

Class 3 Curriculum Plan - Year 3 of rolling programme 2022-2023
Pupils in the Foundation Stage follow the EYFS Development Matters

	Autumn		Spring		Summer	
Topic/Theme	Fantasy		Around the World		Where I Live	
Enrichment	M & M Productions- Oliver Twist 3/10 Anti Bullying Week Parliament Week Nov 14-20th Remembrance Day Harvest Festival Christmas Carol Service Whole School Show at Langstone Cliff		World Book Day March 2nd Easter Service		Village Green Farmers' Market Sports Day	
English CLL, Reading & Writing	Fairytales (Jack and the Beanstalk, Gingerbread Man) Narrative & Instructions	Poetry (Tell Me a Dragon, Performance Poetry) Description Writing - Tell Me A Dragon)	Stories from other cultures - recount and adapt (Handa's Surprise) Diary Entry (Handa's Surprise)	Information Texts/ Non Chron Report (What Do You Do With a Tail Like this?)	Letters & Invites (The Lighthouse Keepers Lunch) It Starts with a Seed; Science links- non chron report	Explanation/ News Report (The Snail and the Whale)
Ongoing - Reading (Word level and comprehension) Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) Spoken Language						
Mathematics Number, Shape, Space & Measure	Number and place value Addition and subtraction Multiplication and division Shapes Position and direction Measurement		Number and Place value Addition and subtraction Multiplication and division Measurement Position and direction Shapes Fractions		Number and place value Addition and subtraction Multiplication and division Measurement Fractions Position and direction	
Ongoing - Number and Place Value						
Science Understanding of the World	Season/ Weather (ongoing) Materials Parachute for Jack A Boat for the Gingerbread Man		Animals/habitats Food chains/ sources Links to text 'What do you do with a tail like this?'		Plants and parts Life cycles Growing beans and sunflowers Health and hygiene (links to PSHE)	

Computing Understanding of the World	Computing Systems and Networks - Technology Around Us (Y1, L1) Online safety (underpinning)	Creating Media - Digital Painting (Y1, L2) Online safety (underpinning)	Creating Media- Digital Writing (Y1, L3) Online safety (underpinning)	Data and Information - Grouping Data (Y1, L4) Online safety (underpinning)	Programming A- Moving A Robot (Y1, L5) Online safety (underpinning)	Programming B- Introduction to Animation (Y1, L6) Online safety (underpinning)
History Understanding of the World		What does it take to be a hero? Grace Darling		Lives of significant people, famous explorers Scott of the Antarctic		Local history- local famous people, changes to Cockwood school, visitors.
Geography Understanding of the World	Maps, Human/ physical geography Location (basic skills)		Location and place- continents and countries, climate etc.		Local study (Dawlish Warren) Map skills Human/ physical geography	
RE Understanding of the World		Why does Christmas matter to Christians? What do Christians believe God is like?		Salvation: Why do Christians put a cross in an Easter garden? Easter Story What makes some places sacred to believers?		Who is Jewish and how do they live? (double unit) Local community exploration
Art Expressive Art and Design	Colour Creations and Portrait- Colour mixing and drawing		Texture & Pattern; World Animals & Habitats Clay Links to computing, art programmes			Mother Nature Art: Andy Goldsworthy (through Forest Schools) Local area: Laura Wall
DT		Joining and construction- moving pictures		Forest School based - designing	Food Technology- where food comes from, designing	

Expressive Art and Design		(Jack and the Beanstalk) Food tech- Christmas biscuits		and building creature homes Food tech- Easter food	and making healthy snacks for a Teddy bears' picnic (links to science)	
Music Expressive Art and Design	Singing/Listening Your Imagination (Charanga) - A song about imagination Composing and playing	Singing/Listening Singing for the Christmas show	Playing Tuned and Untuned instruments Rhythm in the Way We Walk/ Banana Rap (Charanga) - Reggae/ Hip Hop	Singing/Listening Singing Easter songs 'Jambo' - African song.	Simple composition WCET Learning to play Ocarinas Learning notes and how they look on a scale	Singing/ Listening Singing for our Class Assembly - Learning new songs
PSHE PSED	New beginnings Developing skills of communication and participation British Values	Getting on and falling out Fire Safety Say no to bullying Parliament Week; British Values	1Decision; Being Responsible Caring for Pets	1Decision; Relationships Online Safety	1Decision; Feelings & Emotions People Who Help Us	1Decision; Computer Safety Money Matters (Y2)
PE	Multiskills; Netball Step up and Dance with Kate Murray	Gymnastics Step up and Dance with Kate Murray	Multi Skills; Tag Rugby Y2 Swimming	Ball Skills; Handball Step up and Dance with Kate Murray	Bat and Ball; Striking and Fielding	Athletics
PD	Gross Motor Skills, Leap into Life		Expressive Movement, Leap into Life		Multiskills, Fundamentals of Sport, Leap into Life	
MFL	Numbers, colours, greetings. All about me	Christmas	Numbers, colours, greetings. All about me	Weather	Numbers, colours, greetings. All about me	Clothes
Outdoor Learning				Forest Schools Science & DT links		Forest Schools DT & Art links

