				<p><b>People</b>                      (Consideration of the lives of Florence Nightingale &amp; Mary Seacole and the impact they had on others).</p> <p><b>Technology</b>                      (Consideration of how changes in technology over time have improved hospitals today - can reference back to improvements made in firefighting)</p>	<p><b>Significance</b>– What impact did Florence Nightingale have on hospitals at the time of the war?</p> <p>What were the most important achievements in Florence’s life?</p> <p><b>Similarities and Differences</b> – How have hospitals and nurses changed from then to now?</p>

						Why have we learnt so much about Florence Nightingale and so little about Mary Seacole?
Geography	The United Kingdom			Continents and Oceans		Local Area Study (Lepe Beach)
	Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).					Progression in Mapping
Spring 2 Geography	<p style="text-align: center;"><b>Autumn 1 – The United Kingdom</b></p> <p><b>Locational Knowledge</b>            Revise year 1 knowledge of where we live: Southampton (Shirley).            -Southampton is in England which is in the United Kingdom/Great Britain.            -Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas (using maps, atlases and globes).</p> <p><b>Place Knowledge</b>            Consider countries as spaces and how they relate to each other on a map. Using digital maps they can consider capital cities as places and compare them to each other – what would it be like to live there? How do they have their own identity?</p> <p><b>Human and Physical Features</b>            Review:            -Human features have been made by people (can give examples).            -Physical features are natural features of land (can give examples).</p> <p><b>Geographical Skills and Fieldwork</b>            -Locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas (using maps, atlases and globes and basic keys).            -See progression in Mapping</p> <p><b>Similarities and differences/Cultural Awareness</b>            e.g How can we compare the countries in the United Kingdom?</p>					<p>-Children use digital maps (Bing Maps aerial view) to explore the places (capital cities) of the UK, discuss the similarities and differences and mark them on their own maps.</p> <p>- Children construct their own maps of the UK using atlases to help them and class agreed symbols.</p> <p>-Children start to use basic keys on given maps and recognise features such as roads, buildings and fields.</p> <p>-Zoom in and out of google earth/Bing Maps to view images at a range of scales and perspectives, showing children how to do a place/post-code search</p>
Summer 1 Geography	<p style="text-align: center;"><b>Spring 2 – Continents and Oceans</b></p> <p><b>Locational Knowledge</b>            Revise UK knowledge and location knowledge from the autumn term.            -name and locate the world's seven continents and the oceans surrounding them (draw on year 1 learning of Africa from last year and compare others to this)            -use simple compass directions (North, South, East and West) to compare the location of the continents when looking at a map.</p>					<p>-Children explore the concept of a globe and its relation to a 2D map using 'Mapping Our World' on the Oxfam website.  <a href="https://www.oxfamblogs.org/education/mapping_our_world/mapping_our_world/05-Globe">https://www.oxfamblogs.org/education/mapping_our_world/mapping_our_world/05-Globe</a></p>

	<p><b>Place Knowledge</b>                  -Continents can be found on a map. There are similarities and differences between them. Children show their understanding by describing the places studied by using simple geographical vocabulary from their map work.</p> <p><b>Physical and Human Processes</b>                  Children show their understanding by describing the places studied by using simple geographical vocabulary from their map work – in relation to the human and physical features.                  -Human features have been made by people (can give examples).                  -Physical features are natural features of land (can give examples).</p> <p>Physical: beach, coast, forest, mountain, sea, river.                  Human: city, town, village, farm, house, shop.</p> <p><b>Geographical Skills and Fieldwork</b>                  -See progression in Mapping</p> <p><b>Similarities and differences</b>                  e.g How can we compare the different continents in the world?</p>	<p><a href="#">Unwrapped/GlobeUnwrapped.htm</a></p> <p>-Children use atlases to study a continent and with support can interpret basic atlas keys and apply knowledge to their own maps/fact files.</p> <p>-Study webcams of the different continents to get a feel for the places in comparison with Africa – what human and physical features can they see?</p>
<p><b>Summer 2 Geography</b></p>	<p style="text-align: center;"><b>Summer 2 - Local Area Study (Lepe Beach Fieldwork)</b></p> <p><b>Locational Knowledge</b>                  -use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p><b>Place Knowledge</b>                  -Lepe Beach is a place where people may visit for a holiday/leisure trip. Human processes have occurred here to make the beach a nice place to visit.</p> <p><b>Human and Physical Processes</b>                  -Use basic aerial photographs and plan perspectives of the Area of Lepe Beach (an area out of their locality) to recognise physical and human features and use basic geographical vocabulary to refer to them. How have humans influenced the area?</p> <p><b>Geographical skills and Fieldwork</b>                  -See progression in mapping                  -Devise questions about the Lepe Beach area to be answered in their geographical enquiry.                  - key physical features and key human features,                  Devise a basic map and construct basic symbols in a key (build on year 1).</p> <p><b>Environment:</b> e.g What features of Lepe Beach would make it a good place to go on holiday and how do humans look after it?</p>	<p>-Look at Ordnance survey maps (free on Bing Maps) and with support find features and make observations.</p> <p>-Create own mental map of Lepe beach using photographs from the visit, appropriate symbols and a key.</p> <p>-teacher to model how to do a location/postcode search on mapping programmes. Children to then use mapping programmes themselves to compare Lepe Beach and Shirley High street.</p>
<p><b>Core Geographical Knowledge to be remembered by the end of Year 2</b></p>	<p><b>Retrieved from Year 1:</b></p> <ul style="list-style-type: none"> <li>- Our school is in Shirley which is in Southampton.</li> <li>- Human features have been made by people (can give examples).</li> <li>- Physical features are natural features of land (can give examples).                         <ul style="list-style-type: none"> <li>- Africa is a continent</li> </ul> </li> </ul>	

