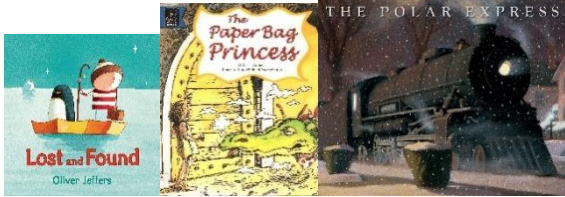
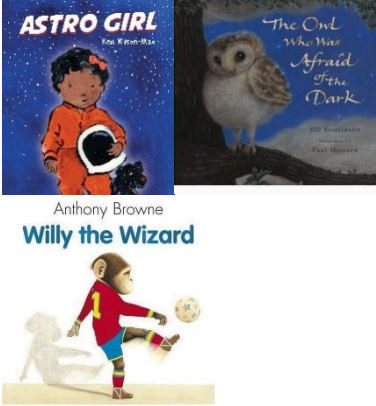





Alfred Sutton Primary School

Year 2 Overview



Topic	Autumn Term		Spring Term		Summer Term	
Curriculum, Writing and class texts	 <p>A selection of class texts shared across the term</p> <p>Writing is delivered through our creative curriculum.</p>		 <p>A selection of class texts shared across the term</p> <p>Writing is delivered through our creative curriculum.</p>		 <p>A selection of class texts shared across the term</p> <p>Writing is delivered through our creative curriculum.</p>	
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Writing genres	Explanation – Physical geography Narrative – Journey (Lost & Found) traditional fairy tales (Three Little Pigs) Information (Materials)	Persuasive advert (H&P biscuit) Letter (to Alfred Sutton) Persuasive writing (Visit St Ives) Character descriptions	Narrative (Polar Bear Son – range of cultures) Explanation Diary Instructional Writing Postcard	Narrative - Adapting stories/creative writing (Katie in London) Description Instructions Narrative Information	Narrative - Adapting stories/creative writing (The Great Paper Caper) Recount Diary Letter	Narrative - Adapting stories/creative writing (The Girl Who Planted Trees) Diary Information Poetry





Year 2 Overview

	Persuasive advert (Selling a house)	Setting descriptions (The Secret of Black Rock) Instructional Fact file (Reptiles)		Recount (Windsor Castle Trip)		Instructional Recount
Punctuation and grammar	Nouns Vowels and Consonants Demarcating Sentences Forming Nouns Using '-ness' Punctuating Sentences Adjectives	Compound Words Adjectives with –er and –est Subordination Statements and Exclamations Noun Phrases Homophones	Forming Adjectives using –ful and –less Questions and Commands Sentence Writing Verbs Singular Plural (Recap from Y1) Adverbs with –ly	Commas in Lists Changing Adjectives into Adverbs Adverbs Word Classes Coordination Apostrophes for Possession	Past and Present Tense Recapping Pronouns (Recap from Y1) Forming Nouns Using –er Progressive Tense Apostrophes for Contractions Uplevelling Sentences	Review and teach areas of development
Spoken language	Choral Reading Poetry daily	Performing poetry at Winter Celebration Choral reading Poetry daily	Choral Reading Poetry daily	Choral Reading Poetry daily In class spoken word performance	Choral Reading Poetry daily	Choral Reading Poetry daily In class spoken word performance
Guided reading	Children assessed as staying on RWI continue to do daily phonics lessons following the 4 day plan. One session per week on comprehension/SATs skills.	Children assessed as staying on RWI continue to do daily phonics lessons following the 4 day plan. One session per week on	Children assessed as staying on RWI continue to do daily phonics lessons following the 4 day plan. One session per week on	Children assessed as staying on RWI continue to do daily phonics lessons following the 4 day plan. One session per week on	Children assessed as staying on RWI continue to do daily phonics lessons following the 4 day plan. One session per week on	Children assessed as staying on RWI continue to do daily phonics lessons following the 4 day plan. One session per week on