Curriculum Overview of skills
Class 3 Year 3 of rolling programme (2019-2020)

Autumn; Fantasy	Spring; Around the World	Summer; Where I Live
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CLL, Reading and Writing - Pupils in EYFS	English - Pupils in Year 1	English - Pupils in Year 2
<p>CLL Listening and Attention:</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention - can listen and do for a short span. <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding:</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. 	<p style="text-align: center;">Speaking and Listening</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English 	<p style="text-align: center;">Speaking and Listening</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English

Early Learning Goal

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking:

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Early Learning Goal

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Reading

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.

- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Reading

- Apply phonic knowledge and skills in decoding
- Respond correctly to graphemes for all 40+ phonemes
- Blend sounds in unfamiliar words
- Read common exception words
- Read word endings -s, -es, -ing, -ed, -er and -est
- Read words with more than one syllable
- Read words with contractions
- Read and re-read books aloud to build fluency and confidence
- Listen to and discuss a wide range of poems, stories and non-fiction
- Retell familiar stories and recite poems by heart
- Begin to make inferences
- Ask and answer questions, make predictions

Writing

- Spelling - words containing the 40+ phonemes, common exception words, days of the week
- Name letters of alphabet in order
- Use letter names to distinguish between alternative spellings of same sound

- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Reading

- Develop phonics until decoding is secure
- Read common suffixes
- Read and re-read phonic-appropriate books
- Read common 'exception' words
- Discuss and express views about fiction, non-fiction and poetry
- Become familiar with and retell stories
- Ask and answer questions; make predictions
- Begin to make inferences

Writing

- Spell by segmenting into phonemes
- Learn to spell common 'exception' words
- Spell using common suffixes, etc
- Use appropriate size letters and spaces
- Develop a positive attitude and stamina for writing
- Record ideas sentence by sentence
- Make simple additions and changes after proof reading

Grammar

- Use . ? , and '

- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken

- Add prefixes and suffixes
- Apply simple spelling rules and guidelines
- Write from memory dictated simple sentences
- Begin to form lower case letters in the correct direction, starting and finishing in the correct place
- Form capital letters
- Form digits 0-9
- Write sentences by saying out loud what they are going to write
- Sequence sentences to form short narrative
- Re-read own writing

Grammar

- Leave spaces between words
- Join words and sentences using *and*
- Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark
- Use capital letters for names of people, places, days of the week, and the personal pronoun 'I'

- Use simple conjunctions
- Begin to expand noun phrases
- Use some features of standard English

sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Numbers, Shape, Space and Measure- Pupils in EYFS

Numbers

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.

Mathematics - Pupils in Year 1

Number/Calculations

- Count to and across 100, forwards and backwards
- Count, read and write numbers to 100; count in multiples of 2's, 5's and 10's
- Identify one more and one less
- Represent numbers using objects and pictures; use language of = to, more than, less than, most, least
- Read and write numbers from 1 to 20 in numerals and words
- Read, write and interpret mathematical language involving +, - and =
- Use number bonds to 20
- Add and subtract 1 digit and 2 digit numbers to 20
- Solve one step problems that involve addition, subtraction, multiplication and division (using concrete objects and arrays); complete missing number problems

Geometry and Measure

- Compare, describe and solve practical problems for lengths, heights, mass or weight, capacity and volume, time
- Measure and record standard measures
- Recognise different coins and know their value

Mathematics - Pupils in Year 2

Number/Calculation

- Know 2, 5 and 10x tables
- Begin to use place value (T/U)
- Count in 2's, 3's, 5's and 10's
- Identify, represent and estimate numbers
- Compare/order numbers, inc < > =
- Write numbers to 100
- Know number facts to 20 (+ related to 100)
- Use multiplication and division symbols
- Recognise commutative property of multiplication

Geometry and measure

- Know and use standard measures
- Read scales to nearest whole unit
- Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds
- Tell time to the nearest 5 minutes
- Identify and sort 2d and 3d shapes
- Identify 2d shapes on 3d surfaces
- Order and arrange mathematical objects
- Use terminology of position and movement

Fractions

- Find and write simple fractions

- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

Early Learning Goal

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, Space and Measure

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.