	<p style="text-align: center;">- Kenya is a country in Africa</p> <p style="text-align: center;">- Be able to name the 4 seasons: <b>Autumn, Winter, Spring and Summer</b>, and talk about the type of weather typical of each.</p> <p><b>New knowledge to be obtained in Year 2:</b></p> <p style="text-align: center;">-Southampton is in England which is in the United Kingdom/Great Britain.</p> <p style="text-align: center;">-The 4 countries in the United Kingdom are England, Scotland, Wales and Northern Ireland.</p> <p style="text-align: center;">-The capital of England is London, -The capital of Wales is Cardiff, -The capital of Scotland is Edinburgh, -The capital of Northern Ireland is Belfast</p> <p style="text-align: center;">The sea closest to Southampton is the English Channel – (to link to history units e.g. WW2 and later geography units).</p> <p style="text-align: center;">The Continents of the world are: Asia, Africa, North America, Antarctica, Europe and Australia</p> <p style="text-align: center;">-know simple compass directions (North, South, East and West)</p> <p style="text-align: center;">-Know the locational language, <b>near, far, left and right</b></p>					
<b>Science</b>	<b>Animals including Humans</b>	<b>Use of everyday materials</b>	<b>Scientists and Inventors</b>	<b>Plants</b>		<b>Living things and their habitats</b>
<b>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</b>					<b>Working Scientifically</b>	
<b>Autumn 1 Science</b>	<p style="text-align: center;"><b>Autumn 1 - Animals including Humans</b></p> <p style="text-align: center;">-Recap and review year 1 knowledge of basic parts of the human body including senses (Year 1 KO)</p> <p>-notice that animals, including humans, have <b>offspring which grow into adults</b> e.g. recognition of growth in egg-chick, spawn-tadpole, baby, toddler, child, teenager, adult.</p> <p>-find out about and describe the basic <b>needs of animals (review year 1 vocabulary), including humans, for survival (water, food and air)</b></p> <p style="text-align: center;">-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>				<p><b>Classifying and Grouping:</b></p> <p>-Classifying foods as healthy and unhealthy</p> <p><b>Survey and Pattern Seeking:</b></p> <p>-Exploration of what humans need to stay healthy (exercise)</p> <p><b>Secondary Sources: VISIT</b></p> <p>-Choice of question to research: How to look after a _____ children pose questions to a visitor who has recently had a baby/has a pet etc that can be brought in to school</p> <p style="text-align: center;">- suggesting ways to find answers to their questions</p> <p><b>Enquiry questions:</b></p> <p>Which activities make our heart rates increase the most?</p>	
<b>Autumn 2 Science</b>	<p style="text-align: center;"><b>Autumn 2 - Use of everyday materials</b></p> <p style="text-align: center;">Recap year 1 knowledge of identifying everyday materials (Year 1 KO)</p> <p>- <b>identify</b> and <b>compare the suitability</b> of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <ul style="list-style-type: none"> <li>- some materials are used for more than one thing</li> <li>- different materials can be used to make the same thing</li> <li>- suitability of materials based on their properties</li> </ul> <p>-find out how the shapes of solid objects made from some materials can be <b>changed by squashing, bending, twisting and stretching</b></p>				<p><b>Classifying and Grouping:</b></p> <p>-observing closely, identifying and classifying the uses of different materials, and recording their observations.</p> <p><b>Survey/Pattern Seeking:</b></p> <p>-investigating how materials can be shaped</p> <p><b>Enquiry questions:</b></p> <p>Which material is the most absorbent?</p>	
<b>Spring 1 Science</b>	<p style="text-align: center;"><b>Spring 1 - Scientists and Inventors</b></p> <p style="text-align: center;">Review Materials knowledge from autumn 2 (Year 1 KO)</p>				<p><b>Comparative Testing:</b></p> <p>-best material for a waterproof</p>	

