

Year Two Curriculum						
	Autumn One	Autumn Two	Spring		Summer One	Summer Two
Topic	'Twisted Tales' Geography based topic	April 15, 1912 History based topic	The Circle of Life Spring 1: Science based topic Spring 2: DT/Science based topic		Recycle, Reuse, Reduce Art based topic	Healthy Eating Science/Geography based topic
Hook	Runaway Gingerbread Man Make Gingerbread Men Science Experiment	Trip to Portland Museum	Spring 1: Lion King film	Spring 2: Visit to Monkey World	Tin Forest Video Pile of rubbish dumped in classrooms	Food around the world Cooking activities
Topic Sessions	Science Geography DT	Science History DT	Science Geography Art	Science History – Diane Fossey DT	Science Art SATS	Science Geography Art
English Texts	The Gingerbread Man Little Red Riding Hood The Three Little Pigs	Avalanche Story Non-Fiction text about Titanic Christmas	Tiger child The Lion King Non-Fiction texts	Non-Fiction texts about Chimps and Diane Fossey DT design text	The Tin Forest Michael Recycle Jack and the Beanstalk Recycling non-fiction	China – Cleversticks India – Stories from India Italy - Theodore's Italian Adventure Healthy Eating – Handa's Surprise
English	Traditional Tale x2 Twisted Tale x2 Science Experiment Instructions for Gingerbread Man	Newspaper reports Chronological Report Letter from person on the titanic	Animal riddles Non-chronological report about a habitat How the .... Got his .... Stories Science experiment	Instructions how to look after a pet. Letter to Government to help save the animals Story about ape.	Tin Forest story Diary writing of the plant growth Artist comparison writing	Recipes Healthy Eating Posters Narrative x2 Non-Chronological Report about a country they have explored.
Vocabulary, Grammar and Punctuation	Co-ordinates using and, or, but Uses capital letters and full stops to demarcate sentences, regularly correctly. Uses expanded noun phrases for description and specification (e.g. the butterfly, plain four, the man in the moon) Correctly chooses and uses present and past tense throughout writing. Subordinates using when, if, that, because	Co-ordinates using and, or, but Uses capital letters and full stops to demarcate sentences, regularly correctly. Uses expanded noun phrases for description and specification (e.g. the butterfly, plain four, the man in the moon) Correctly chooses and uses present and past tense throughout writing. Subordinates using when, if, that, because Co-ordinates using and, or, but	Uses capital and full stops to demarcate sentences consistently and correctly. Uses some question marks appropriately. Use commas to separate items in a list. Starts some sentences in different ways. to mark actions in progress. Uses some exclamation marks appropriately. Pronouns are used to avoid repetition.	Starts some sentences in different ways. Uses time connectives. Uses progressive form of verbs in the present and past tense to mark actions in progress. Uses some connectives to make a compound sentence. Understands how the grammatical patterns in a sentence indicate its functions as a statement, question, exclamation or command.	Understands how the grammatical patterns in a sentence indicate its functions as a statement, question, exclamation or command. Uses questions marks appropriately. Uses exclamation marks appropriately. Connectives used at the beginning and within sentences. Past and present tense is generally consistent and appropriate. Use of commas in a list.	Understands how the grammatical patterns in a sentence indicate its functions as a statement, question, exclamation or command. Uses questions marks appropriately. Past and present tense is generally consistent and appropriate. Connectives used at the beginning and within sentences. Use of commas in a list. Uses apostrophes to show where letters are missing in spelling and to mark singular possession in nouns.