- Sequence events in chronological order
- Use language relating to dates, days of the week, months and years
- Tell time to the hour and half past the hour
- Describe position using whole, half, quarter and three quarter turns
- Recognise and name 2D and 3D shapes

Fractions

- Recognise, find and name a $\frac{1}{2}$ as one of two equal parts
- Recognise, find and name a $\frac{1}{4}$ as one of four equal parts

- Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$

Data

- Interpret simple tables and pictograms
- Ask and answer comparison questions
- Ask and answer questions about totalling

- Measures short periods of time in simple ways.

Early Learning Goal

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

EYFS Understanding of the World

Early Learning Goal: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Y1 Science

Working Scientifically

During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- *asking simple questions and recognising that they can be answered in different ways*
- *observing closely, using simple equipment*
- *performing simple tests*
- *identifying and classifying*
- *using their observations and ideas to suggest answers to questions*
- *gathering and recording data to help in answering questions*

Year 1 Sticky Skills

- Ask questions such as :
Why are flowers different colours? Why do some animals eat meat and others do not?
- Set up a test to see which materials keeps things warmest, know if the test has been successful and say what has been learned
- Explain to someone what has been learned from an investigation they have been involved with and draw conclusions from the answers to the questions asked
- Measure (within Y1 mathematical limits) to help find out more about investigations undertaken

Autumn Term

Seasons & Weather

Year 1

- name the seasons
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

Sticky Knowledge

- there are 4 seasons, Spring, Summer, Autumn and Winter
- know the typical weather of each season
- know that days (daylight) are shorter in winter and longer in summer

Materials

Year 1

- distinguish between an object and the material from which it is made.
- name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of everyday materials
- compare and group everyday materials by their simple physical properties

Sticky Knowledge

- natural materials can be found in nature, eg wood, stone, wool,
- man-made materials are made in factories, eg plastic
- materials can be grouped by their similarities and differences
- properties are 'how' we describe materials

Spring Term

Animals & Habitats / Food Chains & Sources

Year 1

- identify and name a variety of common animals including amphibians, reptiles, mammals, fish and birds
- describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Sticky Knowledge

- animals can be grouped by their similarities
- birds have wings, but not all can fly, eg ostrich
- fish can only breathe in water, they breathe with gills not lungs
- amphibians lay their eggs in water, but adults live on land and in water
- reptiles lay their eggs on land
- mammals give birth to live babies and feed them milk
- humans are mammals
- carnivores eat other animals (meat), herbivores eat plants and plant produce (nuts, berries etc)
- omnivores eat plants and animals

Summer Term

Plants and Lifecycles

Year 1

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify, describe and name the petals, leaves, stem and roots of plants
- identify, describe and name the trunk, roots, branches and leaves of trees

Sticky Knowledge

- recognise and name common plants such as daisy, buttercup, rose, etc
- know that some trees keep their leaves all year (evergreens) whilst others lose their leaves in autumn (oak, sycamore, chestnut) and name some of these
- name roots, leaves, flowers and stems in different plants including vegetables and flowers, and also the parts of trees
- know that some plants live for one year, whilst others live for hundreds

Health & Hygiene

Year 1

- know the name of the parts of the human body that can be seen

Sticky Knowledge

- name body parts including ankle, wrist, hips, thigh, etc
- know that before exercise we need to warm up the muscles inside these parts
- know that baby animals need different food to adults
- name some different stages in animal lifecycles, including frogs and butterflies through in class first hand experience

- be able to use vocab such as flexible, stretchy, smooth, soft correctly to describe materials
- transparent means light can pass through (see through), translucent means some light can pass through

EYFS Understanding of the World; Technology

Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

**Computing
Autumn Term**

Online safety taught throughout, and also through PSHE

Autumn 1:

Learners will develop their understanding of technology and how it can help us. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.

- Recognise common uses of information technology beyond school
- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Health, well-being and lifestyle

- I can identify rules that help keep us safe and healthy in and beyond the home when using technology

**Computing
Spring Term**

Online safety taught throughout, and also through PSHE

Spring 1:

Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. Learners will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully, keeping personal information private

Privacy and security

**Computing
Summer Term**

Online safety taught throughout, and also through PSHE

Summer 1:

Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

- I can give some simple examples

Copyright and ownership

- I know that the work I create belongs to me
- I can name my work so that others know it belongs to me

Autumn 2:

Learners develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.

- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content

KS1 Art and Design

Pupils should be taught:

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space
- 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

- I can give reasons why I should only share information with people I choose to and can trust.