	<p>-Find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. - Explore how materials have changed over time e.g. sheep wool and fleece</p>	<p>coat - best material for a teabag investigations</p> <p><b>Enquiry questions:</b> Which material is the most suitable for a waterproof coat? Which material is the most suitable for a teabag?</p>
<p><b>Spring 2 Science</b></p>	<p style="text-align: center;"><b>Spring 2 - Plants</b></p> <p>Recap year 1 knowledge of plant structure: (leaves, flowers, petals, fruit, roots, bulb, seed, trunk, branches, stem) (Check Year 1 KO) -observe and describe how seeds and bulbs grow into mature plants (seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them). -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><b>Observing over Time:</b> -observe and record, with some accuracy, the growth of <b>broad beans</b> as they change over time from a seed, <b>Comparative Testing:</b> -comparative test to show that plants need light and water to stay healthy. <b>Enquiry questions:</b> Which environment is the best for a plant to grow healthily?</p>
<p><b>Summer 2 Science</b></p>	<p style="text-align: center;"><b>Summer 2 - Living things and their habitats</b></p> <p>Recap year 1 knowledge of carnivores, herbivores and omnivores (Year 1 KO) and plant knowledge from previous unit. -explore and compare the differences between things that are living, dead, and things that have never been alive -identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other -identify and name a variety of plants and animals in their habitats, including microhabitats - Compare familiar habitats with non-familiar habitats -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p><b>Classifying and Grouping:</b> -sorting and classifying things according to whether they are living, dead or things that were never alive, and recording their findings <b>Survey/Pattern Seeking:</b> - Exploring two contrasting habitats. Describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there. <b>Using Secondary Sources:</b> -Research creatures that live in certain certain habitats and design own creature that would be suitable <b>Enquiry questions:</b> Which environment is the most suitable for a woodlouse?</p>
<p style="text-align: center;"><b>Working Scientifically at a Year 2 level:</b></p> <p style="text-align: center;"><b>Planning</b> -Explore the world around them and start to ask simple questions and recognising different ways they may be answered <b>Enquiring and Testing</b> -carry out simple tests -use simple features to compare objects, materials and living things and decide how to sort and group (identify and classify) -ask people questions and use secondary sources to find answers <b>Observing and recording</b> - observe closely, using simple equipment (such as pipettes, beakers, stopwatches, rulers, choice chamber). -Use simple measurements and equipment to gather data (pipette drops, seconds, standard measurements, cm) -Record simple data (venn diagrams, tally charts, tables, bar charts) <b>Evaluating and communicating</b> -Use their observations and ideas to suggest answers to questions -Talk about what they have found out and how they found it out.</p> <p>- record and communicate their findings in a range of ways, beginning to use scientific language - form a written conclusion. 'I think this happened because...' Start to form very simple evaluations 'I was surprised/amazed because...'</p> <p style="text-align: center;"><b>Core Disciplinary Vocabulary</b> Data, record results, table, tally chart, pictogram, bar chart, Venn diagram, test, investigate, interpret results, pipette, beaker, stopwatch, choice chamber, ruler, heart rate, prediction, conclusion</p>		

Music (Charanga)	Hands, Feet, Heart		I wanna be in a band		Zootime	
Style of Main Song	Afro pop, South African		Rock		Reggae	
Unit Theme	South African		Playing together in a band		Reggae and animals	
Listen and Appraise	Know some songs have a chorus/answer part. Know that songs have a musical style.		Know some songs have a chorus/answer part. Know that songs have a musical style.		Know some songs have a chorus/answer part. Know that songs have a musical style.	
Find the <b>Pulse!</b> (through warm up games)	<b>Know that pulse is the heartbeat of the music.</b> What animal can they be with the pulse?		<b>Know that pulse is the heartbeat of the music.</b> You decide what you will be!		<b>Know that pulse is the heartbeat of the music.</b> Be an animal of your choice.	
<b>Rhythm</b> (through warm up games)	-Copy and clap back rhythms - Clap the rhythm of their name - Make up their own rhythm <b>Know that rhythms are different from the steady pulse.</b>		-Copy and clap back rhythms - Clap the rhythm of their name and favourite food. - Make up their own rhythm <b>Rhythm – long and short sounds of pattern over the pulse</b>		-Copy and clap back rhythms - Clap the rhythm of their name and favourite animal. - Make up their own rhythm <b>Rhythm – long and short sounds of pattern over the pulse</b>	
<b>Pitch</b> (through warm up games)	<b>Pitch is High and Low Sounds.</b> <b>Know that we add pitch when we sing and play instruments.</b>		<b>Pitch is High and Low Sounds.</b> <b>Know that we add pitch when we sing and play instruments.</b>		<b>Pitch is High and Low Sounds.</b> <b>Know that we add pitch when we sing and play instruments.</b>	
Playing Instruments (Easy part) (medium part)	Learn the names of and use up to 3 notes... G or G, A, and C		Learn the names of and use up to 3 notes... F or D and C		Learn the names of and use up to 2 notes... C or C and D	
Improvise <b>Know that improvising is making up your own tunes on the spot.</b>	<b>Challenge 1:</b> Clap and improvise <b>Challenge 2:</b> Sing, Play and improvise <b>Challenge 3:</b> Improvise! Using the notes C and D		<b>Challenge 1:</b> Clap and improvise <b>Challenge 2:</b> Sing, Play and improvise <b>Challenge 3:</b> Improvise! Using the notes F and G		<b>Challenge 1:</b> Clap and improvise <b>Challenge 2:</b> Sing, Play and improvise <b>Challenge 3:</b> Improvise! Using the notes C and D	
Compose a simple melody using simple rhythms	Choose from the notes: C and D or C, D and E		Choose from the notes: F and G or F, G and A		Choose from the notes: C and D or C, D and E	