Year 2 Overview

	<p>Children assessed as off RWI:</p> <p>Reading lessons on a chosen book/chapter for the week.</p> <p><i>Astro Girl</i></p> <p><i>The Way Back Home</i></p> <p><i>Sebastian and the Balloon</i></p> <p><i>The Owl Who Was Afraid of the Dark</i></p> <p><i>The Polar Express</i></p>	<p>comprehension/SATs skills.</p> <p>Children assessed as off RWI:</p> <p>Reading lessons on a chosen book/chapter for the week.</p> <p><i>The Story Machine</i></p> <p><i>Willy the Wizard</i></p> <p><i>The Story Machine</i></p> <p><i>Beegu</i></p> <p><i>The Secret of Black Rock</i></p>	<p>comprehension/SATs skills.</p> <p>Children assessed as off RWI:</p> <p>Reading lessons on a chosen book/chapter for the week.</p> <p><i>Polar Bear Son</i></p> <p><i>The Great Explorer</i></p> <p><i>Instructions</i></p>	<p>comprehension/SATs skills.</p> <p>Children assessed as off RWI:</p> <p>Reading lessons on a chosen book/chapter for the week.</p> <p><i>The Penguin who wanted to find out</i></p>	<p>comprehension/SATs skills.</p> <p>Children assessed as off RWI:</p> <p>Reading lessons on a chosen book/chapter for the week.</p> <p><i>The Hodgeheg</i></p>	<p>comprehension/SATs skills.</p> <p>Children assessed as off RWI:</p> <p>Reading lessons on a chosen book/chapter for the week.</p> <p><i>Day the Crayons Quit</i></p> <p><i>The Paper Bag Princess</i></p> <p><i>Not All Princesses Wear Pink</i></p> <p><i>The Knight and the Dragon</i></p> <p><i>The Princess and the Pea</i></p> <p><i>Diary of a Killer Cat</i></p>
<p>Maths</p>	<p>Number: Place Value</p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <ul style="list-style-type: none"> recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using 	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 	<p>Number: Fractions</p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and 	<p>Geometry: Properties of Shape</p> <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the 	<p>Measurement: Mass, Capacity and Temperature</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass 	<p>Problem solving and efficient methods Investigations</p>





Year 2 Overview

	<p>different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs</p> <ul style="list-style-type: none"> • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems. <p>Number: Addition and Subtraction Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods • recall and use addition and subtraction facts to 20 fluently, and derive and use 	<ul style="list-style-type: none"> • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication 	<p>recognise the equivalence of 2/4 and 1/2</p> <p>Measurement: Time</p> <ul style="list-style-type: none"> • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day. <p>Measurement: Money</p> <ul style="list-style-type: none"> • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same 	<p>properties of 3-D shapes, including the number of edges, vertices and faces</p> <ul style="list-style-type: none"> • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects. <p>Measurement: Length and Height</p> <ul style="list-style-type: none"> • compare and order lengths, mass, volume/capacity and record the results using >, < and = <p>Geometry</p> <ul style="list-style-type: none"> • order and arrange combinations of mathematical objects in 	<p>(kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Consolidation</p>	
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Year 2 Overview

	<p>related facts up to 100</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none">• a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	<p>and division facts, including problems in contexts.</p>	<p>amounts of money</p> <ul style="list-style-type: none">• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	<p>patterns and sequences</p> <ul style="list-style-type: none">• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). <p>Statistics</p> <ul style="list-style-type: none">• interpret and construct simple pictograms, tally charts, block diagrams and simple tables• ask and answer simple questions by counting the number of objects in each category and sorting the		
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Year 2 Overview