Maths	<p><b>Number and place value:</b> Counting, reading and writing 2-digit numbers, place value</p> <p><b>Addition:</b> Concrete, visual, and number facts</p> <p><b>Subtraction:</b> Concrete, visual, and number facts</p> <p><b>Multiplication and division:</b> Repeated addition and repeated subtraction</p> <p><b>Geometry:</b> Properties of 2d and 3d shapes.</p> <p><b>Measures:</b> Length, mass, capacity, money</p>	<p><b>Number and place value:</b> Comparing, ordering two-digit numbers and knowing their place value.</p> <p><b>Addition and subtraction:</b> Recall of addition and subtraction facts and mental calculation strategies.</p> <p><b>Multiplication and division:</b> Repeated addition and repeated subtraction, arrays, grouping and using time table's facts.</p> <p><b>Fractions:</b> Finding fractions of quantities, shapes and sets of objects.</p> <p><b>Geometry:</b> Position, direction and motion</p> <p><b>Measures:</b> Time</p> <p><b>Data:</b> Solving problems that involve collecting data in tallies, tables and pictograms</p>	<p><b>Number and place value:</b> Estimating, counting and comparing quantities.</p> <p><b>Addition and subtraction:</b> Recall of addition and subtraction facts and mental calculation strategies.</p> <p><b>Addition and subtraction:</b> Using partitioning and counting on strategies</p> <p><b>Multiplication and division:</b> Repeated addition and repeated subtraction, arrays, grouping and using time table's facts.</p> <p><b>Geometry:</b> Properties of 2d and 3d shapes.</p> <p><b>Measures:</b> Length, mass, capacity, money</p>	<p><b>Number and place value:</b> Estimating, counting and comparing quantities.</p> <p><b>Addition and subtraction:</b> Using mental calculation strategies.</p> <p><b>Multiplication and division:</b> Repeated addition and repeated subtraction, arrays, grouping and using time table's facts.</p> <p><b>Fractions:</b> Finding fractions of quantities, shapes and sets of objects.</p> <p><b>Geometry:</b> Position and direction</p> <p><b>Measures:</b> Time</p> <p><b>Statistics:</b> Solving problems that involve collecting data in tallies, tables and pictograms.</p>	<p><b>Number and place value:</b> Estimating, counting and comparing and ordering quantities.</p> <p><b>Addition and subtraction:</b> Using mental calculation strategies.</p> <p><b>Multiplication and division:</b> Repeated addition and repeated subtraction, arrays, grouping and using time table's facts.</p> <p><b>Fractions:</b> Finding fractions of quantities, shapes and sets of objects.</p> <p><b>Geometry:</b> Properties of 2d and 3d shapes.</p> <p><b>Measures:</b> Length, mass (weight), capacity, money</p>	<p><b>Number and place value:</b> Estimating, counting and comparing and ordering quantities.</p> <p><b>Addition and subtraction:</b> Using partitioning and sequencing</p> <p><b>Fractions:</b> Finding fractions of quantities, shapes and sets of objects.</p> <p><b>Geometry:</b> Position and direction</p> <p><b>Measures:</b> Time</p> <p><b>Statistics:</b> Solving problems that involve collecting data in tallies, tables, pictograms and block diagrams.</p>
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Science	<b>Activities:</b> Gingerbread Man experiment Make Gingerbread Man	<b>Activities:</b> Huddling Penguins experiment	<b>Activities:</b> Woodlice experiment Habitat home learning	<b>Activities:</b> Grow own plants and measure changes in diary Compare to Tin Forest	<b>Activities:</b> Healthy eating plates Cooking range of healthy foods Food hygiene Walk to local Indian Restaurant for cooking session
	<b>NC: Animals, including humans</b> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	<b>NC: Animals, including humans and Uses of everyday materials</b> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	<b>NC: Living things and their habitats</b> 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 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	<b>NC: Plants</b> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	<b>NC: Animals, including humans and Uses of everyday materials</b> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