<p>Know that composing is like writing a story with music.</p>						
<p>Perform and Share Know that a performance is sharing music with other people, called an audience.</p>	<p>A class performance of Hands, Feet, Heart. Record, discuss and evaluate together.</p>		<p>Group performances of I Wanna Be in a Band. Record, discuss and evaluate together.</p>		<p>A class performance of Zootime. Record, discuss and evaluate together.</p>	
<p><b>Art</b> <b>Record and explore</b> ideas from observation, experience and imagination. Ask and answer questions about starting point for work and the processes they have used. Develop ideas. Explore differences and similarities in artwork/design in different times and cultures. <b>Review</b> what they have done and say what they think about it – what might they change or develop in the future? Annotate work in sketch book with this.  <b>British Values:</b> To be conversant with examples of British creativity and /or culture.</p>		<p><b>Painting: Fire Silhouettes from London Panoramic</b></p> <ul style="list-style-type: none"> <li>-Choose appropriate primary paints to mix for secondary colours to suit purpose (fire landscape).</li> <li>-Can explore and apply surface techniques such as <b>glazing</b> to create or suggest place and time.</li> <li>- Choose appropriate brushes, brush strokes (<b>smooth - horizontal, vertical or angled</b>) and <b>size of stroke</b> to suit purpose.</li> </ul>	<p><b>Significant Artist: Drawing LOWRY-</b> Street scenes from the Elizabethan era in the style of Lowry</p> <ul style="list-style-type: none"> <li>-Explore different Lowry pieces and describe the similarities and differences between them</li> <li>-Explore the differences and similarities between the work of Lowry and Monet</li> <li>-can draw carefully in line from observation, recording shapes and positioning all marks/features with some care.</li> <li>-Explore and create different tones for light and dark tones, colour and features when applying different pressures through shading.</li> <li>- Discuss their own work in comparison to the work of Lowry</li> </ul>			<p><b>Sculpture: Sea Creatures!</b></p> <ul style="list-style-type: none"> <li>-Manipulate clay for a variety of purposes: <b>rolling, squeezing, pulling and pinching, carving details, smoothing, creating holes, joining pieces together.</b></li> <li>-<b>Design</b> a model that uses the taught skills</li> <li>-<b>Construct</b> a simple clay model that demonstrates the taught skills</li> <li>-Understand the safety and basic care of materials and tools</li> </ul>
<p>Design Technology</p> <p>DESIGN</p> <p>MAKE</p> <p>EVALUATE</p>	<p><b>Food: Harvest Festival: soup</b></p> <p><b>Designing: Understanding contexts, users and purposes</b></p> <ul style="list-style-type: none"> <li>-understand that all food comes from plants or animals, knowing that it has to be farmed, grown elsewhere or caught.</li> <li>-Revisit and review the key principles of healthy eating from Year 1 and be able to</li> </ul>	<p><b>Materials: (Mechanisms) build a fire engine:</b></p> <p><b>Evaluating Existing Products</b></p> <ul style="list-style-type: none"> <li>-Explore and evaluate a range of moving products. What they are for, how they work, what materials and mechanisms are used?</li> </ul> <p><b>Designing: Understanding contexts, users and purposes</b></p> <ul style="list-style-type: none"> <li>-Identify a target group for the product and design criteria</li> </ul>			<p><b>Textiles: Pirate hat</b></p> <p><b>Evaluating Existing Products</b></p> <ul style="list-style-type: none"> <li>-Explore and evaluate a range of hats to help come up with ideas (likes/dislikes, materials, who they are for, occasion purpose).</li> </ul> <p><b>Designing: Understanding contexts, users and purposes</b></p>	

	<p>sort food into the 5 groups of the <b>eat well plate</b>. - considering a <b>target audience</b> (soup kitchen)</p> <p><b>Designing: Generating, Developing, Modelling and Communicating Ideas</b></p> <p>-use the basic principles of a healthy and varied diet to <b>design</b> dishes</p> <p><b>Making: Practical skills and techniques</b></p> <p>-<b>Measure or weigh</b> using measuring cups or electronic scales. - <b>Learn about the purpose of a recipe and begin to follow a simple recipe.</b></p> <p>-Demonstrate how to prepare simple dishes safely and hygienically, using <b>techniques learnt in year 1</b> such as <b>cutting, peeling and grating.</b></p> <p>-Use of a <b>heat source</b> to finish preparation (adult led).</p> <p><b>Evaluating Own Ideas and Products</b></p> <p>-Start to <b>evaluate</b> their products as they are developed, <b>identifying strengths and possible changes they might make.</b></p>	<p>-Explore and use mechanisms in their products (<b>levers, wheels and winding mechanisms</b>).</p> <p><b>Designing: Generating, Developing, Modelling and Communicating Ideas</b></p> <p>-develop design ideas through discussion, <b>observation, drawing and modelling.</b></p> <p><b>Making: Practical skills and techniques</b></p> <p>-select from a wide range of materials and tools to build structures: (<b>such as tearing, cutting, folding, joining and finishing</b>). -<b>build structures, exploring how they can be made stronger, stiffer and more stable</b></p> <p><b>Evaluating Own Ideas and Products</b></p> <p>-<b>Evaluate against the design criteria</b> -Identify strengths and <b>possible changes they might make</b></p>			<p>-<b>Identify a target group for the product</b> and design criteria - Say how they will make their products suitable for their intended users.</p> <p><b>Designing: Generating, Developing, Modelling and Communicating Ideas</b></p> <p>-develop design ideas through discussion, <b>observation, drawing and modelling using simple design criteria.</b></p> <p><b>Making: Practical skills and techniques</b></p> <p>-<b>Create templates and a mock up prototype to support with making.</b> -<b>cut, shape and assemble fabric</b> for joining - Use a <b>RUNNING STITCH</b> to join fabrics - Start to choose and use appropriate <b>finishing techniques based on own ideas.</b></p> <p><b>Evaluating Own Ideas and Products</b></p> <p>-<b>Evaluate against the design criteria</b> -<b>Identify strengths and possible changes they might make</b></p>	
<p><b>Computing</b></p>		<p><b>Data and Information: Pictograms</b></p>		<p><b>Creating Media: Digital Writing</b></p>	<p><b>Cross Curricular Application (Geography)</b></p>	<p><b>Robot Algorithms</b></p>
<p style="text-align: center;"><b>Digital Literacy</b> 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. <b>Taught throughout all units through shared school charter, internet safety day and PSHE.</b></p>						

**Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).**

**Autumn 2  
Computing**

**Autumn 2: Data and Information: Pictograms**

**Review technology safety**

**Information Technology**

**Knowledge and Skills**

Review from Year 1:

- Logging on.
- Be able to identify the different parts of a computer (screen, mouse, keyboard).
- To use a mouse in different ways (open a programme, Click and Drag)
- To save work and be able to open a file.
- Enter data into a computer
- Use a computer to view data
- Recognise that people, animals and objects can be described by 'attributes' (an attribute includes its name and a value. For example, a ball will have a colour, which might be red. 'Colour' is the attribute name, and 'red' is the attribute value.
- Use a computer to answer and construct single-attribute and comparison questions

**Software:** [j2e pictogram](#)

**Spring 2 Computing**

**Spring 2: Creating Media: Digital Writing**

**Review technology safety**

**Information Technology**

**Concept**

Children recognise that text that is entered into a computer can be edited and changed. Children start to consider the impact of the changes they are making to achieve a desired effect.

**Knowledge and Skills**

Review from Year 1:

- Logging on.
- To use a keyboard to type
- To use a keyboard to edit text
- To use a mouse in different ways (open a programme, Click and Drag)
- To save work and be able to open a file.
- Use letter, number and space keys to enter text into a computer
- Remove text using the backspace
- Use punctuation and special characters
- Select and change the appearance of text (bold, italic, underline, font)

**Software:** Google Docs

<b>Summer 1 Computing</b>	<b>Cross-Curricular Application:</b> <b>Summer 1 - Geography</b> Children begin to understand the use of technology for maps and mapping. They use a named search using Google/Digimaps to retrieve maps and live scenes from continents around the world.
<b>Summer 2 Computing</b>	<p style="text-align: center;"><b>Unit 3 – Summer 2: Robot Algorithms</b>          Review technology safety          Computer Science</p> <p><b>Concept</b>          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. We call this an 'algorithm'.</p> <p><b>Knowledge and Skills</b></p> <p>Children are now expected to know and use the term 'algorithm' in computing.          They learn that an 'input' is data that is entered into or received by a computer or electronic device.          They learn that 'output' is any information processed by and sent out from a computer or electronic device.</p> <p>They know the term 'debug' as fixing a problem.</p> <p>Review from Year 1:</p> <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>- De-bug: be able to fix a problem with the sequence.</li> <li>- Explain what happens when we change the order of instructions.</li> <li>- Use logical reasoning to predict the outcome of a program.</li> <li>- To know that programming projects can have code and artwork</li> <li>- To design an algorithm</li> <li>- To test and debug a program that they have written</li> </ul> <p><b>Software: Bee Bot Robots</b></p>