				categories by quantity <ul style="list-style-type: none"> ask and answer questions about totalling and comparing categorical data. 		
Science	Everyday Materials: Children will identify and compare the suitability of every day materials – including wood, metal, plastic, glass, brick and fabric. Children will find out how shapes of solid objects made from certain materials can be changed by squashing, bending, twisting and stretching. John McAdam – Scientists and inventors	Living things and their habitats: Children will compare the differences between things that are alive and things that have never been alive. Children will identify why animals live in their habitats. Children name a variety of plants, insects and animals. Children start to learn about a simple food chain	Animals – including humans: Children learn about offspring and the life cycle of different animals and humans. Children learn about what basic needs an animal has for survival. Describe the importance of exercise, eating the correct amounts of different foods and remaining hygienic.	Plants Children observe and describe how simple seeds and plants grow. Children investigate what a plant needs to grow and stay healthy. Seed dispersal.		
Art Artist Link Key Skills Tools & Materials Inspiration	Drawing: Shading Single Point Perspective Pastels and Oil Pastels Local Landscape	Colour: David Hockney Secondary Colour Mixing Paint Harbours, Ports and Villages	Mixed Media: Victoria Carter Building Texture Tissue Paper and Paint Animals	Pattern: Antoni Gaudi Mosaic Patterns Coloured Card, Tissue Paper The Monarchy	Printing: Steve Edwards Reduction Printing Acetate, Printing Ink London Monuments	Sculpture: Louise Goodman Coil Clay Pots Clay, Clay Tools Flowerpots
	The children will be continuing to look at lines and begin to look at various shading techniques. They will be introduced to perspective and consider the importance of having backgrounds and foregrounds in artwork. The children will be experimenting with pastels and oil pastels to create pieces inspired by local landscapes.	Over the term the children will be studying artist, Hockney, and developing an understanding of the colours he chooses to use in his artwork. The children will be able to confidently mix primary colours to create secondary colours and be able to apply these colours to create an inspired landscape	This term the children will be exploring the work of Victoria Carter. While taking inspiration from animals, the children will build textured collages by layering materials beneath tissue paper before adhering it to their composition with PVA glue. Children will look at similar tones and colours etc.	This term the children will be looking at mosaics and studying the work of Gaudi. They will experiment with different materials and sizes for their mosaic pieces before putting it together to for a complete mosaic that has been inspired by the monarchy. The children will analyse and evaluate their work.	The children will be looking at artist Steve Edwards. They will begin to explore types of reduction printing and will develop the skills needed to create a print where they remove printing ink with various materials before placing the paper over the print. The children will explore different monuments in London as part of their topic	This term the children will be looking at the work of Louise Goodman. They will learn the techniques needed to create coil pots successfully. Children will be able to explore texture by only smoothing the inside coils on their pots. They will paint and embellish their pots and be able to use them.





Year 2 Overview

		linked to their topic work.			and take inspiration from them for their final prints.	
Computing	IT Around Us Recognise the meaning, uses and features of IT. Identify IT in school and the wider world. Explain how IT can help complete a task. Explain how to use IT safety.	Digital Photography Use a tablet to take a photograph. Make choices and describe what makes a good photograph. Decide how a photograph could be improved and understand photos can be changed. Use tools to change an image.	Making Music Explain how music makes you feel. Know that it is made from a pattern of notes. Create music digitally by creating repeating patterns.	Pictograms Understand that objects can be represented as pictures. Create a pictogram using data. Draw conclusions and make comparisons. Know that we can present data using a computer.	Programming Sequence (Beebots) Create and follow instructions in a sequence physically. Experiment with changing the order of a sequence. Predict the outcome of a sequence. Design an algorithm and debug their own program.	Programming a Quiz (Scratch Jnr) Know that commands begin with a start event. Know that the sequence has an outcome. Create a program to their own design. Assess and debug their program.
D & T	Topic: Architecture 1 Project: Houses	Topic: Structure Project: Sledges	Topic: Textiles Project: Puppets	Topic: Cooking Project: Yoghurt Pots with Granola	Topic: Architecture 2 Project: Bridges	Topic: Mechanisms Project: Windmills
	This term the children will be working with tools that they have selected to manipulate materials such as clay to create houses. They will need to consider the use of prototypes and how they will create a design using a given design criteria and consider the strengths and weaknesses of their final product.	The children will have the opportunity to investigate products which already exist and then consider which materials would make the best sledge through testing for waterproofness and durability etc. They will make nets using their cutting and joining skills with some accuracy. The children will evaluate their work and consider what improvement can be made.	This term the children will be able to design a puppet with a purpose. They will cut and join fabrics together using a basic running stitch. They will have the opportunity to add simple decorations to their product to improve the appearance and design. Children will be able to evaluate their work by making simple comparisons to their design and products which already exist.	The children will design simple recipe instructions to show how to make a layered yoghurt pot with fruit of choice. They will have the opportunity to work in a wider context and make a simple dish with support, while developing the appropriate kitchen skills. They will begin to explore and evaluate their dish through simple written evaluations.	This term the children will be working with tools that they have selected to build a bridge by joining materials. They will need to consider the use of prototypes and explore how they can make the bridge stronger. They will create a design using a given design criteria and consider the strengths and weaknesses of their final product.	The children will use annotated drawings to design and make a windmill mechanism. The children will have the opportunity to follow a simple set of instruction to make their windmills choosing from a range on suitable materials while considering what equipment they will need and how it will be used safely. They will begin to evaluate their work through discussions and simple written evaluations.
Nutritional Learning Dairy	Healthy Eating As part of healthy eating, children put together a simple, balanced meal using fruit,	Consumer Awareness As part of beginning to understand consumer awareness, children will	Food and Farming In Year 2, children will learn about Dairy Farming . They will be able to name	Recipes, Ingredients and Tasting Children will start to recognise and name a	Food Safety and Hygiene Children will give some examples as to why dairy products need to	Planning for Healthy Cooking and Evaluation The children will design simple recipe





