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| **Topic** | **Autumn Term** | | | | | **Spring Term** | | | | | **Summer Term** | | | | | |
| **Curriculum, Writing and class texts** | ‘The Three Little Pigs’ by Axel Scheffler- linked to Science Topic- Everyday Materials  ‘Lost and Found’ by Oliver Jeffers- links to Geography Topic- Continents and Oceans  ‘The Secret of Black Rock’- by Joe Todd Stanton- links to Geography Topic- Continents and Oceans  A selection of class texts shared across the term. | | | | | ‘The Way Back Home’ by Oliver Jeffers- linked to History Topic- Journeys  ‘Journey’ by Aaron Becker- linked to History topic- Journeys  ‘Beautiful Blackbird’ by Ashley Bryan- linked to Geography topic- Contrasting Locality- Zambia  A selection of class texts shared across the term. | | | | | ‘Coming to England’ by Baroness Floella Benjamin and Diane Ewen- linked to History topic- Trailblazers  ‘The Great Paper Caper’ by Oliver Jeffers- linked to Science topic- Plants  ‘The Girl who Planted Trees’ by Caryl Hart and Anastasia Suvorova- linked to Science topic- Plants  A selection of class texts shared across the term | | | | | |
|  | **TERM 1** | | **TERM 2** | | | **TERM 3** | | **TERM 4** | | | **TERM 5** | | | | | **TERM 6** |
| **Writing genres** | * Autobiography * Explanation – Three Bs * Traditional Fairy Tales (Three Little Pigs) * Information (Materials) * Persuasive advert (Selling a house) * Letter (to Alfred Sutton) * Persuasive advert (H&P biscuit) | | * Persuasive writing (Visit St Ives) * Narrative – Journey (Lost & Found) * Character descriptions/ Setting descriptions (The Secret of Black Rock) * Instructional Fact file (Reptiles) | | | * Narrative (Inspired by Aaron Becker’s book- Journey) * Explanation * Diary * Instructional Writing * Postcard | | | * Description * Instructions * Narrative * Information   Recount (Windsor Castle Trip) | | * Narrative - Adapting stories/creative writing (The Great Paper Caper) * Recount * Diary * Letter   Recount (Windsor Castle Trip) | | | * Narrative - Adapting stories/creative writing (The Girl Who Planted Trees) * Diary * Information * Poetry * 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 off RWI:  Reading lessons on a chosen book/chapter for the week.  *Astro Girl*  *The Way Back Home*  *Sebastian and the Balloon*  *The Owl Who Was Afraid of the Dark*  *The Polar Express* | | 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 off RWI:  Reading lessons on a chosen book/chapter for the week.  *The Story Machine*  *Willy the Wizard*  *The Story Machine*  *Beegu*  *The Secret of Black Rock* | | | 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 off RWI:  Reading lessons on a chosen book/chapter for the week.  *Polar Bear Son*  *The Great Explorer*  *Instructions* | | | 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 off RWI:  Reading lessons on a chosen book/chapter for the week.  *The Penguin who wanted to find out* | | 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 off RWI:  Reading lessons on a chosen book/chapter for the week.  *The Hodgeheg* | | | 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 off RWI:  Reading lessons on a chosen book/chapter for the week.  *Day the Crayons Quit*  *The Paper Bag Princess*  *Not All Princesses Wear Pink*  *The Knight and the Dragon*  *The Princess and the Pea*  *Diary of a Killer Cat* | | |
| **Maths** | **Number: Place Value**  Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward   * recognise the place value of each digit in a two-digit number (tens, ones) * identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs * read and write numbers to at least 100 in numerals and in words * use place value and number facts to solve problems.   **Number: Addition and Subtraction**  Solve problems with addition and subtraction:   * 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 related facts up to 100   Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:   * 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 | | **Number: Multiplication and Division**   * recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * 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 and division facts, including problems in contexts. | | | **Number: Fractions**   * recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity * write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2   **Measurement: Time**   * 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.   **Measurement: Money**   * 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 amounts of money * solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change | | | **Geometry: Properties of Shape**   * 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 properties of 3-D shapes, including the number of edges, vertices and faces * 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.   **Measurement: Length and Height**   * compare and order lengths, mass, volume/capacity and record the results using >, < and =   **Geometry**   * order and arrange combinations of mathematical objects in patterns and sequences * 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).   **Statistics**   * 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 categories by quantity * ask and answer questions about totalling and comparing categorical data. | | **Measurement: Mass, Capacity and Temperature**   * choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels   **Consolidation** | | | **Problem solving and efficient methods**  **Investigations** | | |
| **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** | | | **Scultpure:**  **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 linked to their topic work. | | | 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 and take inspiration from them for their final prints. | | | 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. | | |
| **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, 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. | | **Consumer Awareness**  As part of beginning to understand consumer awareness, children will 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. | | | **Food and Farming**  In Year 2,children will learn about **Dairy Farming.** They will be able to name 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). | | | **Recipes, Ingredients and Tasting**  Children will start to recognise and name a 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. | | **Food Safety and Hygiene**  Children will give some examples as to why dairy products need to 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. | | | **Planning for Healthy Cooking and Evaluation**  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 **(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. | | |