	<b>Skills:</b> <u>Ideas and evidence in science</u> IES1 = to collect evidence to try to answer a question  <u>Investigative skills Planning</u> ISP1 = to suggest some ideas and questions based on simple knowledge and say how they might find out about them; ISP2 = to say what they think might happen ISP3 = to think about and discuss whether comparisons and tests are fair or unfair	<b>Skills:</b> <u>Investigative skills Planning</u> ISP1 = to suggest some ideas and questions based on simple knowledge and say how they might find out about them; ISP3 = to say what they think might happen to think about and discuss whether comparisons and tests are fair or unfair <u>Considering evidence and evaluating</u> CEE1 = to make simple comparisons, identifying similarities and differences between living things, objects and events; to say what results show; CEE2 = to say what results show; CEE3 = to say whether their predictions were supported; CEE4 = in some cases to use	<b>Skills:</b> <u>Obtaining and presenting evidence to make</u> OPE1 = observations; to make measurements of length in standard and non-standard measures; OPE2 = to make records of observations; and to present results in tables, drawings and block graphs  <u>Considering evidence and evaluating</u> CEE1 = to make simple comparisons, identifying similarities and differences between living things, objects and events; to say what results show; CEE3 = to say whether their predictions were supported; CEE4 = in some cases to use knowledge to explain what was found out and to draw conclusions; to explain what they did	<b>Skills:</b> <u>Obtaining and presenting evidence to make</u> OPE1 = observations; to make measurements of length in standard and non-standard measures; OPE2 = to make records of observations; and to present results in tables, drawings and block graphs	<b>Skills:</b> <u>Obtaining and presenting evidence to make</u> OPE1 = observations; to make measurements of length in standard and non-standard measures; OPE2 = to make records of observations; and to present results in tables, drawings and block graphs

		knowledge to explain what was found out and to draw conclusions; CEE5 = to explain what they did			
History		<b>Activities:</b> Titanic based sessions	<b>Spring 2:</b> <b>Activities:</b> Diane Fossey - autobiography		
		<b>NC:</b> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods changes within living memory. Events beyond living memory that are significant nationally or globally	<b>NC:</b> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods changes within living memory. Significant historical events, people and places in their own locality.		
		<b>Skills:</b> <b>Chronological understanding</b> CU1 = Sequence artefacts closer together in time - check with reference book CU2= Sequence photographs etc. from different periods of their life CU3 = Describe memories of key events in lives <b>Range and depth of historical knowledge</b> RDHK1 = Recognise why people did things, why events happened and what happened as a result RDHK2 = Identify differences between ways of life at different times <b>Interpretations of history</b> IH1 = Compare 2 versions of a past event IH2 = Compare pictures or photographs of people or events in the past IH3 = Discuss reliability of photos/ accounts/stories	<b>Skills:</b> <b>Range and depth of historical knowledge</b> RDHK1 = Recognise why people did things, why events happened and what happened as a result <b>Historical enquiry</b> HE1 = Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.		

Geography	<b>Activities:</b> Gingerbread Man has run off, one week, around school (areiel shot maps) then around Weymouth, show on map and children to identify where he has been spotted		<b>Spring 1:</b> <b>Activities:</b> Make globes using papier mache Map work Label maps using atlases Capital city quiz Compare the Tiger Child scene (homes etc to Weymouth)		<b>Activities:</b> Healthy eating week including exercise  Countries to include: China (rice), India (at restaurant), Italy (pizza) Poland (parent food)
	<b>NC:</b> <b>Geographical skills and fieldwork</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 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment  <b>Human and physical geography</b> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		<b>NC:</b> <b>Place knowledge</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  <b>Locational knowledge</b> name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas  <b>Geographical skills and fieldwork</b> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary		<b>NC:</b> <b>Locational knowledge</b> name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas  <b>NC:</b> <b>Place knowledge</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  <b>Locational knowledge</b> name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas  <b>Geographical skills and fieldwork</b> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