Spring 2:

Pupils will begin by using labels to put objects into groups, and labelling these groups. They will demonstrate that they can count a small number of objects, before and after the objects are grouped. Pupils will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully

Copyright and ownership

- I know that work I create belongs to me
- I can name my work so that others know it belongs to me

- Recognise common uses of information technology beyond school

Summer 2:

Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

Early Learning Goal: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

History - Autumn Term	History - Spring Term	History - Summer Term
<p style="text-align: center;">What does it take to be a hero?</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Who was Grace Darling? • Why did Grace Darling act in the way she did? • Did Grace Darling really carry out the brave rescue on her own? • How do we know about Grace Darling's actions which happened so long ago? • How did sea rescue improve as a result of Grace Darling's story? • How should we remember Grace Darling? <ul style="list-style-type: none"> • Events beyond living memory (<i>Grace Darling</i>) <p><i>Ongoing knowledge and skills:</i></p> <ul style="list-style-type: none"> • Develop an awareness of time passing, using some common words and phrases relating to the passing of time. • Begin to use timelines and show an understanding of how lives change with the passing of time • Develop an understanding of the different ways you can find out about the past <p>Topic Specific Knowledge</p> <ul style="list-style-type: none"> • Recall changes within living memory. Where appropriate, these should be 	<ul style="list-style-type: none"> • Explorers - significant individuals in the past <p><i>Ongoing knowledge and skills:</i></p> <ul style="list-style-type: none"> • Show an awareness and growing understanding of the past, using both common and topic specific words and phrases relating to the passing of time with growing confidence. • Start to make own timelines, and use these with support to show changes over time. • Use simple primary sources to find out about the past, gathering simple forms of research <p>Topic Specific Knowledge</p> <ul style="list-style-type: none"> • Recall facts about the lives of significant individuals in the past who have contributed to national and international achievements. (Scott of the Antarctic) • Identify reasons why these people are significant- what makes a person significant? • Identify how the achievements of these significant people is seen in the world today • Compare aspects of their exploration to modern day explorers (Bear Grylls etc.) • Formulate ideas and explanations for how and why explorations have changed and developed over time 	<ul style="list-style-type: none"> • Local history within memory <p><i>Ongoing knowledge and skills:</i></p> <ul style="list-style-type: none"> • Talk about events from the past with confidence, using the language of time accurately and within different contexts • Use and make timelines confidently and accurately to make comparisons between time periods • Use different ways to find out about the past, and actively research about our local area using a variety of different sources <p>Topic Specific Knowledge</p> <ul style="list-style-type: none"> • Learn about significant historical events, people and places in their own locality- Cockle Mary • Cockwood school in the past - how has the school changed? Why has it changed? Be able to explain this and make comparisons to the school today • Ask questions to further own knowledge and interests • Use a variety of sources to find out about the past and deduce why/how things have changed - photos, books, diaries, interviews. • Use maps to compare Cockwood today to Cockwood in the past. • Identify changes in local buildings, how has the hall/ the Anchor changed over time, and how have their purposes changed? Why?

<p>used to reveal aspects of change in national life- how have technologies changed?</p> <ul style="list-style-type: none"> Organise and sequence Grace Darling's life events onto a timeline, and develop an understanding of how time passes Identify the impact of Grace Darling on life today- why is he significant? Compare life in Victorian times to that of today (school, homes, rich/poor). Know key facts about Queen Victoria and her reign- why was she significant? Develop an understanding of where the Victorian time period sits on a timeline in comparison to today Use different sources to find out about the past. How is this work still significant today? (link with RNLI) 	<ul style="list-style-type: none"> Place different explorers on a timeline in comparison to the Victorian period from Autumn term. Recall key exploration discoveries and events beyond living memory that are significant nationally or globally- why are they significant? How did they change the world? 	<ul style="list-style-type: none"> Place events in Cockwood's history on a timeline Local historical events- tbc Visit to Dawlish museum Talk to Gwynneth in the community; how has Cockwood changed since you have been living here?
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EYFS Understanding of the World; The World (links to People and Communities)