<p><b>RE</b></p>	<p><b>Autumn 1: Hindu</b>  <b>Concept: Devotion</b>  <b>Context: Hindu Worship</b>  <b>Golden thread:</b>  <b>Special</b>  <b>Living Difference</b></p> <p><b>Core Knowledge:</b>          -Hindus believe there is one eternal spirit who is called <b>Brahman</b>  <b>-Brahman</b> exists in everything  <b>-Hindu Gods and goddesses</b> have all the different qualities of <b>Brahman</b>          -The <b>sacred</b> images of the <b>Gods and Goddesses</b> are called <b>murtis</b>  <b>-Hindus</b> may worship either at home or at the <b>Mandir</b>          -Hindus may choose one or more <b>Gods</b> to worship and show <b>devotion</b> to          -They show <b>devotion</b> through <b>arti ceremonies</b>          -These are performed with devotion every morning and evening either at the <b>Mandir</b> or at home in front of a <b>shrine</b></p> <p><b>Trip</b>          Trip to Temple.</p>	<p><b>Autumn 2: Christianity</b>  <b>Concept: Journey's End</b>  <b>Context: Nativity Journeys</b>  <b>Living Difference</b></p> <p><b>Core Knowledge:</b>          - In many stories, the <b>end of the journey</b> is very important          -The <b>Christian Nativity</b> story is told in two of the <b>four gospels</b> in the <b>Bible</b>          -The story tells how <b>Jesus</b> was born in <b>Bethlehem</b>          - In the story, <b>Mary</b> and <b>Joseph</b> travel to <b>Bethlehem</b> and at the end of the journey, <b>Mary</b> gives birth to <b>Jesus</b>          - The <b>shepherds</b> also go on a journey to see Jesus and find him at the end of the journey          -The <b>magi (wise men)</b> go on a journey to see Jesus and find him at the end of their journey</p>	<p><b>Spring 1: Hindu</b>  <b>Concept: Remembering Vishnu</b>  <b>Context: Holi.</b>  <b>Living Difference</b></p> <p><b>Core Knowledge:</b>  <b>-Holi</b> is a 2 day <b>Hindu festival</b> in the Spring          -On the first day people light bonfires and <b>remember</b> the story of <b>Prahlad</b>, the son of a <b>demon king</b>  <b>-Prahlad</b> was devoted to the <b>Hindu God Vishnu</b> and <b>worshipped</b> him instead of his father          -The <b>demon king's</b> sister <b>Holika</b> tried to kill <b>Prahlad</b> in a fire, but her protective cloak flew off and protected <b>Prahlad</b> instead of her          -The story <b>remembers</b> good overcoming evil          -On the second day people throw coloured paint          -Many <b>Hindus</b> play music, dance, retell the story, throw paint and share sweets          -They remember the Vishnu and celebrate</p>	<p><b>Spring 2: Understanding Christianity</b>  <b>Concept: Love</b>  <b>Context: Easter</b>  <b>UC KS1 Salvation plan</b></p> <p><b>Core Knowledge:</b>  <b>Review Easter Story from palm Sunday to tomb visiting.</b></p> <p>Knowing the groups of people involved in the Easter story: priests, Roman guards, disciples and the women.</p> <p>Identify the parts of the story that are most important for Christian belief (forgiveness and the fact that Jesus died for humans).</p> <p><b>Rev. Kathy</b></p>	<p><b>Summer 1: Hinduism and Christianity</b>  <b>Concept: A- Special</b>  <b>Context: Special Food</b>  <b>Golden thread:</b>  <b>Special</b>  <b>Living Difference</b></p> <p><b>Core Knowledge:</b>          -The <b>last supper</b> is the story of <b>Jesus'</b> last meal with his <b>disciples</b>          -During the meal, <b>Jesus</b> shared bread and wine with his <b>disciples</b>  <b>-Christians</b> remember this in church when they share the <b>bread and wine</b> together.          -In most <b>Protestant</b> churches, the <b>bread and wine</b> are seen as <b>symbols</b> of <b>Jesus'</b> body and blood  <b>-Hindus</b> have a special food called <b>Prashad</b>          -This is offered to God during <b>worship</b>  <b>-Hindus</b> share <b>Prashad</b> during <b>worship</b></p>	<p><b>Summer 2: Across Religions and Traditions</b>  <b>Concept: God</b>  <b>Context: Ideas about God</b>  <b>Living Difference</b></p> <p><b>Core Knowledge:</b>  <b>-Christians</b> believe in one <b>God</b>.          -They talk about him as <b>God the father</b> and will pray to him as a <b>father</b>          -They also believe that <b>God has 3 persons; God as father, Son and Holy Spirit</b>  <b>-Christians</b> describe <b>God</b> in <b>hymns, prayers, stories</b> and other ways as <b>powerful, protective</b> of those who follow him and <b>loving</b>  <b>-Hindus</b> believe in one eternal spirit, <b>Brahman</b>  <b>-Brahman</b> is one, but has many different aspects          -These are shown in the different <b>Hindu Gods and Goddesses</b></p>
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PSHE – JIGSAW	Being Me in My World	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<p><b>PSHE – JIGSAW</b> 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>					
<p><b>Autumn 1 PSHE</b>  <b>Being Me in My World</b></p>	<p><b>Core Knowledge (based on specific PSHE learning)</b></p> <ul style="list-style-type: none"> <li>Identifying hopes and fears for the year ahead.</li> <li>Understand the rights and responsibilities of class members.</li> <li>Know that it is important to listen to other people.</li> <li>Understand that their own views are valuable.</li> <li>Know about rewards and consequences and that these stem from choices.</li> <li>Know that positive choices impact positively on self-learning and the learning of others.</li> </ul>			<p><b>Children will learn to (emotional literacy &amp; social skills)</b></p> <p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> <li>-Explain why their behaviour can impact other people in the class.</li> <li>-Justify the choices they make to help keep the class and school a safe and fair place.</li> <li>-Compare their own and their friends' choices and can express why some choices are better than others.</li> <li>-Give evidence as to why their own and their friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.</li> </ul>		
<p><b>Autumn 2 PSHE</b>  <b>Celebrating Difference</b></p>	<ul style="list-style-type: none"> <li>Know there are stereotypes about boys and girls.</li> <li>Know that it is OK not to conform to gender stereotypes.</li> <li>Know it is good to be yourself.</li> <li>Know that sometimes people get bullied because of differences.</li> <li>Know the difference between right and wrong and the role that choice has to play in this.</li> <li>Know that friends can be different and still be friends.</li> <li>Know where to get help if being bullied.</li> <li>Know the difference between a one-off incident and bullying.</li> </ul>			<p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> <li>-Explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes.</li> <li>-Justify why gender stereotypes are not always fair.</li> <li>-Explain why differences can make some people bully other people.</li> <li>-Explain how it feels to have a friend and be a friend.</li> <li>-Explain why it is ok to be different from my friends.</li> <li>-Offer strategies that allow them to stand up for themselves and their friends.</li> </ul>		
<p><b>Spring 1 PSHE</b>  <b>Dreams and Goals</b></p>	<ul style="list-style-type: none"> <li>Know how to choose a realistic goal and think about how to achieve it.</li> <li>Know that it is important to persevere.</li> <li>Know how to recognise what working together well looks like.</li> </ul>			<p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> <li>-Explain the part they played in a group and the parts other people played to create an end product. Explain how their skills complement each other.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Know what good group working looks like.</li> <li>• Know how to share success with other people.</li> </ul>	<ul style="list-style-type: none"> <li>-Analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.</li> <li>-Explain how it felt to be part of a group and can identify a range of feelings about group work.</li> <li>-Identify a range of feelings about working in a group.</li> <li>-Analyse their feelings and those of others and can explain how they could improve their group skills next time.</li> </ul>