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	<p>vegetables, and a dairy product. Children will move onto discussing what dairy products do for our bodies and begin to discuss healthy bones and teeth and the importance of dairy in our diets. They will begin to explore why different people eat or avoid certain things for different reasons, for example, allergies. In relation to this, children will have the opportunity to Investigate alternative options for dairy such as, soy milks, nut milks and dairy free yoghurts.</p>	<p>know that dairy items come from animals and can identify a range of dairy products and the animals they come from. They will be aware that food packaging has labels giving information and where to look for some of this information. Children will discuss some of the influences on the food we eat, such as preference, and be able to give an example of a food choice they make.</p>	<p>dairy products and which animals they come from and give examples of how some dairy products are made by animals and how it is safe for us to eat. The children will also give examples of foods that grow in different seasons in the UK (autumn and winter).</p>	<p>range of familiar ingredients and suggest ways they can be prepared and eaten. They will give examples of dairy ingredients that come from the shops and suggest ways that they can be consumed. The children will have the opportunity to taste ingredients through fruit and veg tasting, describe the taste, identify likes and dislikes and suggest ways the taste could be improved.</p>	<p>stay in the fridge/cool place and describe what might happen to dairy products if they are not kept in the fridge. They will be able to follow basic food safety rules when preparing and cooking food and get ready to cook with some supervision. With reduced supervision, they will take part in simple clearing up tasks.</p>	<p>instructions to show how to make a layered yoghurt pot with fruit of choice. They will have the opportunity to work in a wider context and make a simple dish with support (Layered yoghurt pot with fruit and granola) while developing the appropriate kitchen skills. They will evaluate existing dishes through discussions, comparisons, and simple written evaluations.</p>
<p>Geography</p>	<p>Physical Geography The children will learn to name and locate the World’s seven continents and five oceans. They will learn to begin to use basic geographical vocabulary to refer to key human and physical features. Identify the differences between human and physical geography. Devise maps and construct symbols in a key. Describe locations using directional and locational language. Name and locate the continents and oceans of the world. Map climate zones of the world, identifying the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify the UK’s countries, capital cities and seas.</p>	<p>Harbours, Ports and Villages The children will learn to identify and define features of a beach. Identify a coastal town and explain why coasts are important. Identify key human features in a UK town. Learn about ports and harbours, and their importance. Children will identify the human and physical features in a village. They will use aerial photographs to recognise landmarks and basic human and physical features. Also, they will look at how land use in Reading has changed over time. Children will compare Reading to another village in a non-European country (Dana, Jordan). They will discuss key geographical similarities and differences through studying the human and physical</p>	<p>London and the South East The children will learn about the UK and its capital cities. They will then explore London in more detail. Children will name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. They will understand geographical similarities and differences through studying the human and physical geography of London. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London, Reading, Aborfield) Children will use world maps, atlases and globes to identify the United</p>	<p>Climate The children will learn how the weather, environment and landscape differ in the North Pole from the UK. They will learn to use world maps, atlases and globes to identify countries, continents and oceans. Children will identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. This will include comparing the climate of the UK to the North Pole. Children will learn about climate change and its impact on the world. They will learn how climate change has affected polar regions in particular.</p>		