Early Learning Goal: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

<p align="center">Geography - Autumn Term <i>Seasonal Changes (Science, ongoing daily)</i> I can name the 4 seasons and some features of these.</p> <p><i>Key Locational Knowledge ongoing:</i></p> <ul style="list-style-type: none"> I can name the world's seven continents and five oceans I can name and locate the 4 countries of the UK 	<p align="center">Geography - Spring Term <i>Seasonal Changes (Ongoing daily)</i> I can name and identify the 4 seasons and their features, and when they occur in the year.</p> <p><i>Key Locational Knowledge ongoing:</i></p> <ul style="list-style-type: none"> I can name and locate the world's seven continents and five oceans with growing speed and confidence 	<p align="center">Geography - Summer Term <i>Seasonal Changes (Ongoing daily)</i> I can name and identify the 4 seasons and their features, noting when they occur in the year and the impact that these seasons have on everyday life. I can also predict the weather based on the season and observational evidence.</p> <p><i>Key Locational Knowledge ongoing:</i></p>
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<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> • Observe and describe weather associated with the seasons and how day length varies • Use basic geographical vocabulary to refer to physical and human features, understanding what these are and where you are likely to find them • Devise a simple map for an island, highlighting physical and human features • Use and construct basic symbols on our map • Identify the equator on a map <p>Geographical skills and fieldwork (Ongoing)</p> <ul style="list-style-type: none"> • Begin to use world maps, atlases and globes to identify the United Kingdom 	<ul style="list-style-type: none"> • I can name and locate 4 countries and their capital cities of the UK <p>Place Knowledge:</p> <ul style="list-style-type: none"> • 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- comparing Cockwood to Tocuaro. • Identify the human and physical features of each area, and make comments about the wider features of the region (economic etc.) • Identify similarities and differences between Cockwood and Tocuaro in terms of food, culture, people, homes etc. • Ask questions to further own interests and knowledge of another locality • Identify advantages/ disadvantages to living in Tocuaro/Cockwood, and explain why these happen. Argue where you would prefer to live and why. (Yr 2) <p>Geographical skills and fieldwork (Ongoing)</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and the seven continents of the world 	<ul style="list-style-type: none"> • I can confidently name and locate the world's seven continents and five oceans, noting some countries within these continents, and their climate • I can confidently name and locate the 4 countries and capital cities of the UK, and the neighbouring seas and oceans <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify Cockwood both on maps from today and maps from the past, along with the 4 countries in the UK, the continents and oceans • Use simple compass directions and simple fieldwork and observational skills to study the geography of their school, its grounds and the local surrounding area (village and field), finding human and physical features of these places. • Comparing human and physical features of Cockwood today to those of Cockwood in the past. • Use aerial photographs and plan perspectives to recognise local landmarks in Cockwood and basic human and physical features of the local area. Compare this to the past.
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EYFS Understanding of the World; People and Communities

Early Learning Goal: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

<p align="center">RE</p> <p>Beliefs and Stories</p>	<p align="center">RE</p> <p>Teachings and Stories</p>	<p align="center">RE</p> <p>Community</p>
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Christianity

Introduction to Christianity and the Bible:
What do Christians believe God is like?

Make Sense of Belief

- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
- Give clear, simple accounts of what the story means to Christians

Understand the Impact

- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

Make Connections

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- Give a reason for the ideas they have and the connections they make.

Why does Christmas matter to Christians?

Make Sense of Belief

- Recognise that stories of Jesus' life come from the Gospels
- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians

Understand the Impact

- Give examples of ways in which Christians use

Christianity

What makes some places sacred to believers?

Make Sense of Belief

- Recognise that there are special places where people go to worship, and talk about what people do there
- Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship

Understand the Impact

- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
- Give simple examples of how people worship at a church, mosque or synagogue
- Talk about why some people like to belong to a sacred building or a community

Make Connections

- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas
- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places

Why do Christians put a cross in an Easter garden?
Easter Story

Judaism and Christianity

Who is Jewish and how do they live?

Make Sense of Belief

- Recognise the words of the Shema as a Jewish prayer
- Retell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like

Understand the Impact

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
 - Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)

Make Connections

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

the story of the Nativity to guide their beliefs and actions at Christmas

Make Connections

- Think, talk and ask questions about Christmas for people who are Christians and for people who are not
- Decide what they personally have to be thankful for, giving a reason for their ideas.

Make Sense of Belief

- Recognise and retell stories connected with celebration of Easter
- Say why Easter is a special time for Christians

Understand the Impact

- Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc.
- Talk about some ways Christians remember these stories at Easter.

Make Connections

- Talk about ideas of new life in nature
- make connections with signs of new life in nature and Christian symbols

EYFS Expressive Art and Design

Exploring and Using Media and Materials

Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

Early Learning Goal: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Art

Theme; Colour Creations

Explore colours by mixing primary colours to make secondary colours, develop brush and drawing skills for accuracy. Group colours by how they make us feel.

Artist; Wassily Kandinsky / Piet Mondrian

Drawing

Year 1

- explore how to use pencils to create lines of different thickness in drawings

Art

Theme; Patterns ~ Animals and World Art

Explore colours and patterns in the natural world, including animal patterns. Learn about patterns in cultural art, and imitate using different media.