<p><b>Spring 2 PSHE</b></p> <p><b>Healthy Me</b></p>	<ul style="list-style-type: none"> <li>• Know what their body needs to stay healthy.</li> <li>• Know what relaxed means.</li> <li>• Know what makes them feel relaxed / stressed.</li> <li>• Know how medicines work in their bodies.</li> <li>• Know that it is important to use medicines safely.</li> <li>• Know how to make some healthy snacks.</li> <li>• Know why healthy snacks are good for their bodies.</li> <li>• Know which foods give their bodies energy. (new knowledge linked to science curriculum)</li> </ul>	<p><u>Children will learn to:</u></p> <p>Explain why foods and medicines are good for their bodies and compare their ideas with less healthy/ unsafe choices.</p> <p>Justify choices about food and medicines and explain healthy and safe ways in which they are good for their body.</p> <p>Compare their own and their friends' choices and can express how it feels to make healthy and safe choices.</p> <p>Give evidence as to why their own and their friends' choices are healthy / less healthy.</p> <p>Evaluate how it feels to make healthy and less healthy choices.</p>
<p><b>Summer 1</b></p> <p><b>Relationships</b></p>	<ul style="list-style-type: none"> <li>• Know that everyone's family is different.</li> <li>• Know that families function well when there is trust, respect, care, love and cooperation.</li> <li>• Know that there are lots of forms of physical contact within a family.</li> <li>• Know how to stay stop if someone is hurting them.</li> <li>• Know some reasons why friends have conflicts.</li> <li>• Know that friendships have ups and downs and sometimes change with time.</li> <li>• Know how to use the Mending Friendships or Solve-it-together problem-solving methods.</li> <li>• Know there are good secrets and worry secrets and why it is important to share worry secrets.</li> <li>• Know what trust is.</li> </ul>	<p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> <li>-Explain why some things might make them feel uncomfortable in a relationship and compare this with relationships that make them feel safe and special.</li> <li>-Justify how and why some things might make them feel comfortable or uncomfortable in relationships.</li> <li>-Give examples of some different problem-solving techniques and explain how they might use them in certain situations in their relationships.</li> <li>-Appraise how effective different problem-solving solutions might be when solving problems in their relationships.</li> </ul>
<p><b>Summer 2</b></p> <p><b>Changing Me</b></p>	<ul style="list-style-type: none"> <li>• Know that life cycles exist in nature.</li> <li>• Know that aging is a natural process including old-age.</li> <li>• Know that some changes are out of an individual's control.</li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age.</li> <li>• Know the physical differences between male and female bodies.</li> <li>• Know the correct names for private body parts.</li> </ul>	<p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> <li>-Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</li> <li>-Explain why some types of touches feel OK and others don't.</li> <li>-Explain the various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; they can talk about the physical differences with respect and understand how to protect their own and others' privacy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know that private body parts are special and that no one has the right to hurt these.</li> <li>• Know who to ask for help if they are worried or frightened.</li> <li>• Know there are different types of touch and that some are acceptable and some are unacceptable.</li> </ul>			<p>-Explain how they feel about being a boy/girl and getting older and talk about the feelings they have about it. Explain why other people may feel differently to them and give some examples.</p>		
<b>PE AND GAMES</b>	<p><b>Football (multi skills)</b></p> <p>Lesson 1: Travel with a large ball using feet using inside, outside and bottom of foot.</p> <p>Lesson 2: Pass and receive a ball using feet to a partner or target with some degree of accuracy over increasing distance</p> <p>Lesson 3: Use feet to send the ball to a target with increasing accuracy over a small distance</p> <p>Lesson 4: Move around objects whilst travelling with a ball with increasing speed</p> <p>Lesson 5: Follow rules for simple games that are introduced in PE lessons</p> <p>Lesson 6: Make a game for an individual, partner or small group with simple rules.</p> <p><b>Gymnastics</b></p> <p>Lesson 1: Perform using mirroring (including</p>	<p><b>Tag Rugby (Multi skills)</b></p> <p>Lesson 1: Avoid catch and pass an opponent in games of tag/tig or similar</p> <p>Lesson 2: Throw underarm and overarm using large/medium/ small balls to a partner with some degree of accuracy over increasing distances.</p> <p>Lesson 3: Catch large and medium and small balls from a ready position, bringing two hands together</p> <p>Lesson 4: Send the ball to a partner with increasing accuracy considering different distances and strengths</p> <p>Lesson 5: Make/adapt a game for an individual, partner or small group with simple rules</p> <p>Lesson 6: Follow rules for simple games that are introduced in PE lessons</p> <p><b>Dance</b></p> <p>Lesson 1: Explore actions in response to stimuli</p> <p>Lesson 2: Can follow the leader or copy and partner translating ideas from stimuli to movement.</p> <p>Lesson 3; Copy simple movement patterns from each other and explore the movement</p>	<p><b>Netball/Basketball (multi-skills)</b></p> <p>Lesson 1: Bouncing a large ball on the spot and when travelling using one or two hands for control</p> <p>Lesson 2: Send the ball to a partner with increasing accuracy</p> <p>Lesson 3: Catch large and medium and small balls from a ready position, bringing two hands together.</p> <p>Lesson 4: Throw underarm and overarm large/medium/ small balls to a partner over increasing distances.</p> <p>Lesson 5: Send the ball to a partner with increasing accuracy considering different distances and strengths</p> <p>Lesson 6: Make a game for an individual, partner or small group with simple rules. Follow rules for simple games that are introduced in PE lessons</p> <p><b>Gymnastics 2</b></p>	<p><b>Hockey (Multi Skills)</b></p> <p>Lesson 1: Dribble using a hockey stick</p> <p>Lesson 2: Accurately send a ball with a hockey stick</p> <p>Lesson 3: Receive a ball with a hockey stick with some degree of success</p> <p>Lesson 4: To shoot using a hockey stick/ball from a standing and moving position</p> <p>Lesson 5: Pass the ball whilst moving</p> <p>Lesson 6: To follow rules for simple games that are taught in PE</p> <p><b>Dance 2</b></p> <p>Lesson 1: Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels.</p> <p>Lesson 2: Explore ideas, moods and feelings by improvising, and by</p>	<p><b>Cricket (striking and fielding)</b></p> <p>Lesson 1: Throw underarm and overarm large/medium/ small balls to a partner with some degree of accuracy over increasing distances.</p> <p>Lesson 2: Send the ball to a partner with increasing accuracy taking into account different distances and strengths</p> <p>Lesson 3: Catch large and medium and small balls from a ready position, bringing two hands together with some degree of success over increasing distances.</p> <p>Lesson 4: Roll large, medium or small balls underarm accurately to a partner or a target over increasing distances. Collect and return a ball quickly to a given position</p> <p>Lesson 5: Collect and return a ball quickly to a given position</p>	<p><b>Athletics</b></p> <p>Lesson 1: To travel with control using varying stride lengths demonstrating good posture and balance To run in curves and zig zags in response to command</p> <p>Lesson 2: To start, stop and change pace in response to command To accelerate and decelerate from to a base/location or on command, or to retrieve an object</p> <p>Lesson 3 To demonstrate various jumps in response to instruction To describe how arms can affect height and distance of jump and use to increase</p> <p>Lesson 4 To take off and land in different positions and demonstrate control on landing To Jump quickly from side to side</p> <p>Lesson 5 To throw with speed and agility and apply effort to control flight</p> <p>Lesson 6: To throw and roll underarm accurately at a variety of targets with accuracy To describe basic changes to the body caused by increasing/decreasing activity.</p> <p><b>Dance 3</b></p>