	<p><b>Skills:</b> <b>Map Skills</b> DL1 = Follow directions (as yr 1 and inc'. NSEW) DM1 = Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) R1 = Begin to understand the need for a key. R2 = Use class agreed symbols to make a simple key. UM1 = Follow a route on a map. UM2 = Use a plan view.</p> <p><b>Communicating in different ways</b> CDW1 = Writing - poetry, lists, expressing own views, letter. CDW2 = Expressing own views through speaking. CDW3 = Give detailed reasons for likes and dislikes.</p>		<p><b>Skills:</b> <b>Geographical enquiry</b> GE1 = Children encouraged to ask simple geographical questions; Where is it? What's it like? GE2 = Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings GE3 = Make appropriate observations about why things happen. GE4 = Make simple comparisons between features of different places.</p> <p><b>Map Skills</b> UM3 = Use an infant atlas to locate places. SD1 = Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) P1 = Look down on objects to make a plan view map. MK1 = Locate and name on UK map major features e.g. London, River Thames, home location, seas. SM1 = Find land/sea on globe. SM2 = Use teacher drawn base maps. SM3 = Use large scale OS maps. SM4 = Use an infant atlas</p> <p><b>Fieldwork:</b> <b>QUESTIONNAIRES</b> Q1 = Ask a familiar person prepared questions <i>E.g. 'What do you like best about our playground?'</i>. Q2 = Use a pro-forma and put ticks in boxes.</p> <p><b>FIELD SKETCHING</b> F1 = Draw an outline of simple features they observe. F2 = Add colour, texture and detail to prepared field sketches. F3 = Join labels to correct features.</p> <p><b>PHOTOGRAPHY</b> P1 = Use a camera in the field with help to record what they have seen. P2 = Label the photo with help.</p>		<p><b>Skills:</b> <b>Map Skills</b> UM3 = Use an infant atlas to locate places. SD1 = Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) P1 = Look down on objects to make a plan view map. MK1 = Locate and name on UK map major features e.g. London, River Thames, home location, seas. SM1 = Find land/sea on globe. SM2 = Use teacher drawn base maps. SM3 = Use large scale OS maps. SM4 = Use an infant atlas</p> <p><b>VIDEO/AUDIO RECORDING</b> VAR1 = Recognise the features/activities/sounds on a recording taken by the teacher. VAR2 = Operate, with help, recording equipment.</p> <p><b>MEASUREMENT</b> M1 = Use everyday non-standard units <i>E.g. hands for length</i>. M2 = Counts the number of. <i>E.g. children who come to school by car</i>.</p>
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Art			<b>Spring 1:</b> <b>Activities:</b> Animal prints Habitat scenes using watercolour and black silhouettes, using animal shadow drawings Monkey World Trip – sketching the monkeys / apes	<b>Activities:</b> Andy Goldsworthy / Tin Forest designs	<b>Activities:</b> Different types of drawings of fruit, food, each other Make clay fruit bowls
			<b>NC:</b> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<b>NC:</b> to use a range of materials creatively to design and make products  about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<b>NC:</b> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
			<b>Skills:</b> <b>Evaluating and developing work</b> EDW1 = Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook EDW2 = Identify what they might change in their current work or develop in their future work. EDW3 = Annotate work in sketchbook. <b>Drawing:</b> D1 = Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Experiment with the visual elements; line, shape, pattern and colour D2 = Understand the basic use of a sketchbook and work out ideas for drawings. D3 = Draw for a sustained period of time from the figure and real objects, including single and grouped objects. D4: Experiment with the visual elements; line, shape, pattern and colour. <b>Painting</b> P1 = Mix a range of secondary colours, shades and tones. P2 = Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. P3 = Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. P5 = Mix and match colours using artefacts and objects.	<b>Skills:</b> <b>Exploring and developing ideas</b> ED1: Record and explore ideas from first hand observation, experience and imagination. ED2 = Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. ED3 = Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.  <b>3D form</b> 3D3 = Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. <b>Breadth of Study:</b>	<b>Skills:</b> <b>3D form</b> 3D1 = Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. 3D2 = Build a textured relief tile.  <b>Textiles and Collage</b> TC1 = Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. TC2 = Create textured collages from a variety of media. TC3 = Make a simple mosaic. TC4 = Stitch, knot and use other manipulative skills.