Artist; Massai / Aboriginal artists

Using Materials (IT and clay tiles / pots)

Year 1

- know how to cut, roll and coil clay
- know how to use ICT to create a picture

Art (Forest School sessions)

Theme; Nature / Earth Art

Explore textures in nature and the use of natural objects in earth art, then create own art pieces using natural materials

Artist; Andy Goldsworthy, Henri Rousseau

Drawing

Year 1

- know how to use pencils to create lines of different thickness in drawings

Year 2

- Year 2
- explore how to use 3 different grades of pencil when drawing

Using Colour, Pattern Texture, Line, Form, Space and Shape

- Year 1
- explore how to create moods in artwork
 - know the names of the primary colours

- Year 2
- know how to mix paint to create all the secondary colours

- Year 2
- know how to make a clay pot and how to join two pieces of clay together
 - know how to use different effects within an IT paint package

Using Colour, Pattern Texture, Line, Form, Space and Shape

- Year 1
- know how to create moods in artwork
 - know the names of the primary and secondary colours
 - know how to create a repeating pattern in print

- Year 2
- confidently mix paint to create all the secondary colours
 - explore how to create tints with paint by adding white, and create tones with paint by adding black

- select different grades of pencil when drawing for effect
- know how to use charcoal, pencil and pastel to create art
- know how to create a printed piece of art by pressing, rolling, rubbing and stamping
- know how to use a viewfinder to focus on a specific part of an artefact before drawing it

Using Colour, Pattern Texture, Line, Form, Space and Shape

- Year 1
- know how to create moods in artwork
 - know the names of the primary and secondary colours
 - know how to create a repeating pattern in print

- Year 2
- independently select and mix the primary colours needed to create all the secondary colours
 - know how to create brown with paint
 - create tints with paint by adding white, and create tones with paint by adding black

Range of Artists

- Year 1
- describe what can be seen and give an opinion about the work of an artist
 - ask questions about a piece of art

- Year 2
- suggest how artists have used colour, pattern, shape
 - know how to create a piece of art in response to the work of another artist

EYFS Expressive Art and Design

Exploring and Using Media and Materials

Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

Early Learning Goal: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

DT - Autumn Term	DT - Spring Term	DT - Summer Term
<p><i>Fantasy; Jack and the Beanstalk</i> Investigate materials, design, make and test a parachute to help Jack escape from the giant!</p> <p><i>KS1 Design, Make, Evaluate</i></p> <ul style="list-style-type: none"> • Design a purposeful product • Communicate and develop their ideas through talk and drawing • Select from and use a range of tools and equipment to perform practical tasks (cutting, joining, finishing) • Select from a range of materials and components • Explore and evaluate existing products, and their own • Use a range of materials creatively to design and make products 	<p><i>Mother Nature; outdoor 3D structures (Forest Schools)</i> Learning about the creatures that live in the woods, and designing creature homes for different times of the year</p> <p><i>KS1 Design, Make, Evaluate</i></p> <ul style="list-style-type: none"> • Design a functional home for a creature (fairy / minibeast, etc) • Communicate and develop their ideas through ICT & mock-ups • Select from a range of materials and components • Explore and evaluate existing products, and their own • Use a range of materials creatively to design and make products • Develop a range of techniques in using colour, pattern and texture 	<p><i>Teddy Bears Picnic (Forest Schools)</i> Learning about where food comes from, tasting and preparing foods ready for a teddy bears' picnic</p> <p><i>KS1 Design, Make, Evaluate</i></p> <ul style="list-style-type: none"> • Explore and evaluate existing products, and their own • Select and use a range of tools and equipment to perform practical tasks <p><i>Food Technology~ Easter / celebration foods</i></p> <ul style="list-style-type: none"> • use the basic principles of a healthy varied diet to prepare dishes • understand where food comes from <p><i>Year 1</i></p> <ul style="list-style-type: none"> • cut food safely <p><i>Year 2</i></p> <ul style="list-style-type: none"> • weigh ingredients to use in a recipe • describe the ingredients used to make a cake / dish

EYFS Expressive Art and Design

Exploring and Using Media and Materials

Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

Early Learning Goal: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Music - Autumn Term	Music - Spring Term	Music - Summer Term
Your Imagination (Y1) and Christmas		