	<p>known shapes from year 1)</p> <p>Lesson 2: Plan and perform a sequence using mirroring with a clear beginning middle and end</p> <p>Lesson 3: Perform using cannoning (including known shapes from year 1)</p> <p>Lesson 4: Plan and perform a short sequence using cannoning in which there is a clear beginning and end.</p> <p>Lesson 5 Perform using symmetry</p> <p>Lesson 6: Plan and perform a short sequence using symmetry in which there is a clear beginning and end.</p>	<p>Lesson 4: Explore ideas, moods and feelings by improvising with different actions and movements</p> <p>Lesson 5: Experimenting with actions, dynamics, directions, levels and a growing range of possible movements</p> <p>Lesson 6: Link actions to make dance phrases, working with a partner and in a small group</p>	<p>Lesson 1: Plan and perform a short sequence in which there is a clear beginning and end.</p> <p>Lesson 2: Perform gymnastics sequences using cannoning and mirroring</p> <p>Lesson 3: Plan and perform a paired sequence with a clear beginning middle and end.</p> <p>Lesson 4: Plan and perform a short group sequence with a clear beginning middle and end</p> <p>Lesson 5: Plan and perform a short group sequence with a clear beginning middle and end using cannoning/mirroring/symmetry</p> <p>Lesson 6: Share and reflect on own and group work</p>	<p>experimenting with actions, dynamics, directions, levels and a growing range of possible movement</p> <p>Lesson 3: Copy and explore a range of actions, movements to create dance phrases copied from teacher and or peers</p> <p>Lesson 4: Link actions to begin to make dance phrases, working with a partner and in a small group</p> <p>Lesson 5: Link actions to make dance phrases,dance phrases and short dances that express and communicate moods</p> <p>Lesson 6: Compose and perform dance phases and short dances</p>	<p>Lesson 6: To strike a small or oversized ball from a batting tee.</p> <p style="text-align: center;"><b>Gymnastics 3</b></p> <p>Lesson 1: Perform star and pencil balances on both sides and/or on different body parts.</p> <p>Lesson 2: Perform pencil, log and teddy bear rolls correctly with straight arms and legs Perform forward rolls on the mat or wedge mat (adult support may be needed)</p> <p>Lesson 3: Perform Star, pencil, tuck and broad jumps</p> <p>Lesson 4: Plan and perform a short sequence in which there is a clear beginning and end.</p> <p>Lesson 5: Share and reflect on own and group work</p> <p>Lesson 6: Practise a sequence for demonstration/ performance.</p>	<p>Lesson 1: Talk about different stimuli as the starting point for creating dance phrases and short dances</p> <p>Lesson 2: Plan formation/s in relation to stimuli</p> <p>Lesson 3: Copy simple movement patterns from each other and explore the movement</p> <p>Lesson 4: Can link two to four movements together with some control and co-ordination</p> <p>Lesson 5: Link actions to make dance phrases, working with a partner and in a small group</p> <p>Lesson 6:Remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness</p>
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