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		<p>geography of Reading, compared to Dana, Jordan.</p> <p>Children will use an atlas to identify different countries. They will look at the human and physical geography of Bahrain.</p>	<p>Kingdom and its countries. They will explore London using 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. Children will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>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.</p>	
History	<p>Three Bs</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Create a timeline of significant change in Reading.</p> <p>Use adverts and marketing to learn about companies from the past.</p> <p>Explore buildings and architecture to learn more about the history of an area.</p> <p>Use letters to find out about the past.</p> <p>Children will learn about how life in their local area has changed over time, including transportation.</p> <p>Children will be taught about significant historical events, people and places in their own locality.</p> <p>Children will be taught about changes within living memory.</p> <p>Children will learn about the lives of significant individuals who have contributed to national and international achievements:</p>	<p>Journeys</p> <p>Throughout the History unit, children will develop awareness common words and phrases relating to the passing of time. they will be taught and use a wide vocabulary of everyday historical terms.</p> <p>Use diaries to learn about the past.</p> <p>Create a timeline</p> <p>Explain changes over time</p> <p>The children will learn about the history of flight and about famous people who made advances in flight discovery and technology.</p> <p>Children will learn about the lives of significant individuals who have contributed to national and international achievements: Amelia Earhart, Christopher Columbus and Neil Armstrong.</p> <p>Children will learn about significant historical events: the moon landing.</p>	<p>Monarchy</p> <p>Explore buildings and architecture to learn more about the history of an area.</p> <p>Use letters to find out about the past.</p> <p>Create timelines.</p> <p>Compare similarities and differences between ways of life.</p> <p>Events beyond living memory</p> <p>Local history study</p> <p>Children will learn about the lives of significant individuals who have contributed to national and international achievements: Elizabeth I and Queen Victoria.</p> <p>Children will learn about significant historical events: monarchy.</p>	<p>Trailblazers</p> <p>Use letters, music and diary entries to learn about the past.</p> <p>Understand and identify different ways in which the past is represented.</p> <p>Children will learn about the lives of significant individuals who have contributed to national and international achievements: Rosa Parks.</p> <p>Children will learn about significant historical events: Windrush.</p> <p>Children will learn about the lives of significant individuals who have contributed to national and international achievements: Floella Benjamin</p>
Music	Hansel and Gretel	Myths and Legends	African Adventure	





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	<ul style="list-style-type: none"> Learn how music can be used to express mood. Sing 2 songs from an opera with correct posture and pitching <p>Listen and Sing</p>	<ul style="list-style-type: none"> Compose music to story, using a graphic score to notate. Learn to control a range of percussion inst. and follow a score African adventure <p>Play and Compose</p>	<ul style="list-style-type: none"> Call & response singing games Respond to African music using musical terminology <p>Listen and Sing</p> <p>Active Animation</p> <ul style="list-style-type: none"> Explore different ways of making sound to tell a story Follow and lead in an ensemble <p>Compose and Play</p>			
Personal Development PSHE SMSC Core Values	<p>Showing respect</p> <p>To begin to understand how to choose friends that make us feel happy</p> <p>To understand the characteristics of friendships: kindness, respect and truthfulness</p> <p>To begin to understand that healthy friendships are positive and welcoming and do not exclude others</p> <p>To begin to understand how to work through problems with friends</p> <p>To understand who to trust and who not to trust and who to seek out for support when needed</p> <p>To understand the importance of respecting others regardless of differences (physical,</p>	<p>Demonstrating resilience</p> <p>To begin to understand what constitutes a healthy diet vs unhealthy eating and its impact on the body</p> <p>To, with support, plan a healthy meal or snack</p> <p>To understand about the importance of good personal hygiene (whole body)</p>	<p>Having aspiration</p> <p>To begin to understand how to keep safe online, including how to report things that make them upset or uncomfortable</p> <p>To better understand the risks of spending too much time online/on electronic devices including on mental and physical wellbeing</p> <p>To understand how to report concerns and get support with issues online</p> <p>To understand that a range of emotions is normal and begin to recognise these emotions</p> <p>To begin to talk about their own and others' emotions and feelings using a varied vocabulary</p>	<p>Taking responsibility</p> <p>To understand the appropriate boundaries in friendships with peers and others</p> <p>To understand that secrets and privacy are not always right if they relate to being safe</p> <p>To understand how and where to report feelings of being unsafe or feeling bad about any peer or adult</p>	<p>Caring for the community</p> <p>To understand the importance of family for love, security and stability</p> <p>To begin to understand that a healthy family cares for one another</p> <p>To begin to understand that families can look different from their own and they all should be respected</p>	<p>Showing compassion</p> <p>To begin to identify ways to be active in daily routines and the benefits on physical and mental health</p> <p>To understand about safe and unsafe exposure to the sun and how to take care of their skin</p>