<ul style="list-style-type: none"> • Sing songs and speak chants and rhymes expressively; nursery rhymes, familiar songs. Y2 to share songs they already know • Listen and understand live and recorded music- Carnival of the animals, watching live performances and comparing to those that are recorded- what is the difference? • Responding to music with movement; how does this music make us want to move? • Develop and understanding of melody and pitch when singing • Develop an awareness of lyrics and their meanings, and how this changes a song • Improvise and compose short melodies and compositions based on the music of Your Imagination- add own lyrics of own thoughts and dreams • Learn new songs and develop skills in phrasing, timing, breathing and pronunciation. • Develop an opinion on music and different genres <p>Christmas Singing and Performance</p> <ul style="list-style-type: none"> • Singing technique- standing position, how to project and not shout etc. • Performing a song to an audience- learning a song to a high level and performing at our Christmas Show. 	<p>Rhythm in the Way We Walk/ Banana Rap (Y1) Our World (R)</p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically; weekly opportunities for playing and making compositions using percussion instruments and tuned instruments like recorders and xylophones • Appraise music of a Hip-Hop/ Reggae style- how does it make you feel? What words describe this? • Listen to and appraise music from different periods of time but in this genre- how has the music changed? • Make and combine sounds musically; in groups, children to weekly combine percussion instruments and sounds to make their own compositions for a location through improvising • Develop an understanding of key musical terminology: pulse, rhythm, texture, structure, pitch, dynamics (ongoing) • Improvise music and movement to the music, showing awareness of rhythm and beat, and the relaxed feel • Be able to find the pulse in various different pieces of music, and follow a pulse that is set (children to be 'band leader') • Identify the features of a piece of music, talking about the pulse, rhythm, texture, structure, pitch, dynamics etc. 	<p>WCET - Ocarinas/ Samba (Dependent on availability)</p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically; whole class ensemble learning- ocarina • Develop an awareness of notation, and be able to follow this on the board to play in time with an ensemble • Develop an awareness of different types of notation, and what they mean for playing • Begin to use notation to record the notes they want to play (informal) • Make and combine sounds musically; composing using recorders • Using inter-related dimensions of music to combine sounds and instruments to make a composition using both tuned and untuned instruments • Practise, rehearse and present a performance to an audience • Learning and practising songs and words for Class Assembly- singing to an audience with an awareness of the people watching.
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EYFS Personal, Social, Emotional Development

Making Relationships

Early Learning Goal: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-Confidence and Self-Awareness

Early Learning Goal: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour

Early Learning Goal: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

<p>PSHE - Autumn Term (H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p>	<p>PSHE - Spring Term (H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p>	<p>PSHE - Summer Term (H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p>
<p>New Beginnings; Getting On & Falling Out / Antbullying</p> <p><u>Respectful Relationships (R)</u> Practical steps they can take in a range of different contexts to improve or support respectful relationships. Recognise that their behaviour can affect other people Recognise what is fair and unfair, kind and unkind, what is right and wrong Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) Identify and respect the differences and similarities between people People's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say Communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>Living in the Wider World</p>	<p>1 Decision Units <u>Relationships</u></p> <p>Year 1 Respectful Relationships (R) Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Caring Friendships (R) The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Year 2 Respectful relationships (R) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Caring friendships (R) How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict,</p>	<p>1 Decision Units <u>Feelings and Emotions</u></p> <p>Year 1 Mental Wellbeing(R) That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>Year 2 Caring friendships (R) That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p><u>Computer Safety</u> Year 1 Internet safety and harms (H) How to consider the effect of their online actions on others and know how to recognise</p>

<p>Contribute to the life of the classroom and school Help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p><u>Citizenship (Parliament Week)</u> Recognise what they like and dislike, what is fair and unfair, and what is right and wrong Share their opinions on things that matter to them and explain their views Take part in discussions with one other person and the whole class; Take part in a simple debate about topical issues Recognise choices they can make, and recognise the difference between right and wrong Agree and follow rules for their group and classroom, and understand how rules help them safe</p>	<p>how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Year 2 Being Safe (R) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p><u>Being Responsible</u> Year 1 Living in the Wider World (L) About respect for self and others and the importance of responsible behaviours and actions. About rights and responsibilities as members of families, other groups and ultimately as citizens.</p> <p>Year 2 Physical health and fitness (H) The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity).</p> <p>Being safe (R) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>and display respectful behaviour online and the importance of keeping personal information private Where and how to report concerns and get support with issues online That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>Year 2 Online relationships (R) That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. How information and data is shared and used online.</p> <p><u>Money Matters (Y2)</u> Living in the Wider World (L) About where money comes from, keeping it safe and the importance of managing it effectively The part that money plays in people's lives A basic understanding of enterprise</p> <p><u>Keeping Healthy</u> Year 1 Health and Prevention (H) About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>Healthy Eating (H) What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning and preparing a range of healthy meals The characteristics of a poor diet and risks associated with unhealthy eating</p>
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(including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Year 2
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-up

EYFS Physical Development

Early Learning Goal: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

PE (KS1 and KS2)

The planning and assessment of PE skills follows the programme outlined by Primary Sports in Education which breaks the national curriculum learning objectives into smaller steps from Levels 1 to 5, allowing more accurate assessment of pupil's attainment, progress and next steps. Most pupils will be working within the levels detailed here, but some pupils may be working at a higher level and accessing skills outlined in the Class 2 Curriculum Map