| **Geography** | **Continents and Oceans**  Understand where I am in the world.  Locate on a map the seven continents.  Locate on a map the oceans that link the continents.  Describe where different continents are located.  Spot the physical and human features of a continent.  Share my understanding of a continent. | | | **Contrasting Locality- Zambia**  Explore Zambia’s physical and human features and locate it.  Locate the village of Mugurameno and share what I would like to learn about it.  Compare how the people of Mugurameno use the River Zambezi with the ways in which we use rivers near us.  Find out about food in Mugurameno and how it is prepared.  Explain how the people of Mugurameno protect themselves and their homes from wild animals – and how they make use of animals in their everyday lives.  Use photographs and information texts to help imagine what daily life in Mugurameno might be like. | | | | | **Hot and Cold Places**  Identify hot and cold places and locate them on a map.  Recognise the features of a hot and a cold place.  Explore a hot or cold place.  Identify the animals that live in hot and cold places and recognise how they adapt.  Compare a pack list for a trip to a hot place with a list for a cold place. Describe what I would see in a hot or cold place. | | | | **Antarctica**  To generate a sense of awe and wonder about Antarctica.  To be set a mission to learn about Antarctica- what it is like, its location, its climate, what lives there and human/animal adaptation.  To learn about Antarctica through the yes of another child visiting it- Oilve’s journey.  To get a real and unique sense of place through the 2041 expedition participants.  To convey a real sense of place through the 2041 expedition footage using only sound. | | | |
| **History** | **Three Bs**  Identify similarities and differences between ways of life in different periods.  Create a timeline of significant change in Reading.  Use adverts and marketing to learn about companies from the past.  Explore buildings and architecture to learn more about the history of an area.  Use letters to find out about the past.  Children will learn about how life in their local area has changed over time, including transportation.  Children will be taught about significant historical events, people and places in their own locality.  Children will be taught about changes within living memory.  Children will learn about the lives of significant individuals who have contributed to national and international achievements: | | | **Journeys**  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.  Use diaries to learn about the past.  Create a timeline  Explain changes over time  The children will learn about the history of flight and about famous people who made advances in flight discovery and technology.  Children will learn about the lives of significant individuals who have contributed to national and international achievements: Amelia Earhart, Christopher Columbus and Neil Armstrong.  Children will learn about significant historical events: the moon landing. | | | | | **Monarchy**  Explore buildings and architecture to learn more about the history of an area.  Use letters to find out about the past.  Create timelines.  Compare similarities and differences between ways of life.  Events beyond living memory  Local history study  Children will learn about the lives of significant individuals who have contributed to national and international achievements: Elizabeth I and Queen Victoria.  Children will learn about significant historical events: monarchy. | | | | **Trailblazers**  Use letters, music and diary entries to learn about the past.  Understand and identify different ways in which the past is represented.  Children will learn about the lives of significant individuals who have contributed to national and international achievements: Rosa Parks.  Children will learn about significant historical events: Windrush.  Children will learn about the lives of significant individuals who have contributed to national and international achievements: Floella Benjamin | | | |
| **Music** | Hansel and Gretel  • Learn how music can be used to express mood.  • Sing 2 songs from an opera with correct posture and pitching  Listen and Sing | | | | | Myths and Legends  • Compose music to story, using a graphic score to notate.  • Learn to control a range of percussion inst. and follow a score African adventure  Play and Compose | | | | | African Adventure  • Call & response singing games  • Respond to African music using musical terminology  Listen and Sing  Active Animation  • Explore different ways of making sound to tell a story  • Follow and lead in an ensemble  Compose and Play | | | | | |
| **Personal Development**  **PSHE**  **SMSC**  **Core Values** | Showing respect  To begin to understand how to choose friends that make us feel happy    To understand the characteristics of friendships: kindness, respect and truthfulness  To begin to understand that healthy friendships are positive and welcoming and do not exclude others  To begin to understand how to work through problems with friends  To understand who to trust and who not to trust and who to seek out for support when needed  To understand the importance of respecting others regardless of differences (physical, personality, beliefs or background)  To use good manners in the canteen  To begin to understand how to respect ourselves as well as others  To understand the difference between unkindness and bullying and what to do about them  To begin to understand the importance of permission-seeking (for touching) in adult and peer relationships | | Demonstrating resilience  To begin to understand what constitutes a healthy diet vs unhealthy eating and its impact on the body  To, with support, plan a healthy meal or snack  To understand about the importance of good personal hygiene (whole body) | | | Having aspiration  To begin to understand how to keep safe online, including how to report things that make them upset or uncomfortable  To better understand the risks of spending too much time online/on electronic devices including on mental and physical wellbeing  To understand how to report concerns and get support with issues online  To understand that a range of emotions is normal and begin to recognise these emotions  To begin to talk about their own and others’ emotions and feelings using a varied vocabulary  To begin to understand how to guard their own mental wellbeing, including the benefits of physical activity etc. | | | Taking responsibility  To understand the appropriate boundaries in friendships with peers and others  To understand that secrets and privacy are not always right if they relate to being safe  To understand how and where to report feelings of being unsafe or feeling bad about any peer or adult | | Caring for the community  To understand the importance of family for love, security and stability  To begin to understand that a healthy family cares for one another  To begin to understand that families can look different from their own and they all should be respected | | | Showing compassion  To begin to identify ways to be active in daily routines and the benefits on physical and mental health  To understand about safe and unsafe exposure to the sun and how to take care of their skin | | |