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	<p>personality, beliefs or background)</p> <p>To use good manners in the canteen</p> <p>To begin to understand how to respect ourselves as well as others</p> <p>To understand the difference between unkindness and bullying and what to do about them</p> <p>To begin to understand the importance of permission-seeking (for touching) in adult and peer relationships</p>		<p>To begin to understand how to guard their own mental wellbeing, including the benefits of physical activity etc.</p>				
<p>PE</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 						
	<p>Dance</p> <p>Overview Pupils will explore space and how their body can move to express and idea, mood or feeling. They will expand their</p>	<p>Gymnastics</p> <p>Overview Pupils learn how to find and use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using</p>	<p>Athletics</p> <p>Overview Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and</p>	<p>Invasion</p> <p>Overview Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They</p>	<p>Striking and Fielding</p> <p>Overview Pupils develop their basic understanding of striking and fielding games such as Rounder's and Cricket. They learn skills used</p>	<p>Net and Wall</p> <p>Overview Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the</p>	<p>OAA / Problem Solving</p> <p>Overview Pupils develop their communication, team building and problem-solving skills. They work individually, in pairs and in small</p>





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	<p>knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing.</p> <p>Practical Assessment Criteria</p> <ol style="list-style-type: none"> 1. I can perform body actions with control and coordination. 2. I can sometimes use counts to stay in time with music. 3. I can choose movements with different dynamic qualities to express an 	<p>apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.</p> <p>Practical Assessment Criteria</p> <ol style="list-style-type: none"> 1. I can plan and repeat simple sequences of actions. 2. I can use shapes when performing other skills. 3. I can use directions and levels to make my work look interesting. 4. I can perform the basic gymnastic actions with some control and balance. 	<p>throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.</p> <p>Practical Assessment Criteria</p> <ol style="list-style-type: none"> 1. I show balance and coordination when running at different speeds. 2. I can show balance when changing direction. 3. I can link running and jumping movements with some control and balance. 4. I can experiment with different types of jumps and landing. 	<p>develop their understanding of attacking and defending. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules.</p> <p>Practical Assessment Criteria</p> <ol style="list-style-type: none"> 1. I can sometimes dribble a ball with my hands and feet. 2. I know who is on my team and I can attempt to send the ball to them. 3. I can move with a ball towards goal. 4. I can dodge and find space away from 	<p>in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points in these types of games and how to play to the rules.</p> <p>Practical Assessment Criteria</p> <ol style="list-style-type: none"> 1. I can roll a ball to hit a target. 2. I am developing underarm and overarm throwing skills. 3. I can sometimes hit a ball using a racket. 4. I know how to score points and can remember the score. 	<p>importance of the ready position. They will develop throwing, catching and racket skills. They will learn to play against an opponent and over a net.</p> <p>Practical Assessment Criteria</p> <ol style="list-style-type: none"> 1. I can show awareness of opponents when playing games. 2. I can roll and hit a ball. 3. I can apply these skills in a variety of simple games. 4. I can work with a partner to improve my skill. <p>Knowledge Assessment Criteria</p> <ol style="list-style-type: none"> 1. I can describe how my 	<p>groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies.</p> <p>Practical Assessment Criteria</p> <ol style="list-style-type: none"> 1. I can follow instructions. 2. I can work with a partner and am beginning to work in a small group. 3. I can share my ideas and help to solve tasks. 4. I can listen to others. 5. I can reflect on when I was successful at solving challenges. <p>Knowledge Assessment Criteria</p> <ol style="list-style-type: none"> 1. I can follow instructions. 2. I can work with a partner and