			<b>Printing</b> PR1 = Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. PR2 = Design patterns of increasing complexity and repetition. PR3 = Print using a variety of materials, objects and techniques.	BOS1 = Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. BOS2 = Use ICT. BOS3 = Investigate different kinds of art, craft and design.	
Design Technology	<b>Activities:</b> Make Gingerbread Men Gingerbread Men puppets using felt and wool	<b>Activities:</b> Ice scene pictures using watercolours Design and make floating ships that can carry passengers – parent session (competition) Draw scaled Titanic pictures	Spring 2: <b>Activities:</b> Research, design, make and evaluate Chimpanzee enclosures for Monkey World		
	<b>NC:</b> to use a range of materials creatively to design and make products	<b>NC:</b> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<b>NC:</b> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		
	<b>Skills:</b> WTEMC5: Cut, shape and join fabric to make a simple garment. Use basic sewing techniques WTEMC4: Assemble, join and combine materials in order to make a product WTEMC6: Follow safe procedures for food safety and hygiene	<b>Skills:</b> WTEMC4: Assemble, join and combine materials in order to make a product WTEMC7: to choose and use appropriate finishing techniques EPP2: Evaluate their products as they are developed, identifying strengths and possible changes they might make WTEMC2: Measure, cut and score with some accuracy	<b>Skills:</b> DPCI2: Develop their design ideas through discussion, observation, drawing and modelling DPCI3: Identify a purpose for what they intend to design and make EPP1 / DPCI4: Identify simple design criteria evaluate against their design criteria DPCI1: generate ideas by drawing on their own and other people's experiences WTEMC1: Begin to select tools and materials; use vocab' to name and describe them WTEMC3: Use hand tools safely and appropriately Choose and use appropriate finishing techniques EPP3: talk about their ideas, saying what they like and dislike about them DPCI5: to make simple drawings and label parts		



Music	<p>NC:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment</li> </ul>					
	<p>Skills:</p> <p>SSCVE1 = To find their singing voice and use their voices confidently.</p> <p>SSCVE2 = Sing a melody accurately at their own pitch.</p> <p>SSCVE3 = Sing with a sense of awareness of pulse and control of rhythm.</p> <p>SSCVE4 = Recognise phrase lengths and know when to breathe.</p> <p>SSCVE5 = Sing songs expressively.</p> <p>SSCVE6 = Follow pitch movements with their hands and use high, low and middle voices.</p> <p>SSCV7 = Begin to sing with control of pitch (e.g. following the shape of the melody).</p> <p>SSCVE8 = Sing with an awareness of other performers.</p>	<p>Skills:</p> <p>LMM1 = Recall and remember short songs and sequences and patterns of sounds.</p> <p>LMM2 = Respond physically when performing, composing and appraising music.</p> <p>LMM3 = Identify different sound sources.</p> <p>LMM4 = Identify well-defined musical features.</p>	<p>Skills:</p> <p>CPR1 = Identify the pulse in different pieces of music.</p> <p>CPR2 = Identify the pulse and join in getting faster and slower together.</p> <p>CPR3 = Identify long and short sounds in music.</p> <p>CPR4 = Perform a rhythm to a given pulse.</p> <p>CPR5 = Begin to internalise and create rhythmic patterns.</p> <p>CPR6 = Accompany a chant or song by clapping or playing the pulse or rhythm.</p>	<p>Skills:</p> <p>ESMA1 = To explore different sound sources.</p> <p>ESMA2 = Make sounds and recognise how they can give a message.</p> <p>ESMA3 = Identify and name classroom instruments.</p> <p>ESMA4 = Create and chose sounds in response to a given stimulus.</p> <p>ESMA5 = Identify how sounds can be changed.</p> <p>ESMA6 = Change sounds to reflect different stimuli.</p>	<p>Skills:</p> <p>CI1 = Play instruments in different ways and create sound effects.</p> <p>CI2 = Handle and play instruments with control.</p> <p>CI3 = Identify different groups of instruments.</p> <p>C1 = Contribute to the creation of a class composition.</p> <p>C2 = Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</p> <p>PS1 = Perform together and follow instructions that combine the musical elements.</p>	<p>Skills:</p> <p>RWN1 = Perform long and short sounds in response to symbols.</p> <p>RWN2 = Create long and short sounds on instruments.</p> <p>RWN3 = Play and sing phrase from dot notation.</p> <p>RWN4 = Record their own ideas.</p> <p>RWN5 = Make their own symbols as part of a class score.</p> <p>EA1 = Choose sounds and instruments carefully and make improvements to their own and others' work.</p>