| **PE** | 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.    *Pupils should be taught to:*   * 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 | | | | | | | | | | | | | | | |
| **Dance**  **Overview**  Pupils will explore space and how their body can move to express and idea, mood or feeling. They will expand their 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.    **Practical Assessment Criteria**   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 idea, mood or feeling. 4. I can work with a partner using mirroring and unison.   **Knowledge Assessment Criteria**   1. I can choose movements with different dynamic qualities to express an idea, mood or feeling. 2. I can remember and repeat dance phrases. 3. I can describe how my body feels during exercise. | **Gymnastics**  **Overview**  Pupils learn how to find and use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using 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.    **Practical Assessment Criteria**   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.   **Knowledge Assessment Criteria**   1. I can plan and repeat simple sequences of actions. 2. I can use directions and levels to make my work look interesting. 3. I can describe how my body feels during exercise. | | | **Athletics**  **Overview**  Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and 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.    **Practical Assessment Criteria**   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. 5. I show good technique when throwing towards a target. 6. I am developing throwing for distance. 7. I can describe how my body feels during exercise.   **Knowledge Assessment Criteria**   1. I can describe how my body feels during exercise. | | **Invasion**  **Overview**  Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They 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.    **Practical Assessment Criteria**   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 the other team. 5. I can stay with another player to try and prevent them from getting the ball.   **Knowledge Assessment Criteria**   1. I can describe how my body feels during exercise. 2. I know how to score points and can remember the score. | | | **Striking and Fielding**  **Overview**  Pupils develop their basic understanding of striking and fielding games such as Rounder’s and Cricket. They learn skills used 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.    **Practical Assessment Criteria**   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. 5. I can track a ball and stop it. 6. I can apply these skills in a variety of simple games. 7. I can use some simple tactics.   **Knowledge Assessment Criteria**   1. I know how to score points and can remember the score. 2. I can describe how my body feels during exercise. | | **Net and Wall**  **Overview**  Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the 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.    **Practical Assessment Criteria**   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.   **Knowledge Assessment Criteria**   1. I can describe how my body feels during exercise. 2. I know how to score points and can remember the score. | | | **OAA / Problem Solving**  **Overview**  Pupils develop their communication, team building and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies.    **Practical Assessment Criteria**   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.   **Knowledge Assessment Criteria**   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. | |
| **RE** | **Christianity – What did Jesus teach?**  Key Question: Is it possible to be kind to everyone all of the time?  **LO: We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.**  **AT1 – I can tell you some ways Christians try to follow Jesus’ example of being kind.**  **AT2 – I can say why I think Christians should be kind and understand why this might sometimes be difficult.** | | **Christianity - Christmas- Jesus as a gift from God.**  Key Question: Why did God give Jesus to the world?  **LO: We are learning to reflect om the Christmas story and the reasons for Jesus’ birth.**  **AT1 – I can explain how Jesus coming to the world shows Christians that they should love / help people around the world.**  **AT2 – I can reflect on whether God should send Jesus again, now.** | | | **Islam - Prayer at home.**  Key Question: Does praying at regular intervals everyday help a Muslim in his/her everyday life?  **LO: We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.**  **AT1 – I can describe a Muslim prayer routine and explain how they believe this helps them in their everyday lives.**  **AT2 – I can decide on 3 ways Muslims might be helped in their everyday lives by praying 5 times and day, and can explain my reason for one of these.** | | | **Christianity - Easter- resurrection**  Key Question: Is it true that Jesus came back to life again?  **LO: We are learning to re-tell the Easter Story and understand what Jesus’ resurrection means for Christians.**  **AT1 – I can tell you about the Christian belief in Jesus’ resurrection and start to explain why this is so important to them.**  **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.** | | **Islam – Community and Belonging**  Key Question: Does going to the mosque give Muslims a sense of belonging?  **LO: We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.**  **AT1 – I can describe how a Muslim achieves a sense of belonging through praying.**  **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.** | | | **Islam - Hajj**  Key Question: Does completing Hajj make a person a better Muslim?  **LO: We are learning to understand what happens during Hajj and to explore the importance of this to Muslims**  **AT1 – I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God.**  **AT2 – I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.** | | |