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	<p>idea, mood or feeling.</p> <p>4. I can work with a partner using mirroring and unison.</p> <p>Knowledge Assessment Criteria</p> <p>1. I can choose movements with different dynamic qualities to express an idea, mood or feeling.</p> <p>2. I can remember and repeat dance phrases.</p> <p>3. I can describe how my body feels during exercise.</p>	<p>Knowledge Assessment Criteria</p> <p>1. I can plan and repeat simple sequences of actions.</p> <p>2. I can use directions and levels to make my work look interesting.</p> <p>3. I can describe how my body feels during exercise.</p>	<p>5. I show good technique when throwing towards a target.</p> <p>6. I am developing throwing for distance.</p> <p>7. I can describe how my body feels during exercise.</p> <p>Knowledge Assessment Criteria</p> <p>1. I can describe how my body feels during exercise.</p>	<p>the other team.</p> <p>5. I can stay with another player to try and prevent them from getting the ball.</p> <p>Knowledge Assessment Criteria</p> <p>1. I can describe how my body feels during exercise.</p> <p>2. I know how to score points and can remember the score.</p>	<p>5. I can track a ball and stop it.</p> <p>6. I can apply these skills in a variety of simple games.</p> <p>7. I can use some simple tactics.</p> <p>Knowledge Assessment Criteria</p> <p>1. I know how to score points and can remember the score.</p> <p>2. I can describe how my body feels during exercise.</p>	<p>body feels during exercise.</p> <p>2. I know how to score points and can remember the score.</p>	<p>am beginning to work in a small group.</p> <p>3. I can share my ideas and help to solve tasks.</p> <p>4. I can listen to others.</p> <p>5. I can reflect on when I was successful at solving challenges.</p>
RE	<p>Christianity – What did Jesus teach?</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>LO: We are learning to re-tell Bible stories that show kindness, and to explore how</p>	<p>Christianity - Christmas- Jesus as a gift from God.</p> <p>Key Question: Why did God give Jesus to the world?</p> <p>LO: We are learning to reflect on the Christmas story and the reasons for Jesus’ birth.</p>	<p>Islam - Prayer at home.</p> <p>Key Question: Does praying at regular intervals everyday help a Muslim in his/her everyday life?</p> <p>LO: We are learning to explain what commitment means to us and to Muslims by knowing about</p>	<p>Christianity - Easter-resurrection</p> <p>Key Question: Is it true that Jesus came back to life again?</p> <p>LO: We are learning to re-tell the Easter Story and understand what Jesus’</p>	<p>Islam – Community and Belonging</p> <p>Key Question: Does going to the mosque give Muslims a sense of belonging?</p> <p>LO: We are learning to understand why Muslims visit the</p>	<p>Islam - Hajj</p> <p>Key Question: Does completing Hajj make a person a better Muslim?</p> <p>LO: We are learning to understand what happens during Hajj and to explore the importance of this to Muslims</p>	





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	<p>this makes Christians behave towards other people.</p> <p>AT1 – I can tell you some ways Christians try to follow Jesus’ example of being kind.</p> <p>AT2 – I can say why I think Christians should be kind and understand why this might sometimes be difficult.</p>	<p>AT1 – I can explain how Jesus coming to the world shows Christians that they should love / help people around the world.</p> <p>AT2 – I can reflect on whether God should send Jesus again, now.</p>	<p>how Muslims pray 5 times a day.</p> <p>AT1 – I can describe a Muslim prayer routine and explain how they believe this helps them in their everyday lives.</p> <p>AT2 – I can decide on 3 ways Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.</p>	<p>resurrection means for Christians.</p> <p>AT1 – I can tell you about the Christian belief in Jesus’ resurrection and start to explain why this is so important to them.</p> <p>AT2 – I can tell you a different explanation as to what might have happened to Jesus after the empty tomb and begin to explain what Christians believe about Jesus’ resurrection. I can add my own thoughts about this.</p>	<p>mosque and to explore whether this gives them a sense of belonging.</p> <p>AT1 – I can describe how a Muslim achieves a sense of belonging through praying.</p> <p>AT2 – I can put myself in a Muslim’s position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.</p>	<p>AT1 – I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God.</p> <p>AT2 – I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.</p>
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