PE	<p>NC:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;</li> <li>participate in team games, developing simple tactics for attacking and defending;</li> <li>perform dances using simple movement patterns.</li> </ul>					
	<p><b>Problem solving</b></p> <p>PS1 = Develop running and jumping, including with change of direction and speed.</p> <p>PS2 = Develop ways of passing balls/beanbags etc. between each other.</p> <p>PS3 = Work as a team to come up</p>	<p><b>Gymnastics</b></p> <p>G1: Structure sequences of actions and skills in different orders to improve performance (speed/direction/level etc).</p> <p>G2: Compare his/her performance with others.</p>	<p><b>Dance</b></p> <p>D1 = Structure sequences of actions and skills in different orders to improve performance (speed/direction/level etc).</p> <p>D2 = Compare his/her performance with others.</p>	<p><b>Hockey</b></p> <p>H1 = Use a hockey stick to move a small ball, including dribbling and passing.</p> <p>H2 = Play simple games involving attacking and defending.</p>	<p><b>Cricket/Rounders</b></p> <p>CR1 = Catch a small ball.</p> <p>CR2 = Throw a small ball overarm, using the correct technique.</p> <p>CR3 = Play simple games involving attacking and defending.</p>	<p><b>Athletics</b></p> <p>A1 = Understand that different throwing styles can be used to throw items of differing size and weight.</p> <p>A2 = Jump for distance controlling the landing.</p> <p>A3 = Jump for height with a controlled landing.</p>

	with a solution to a problem.					
<b>RE</b>	<b>Creation Prayers Feasts and Saints</b>  Recognise religious stories. Retell a narrative that corresponds to the scriptural source used. Use religious words and phrases. Say what they wonder about. Ask wondering questions and recognise that some questions are difficult to answer.	<b>Sacraments Christmas Advent</b>  Recognise key figures in the history of the People of God. Describe the life and work of some key figures in the history of the People of God. Recognise religious signs and symbols used in worship. Describe some religious symbols and the steps involved in religious actions and worship.	<b>Feasts of Christmas - Epiphany Revelation</b>  Recognise religious beliefs. Use religious words and phrases. Talk about own feelings, experiences and things that matter to them. Ask and respond to questions about their own and other's feelings, experiences and things that matter to them.	<b>Judaism Lent Holy Week</b>  Retell a narrative that corresponds to the scripture source used. Recognise that people act in a particular way because of their beliefs. Describe some of the actions and choices of believers that arise because of their belief. Use religious words and phrases. Say what they wonder about. Ask wondering questions and recognise that some questions are difficult to answer.	<b>Easter Pentecost and Mission</b>  Recognise key figures in the history of the People of God. Describe life and work of some key figures in history of the People of God. Talk about own feelings, experiences and things that matter to them. Ask and respond to questions about their own and other's feelings, experiences and things that matter to them.	<b>Pentecost and Mission Sikhism Hinduism</b>  Recognise key people in the local, national and global Church. Describe different roles of some people in the local, national and global Church. Use religious words and phrases. Say what they wonder about. Ask wondering questions and recognise that some questions are difficult to answer.
<b>PHSE</b>	Thrive Activities					
<b>Computing</b>	See specific computing planning					