PE - Autumn Term	PE - Spring Term	PE - Summer Term
<ul style="list-style-type: none"> Practice basic movements, e.g. running, throwing, jumping, catching, balance, agility and coordination Participate in team games and apply basic principles of attacking and defending Step Up and Dance with Kate Murray; aerobic fitness, coordination, gross motor skills 	<ul style="list-style-type: none"> Master basic movements, e.g. running, throwing, jumping, catching, balance, agility and coordination Participate in team games and apply basic principles of attacking and defending Perform dances using simple movement patterns Step Up and Dance with Kate Murray; linking movements together to create a dance sequence that flows and can be performed 	<ul style="list-style-type: none"> Master basic movements, e.g. running, throwing, jumping, catching, balance, agility and coordination Participate in team games and apply basic principles of attacking and defending
<p style="text-align: center;">Dance</p> <p>Level 1</p> <ul style="list-style-type: none"> Copy & explore basic body patterns & movements and begin to move with expression Begin to select movements that reflect the dance idea and remember, repeat and link simple movements and phrases <p>Level 2</p> <ul style="list-style-type: none"> Perform a series of simple movements and actions and show an increasing 	<p style="text-align: center;">Tag Rugby</p> <p>Level 1</p> <ul style="list-style-type: none"> Catch a rugby ball with basic control Run with the ball in two hands and keep control of the ball Pass the ball to someone else with accuracy 	<p style="text-align: center;">Striking and Fielding</p> <p>Level 1</p> <ul style="list-style-type: none"> throw and hitting still and moving objects catch a moving object use methods of how to stop the ball from going pass me when I am fielding take part in small games and hit moving objects <p>Level 2</p> <ul style="list-style-type: none"> use with increasing accuracy, underarm and overarm throwing and hitting skills

series of dynamic expression and rhythmic accuracy

- Select appropriate movements to support different dance ideas and remember, repeat short dance phrases and simple dances

Multiskills (Netball)

Level 1

- Catch a ball with basic control
- Pass a ball with basic control and accuracy
- Take part in sending and receiving games in pairs or small groups
- Talk about exercising, safety and explain what happens to my body when exercising

Level 2

- Catch a ball with control and understand the footwork rule
- Pass a ball to someone else using a bounce, chest or shoulder pass, and use a variety of simple attacking principles
- Take part in opposed conditioned games with basic understanding, shoot with control and be aware of others on the court
- Become increasingly aware of the rules of the game

Gymnastics

Level 1

- Show basic control and coordination when travelling, and change movement and pathways to avoid others and obstacles
- Know how to start / finish a movement or action
- Copy simple movements and actions, associate actions with words, signs and

- Talk about exercising, safety & what happens to the body during exercise

Level 2

- Catch a ball after using hands to create a target
- Run with the ball in two hands and evade an opponent to score a try
- Take part in opposed conditioned games with a basic understanding of the game and use a variety of simple tactics for attacking

Handball

Level 1

- stop or catch the ball with basic control
- pass the ball using basic technique
- run and bounce the ball whilst keeping some control
- talk about exercising, safety & how the body changes during exercise

Level 2

- stop and catch a ball with increased control and look to score in the goal
- pass a ball to someone else using one of the correct handball throws plus be aware of the space that is around me
- take part in opposed conditioned games with basic understanding of the rules
- use a variety of simple tactics for attacking and keeping possession of the ball and understand when the attack and defend

Dance

Level 1

- Copy & explore basic body patterns & movements and begin to move with expression

- track, intercept, stop and catch balls and beanbags with consistency
- track balls or other equipment sent to them and anticipate where it is going and start to understand the rules of the game
- choose a skill that suits the needs of the game and outwits their opponents and use simple tactics and skills within a game

Athletics

Level 1

- run at different speeds
- jump from a standing position and land with two feet
- throw an object with one hand
- recognise changes in the body during exercise

Level 2

- run fast, medium and slow speeds, changing speed and direction
- link jumping and running together with fluency, control and consistency and make up and repeat a short sequence of linked jumps
- throw a javelin, shot putt and discus with accuracy and power which hit certain targets
- recognise a change in temperature and heart rate during exercise

symbols, link / repeat actions

Level 2

- Show control and coordination when travelling and remaining still, use space safely showing awareness of others
- Remember and repeat simple actions and movements with control and describe movements such as travelling, balancing and climbing

- Begin to select movements that reflect the dance idea and remember, repeat and link simple movements and phrases

Level 2

- Perform a series of simple movements and actions and show an increasing series of dynamic expression and rhythmic accuracy
- Select appropriate movements to support different dance ideas and remember, repeat short dance phrases and simple dances

Swimming (Year 2 only)

Working towards end of KS2 outcomes, key steps taken from Swim England Duckling Stages 1-7

- enter and leave water safely
- push and glide on front / back, arms at side and then progressing to arms extended
- jump in from poolside safely, progressing to submerging
- perform tuck float / log roll / star float
- submerge to collect an object
- know the safety message 'float, breathe, relax'
- push, glide and kick 10m using backstroke, front crawl, butterfly or breaststroke legs, with and progressing to without a float
- learn skills of sculling/treading water