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| ***Writing Entertain*** | Narrative:  Narrative: Traditional tales with a twist- descriptve detail  Narrative about personal experiences  Adventure stories- descriptive detail, structure  Stories with strong character profiles | | | | | | | | | | | | | | | | |
| ***Writing Inform*** | Explanation – following a practical task – use simple flow charts and diagrams – link to DT  Recount x 2– 1st person retelling a historical event and a recount of a trip  Report – assemble info into a report  letter  Instructions – real and fiction based | | | | | | | | | | | | | | | | |
| ***Poetry*** | Performance poetry  Structure- calligrams, riddles  Vocabulary building- classic poems | | | | | | | | | | | | | | | | |
| ***Immersion texts for writing*** | * Interstellar Cinderella- Deborah Underwood * Interview with a Tiger- Andy Seed/ Nick East * *Revolting Rhymes- Roald Dahl* * The Boy Who Cried Ninja- Alex Latimer * Little People, Big Dreams Series. * Ruby’s Worry – Tom Percival. | | | | | | | | | | | | | | | | |
| ***Spelling*** | Homophones and near homophones | Introduce Year 2 homophones when relevant. (example homophones: see/sea, be/bee blue/ blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two)  night/knight, new/knew, not/knot, they’re/there/ their and others as relevant  Near homophones quite/quiet, | | | | | | | | | | | | | | | |
| Year 2 phonics | The sound /d / spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’. • The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’ • The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words  The /a / sound spelt ‘y’ at the end of words The /i:/ sound spelt ‘-ey’ The /r/ sound spelt ‘-wr’ at the beginning of words The / / sound spelt ‘a’ after ‘w’ and ‘qu’ The sound / / spelt ‘s’  The /l/ or /əl/ sound spelt ‘-el’ at the end of Words. The /l/ or /əl/ sound spelt ‘-al’ at the end of Words. The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling). The / :/ sound spelt ‘a’ before ‘l’ and ‘ll’. The / :/ sound spelt ‘ar’ after ‘w’. The / / sound spelt ‘o’. The / :/ sound spelt ‘or’ after ‘w’ | | | | | | | | | | | | | | | |
| Common exception words | /a / sound spelt ‘i’ in common exception words: find, kind, mind, behind, child (children), wild, climb as well as others as needed by pupils.  Examples include: most, only, both, could, would, should, move, prove, improve and others as needed by pupils. | | | | | | | | | | | | | | | |
| Strategies at the point of writing | Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies: • Segmentation • Using a GPC chart • Using spelling journals, word banks, the environment, a working wall. • Word sort • Which one looks right?  Have a go • Using the working wall to find correct spellings of high frequency and common exception words • Using an alphabetically-ordered word bank  Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies • Introduce individual Have a Go sheets if not established already • Teach using analogy to spell a word you don’t know | | | | | | | | | | | | | | | |
| Suffixes | Adding endings ‘-ing-, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘e’ with a consonant before it Adding ‘-ing-, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant letter after a single vowel letter Adding ‘-es’ to nouns and verbs ending in ‘y’ The suffixes ‘-ful’ , ‘-less’ and ‘-ly’ Words ending in ‘-tion’  Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’ The suffixes ‘-ment’, ‘-ness’, | | | | | | | | | | | | | | | |
| Proofreading | After writing, teach pupils to: • Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. • Check writing for mistakes in common exception/tricky words. • Ensure that guidance on marking is used to support children’s proofreading. | | | | | | | | | | | | | | | |
| Learning and practising spellings | Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words. • Identify the tricky part of the word • Segmentation strategy • Look, Say, Cover, Write, Check • Rainbow write • Saying the word in a funny way • If not already introduced, introduce the use of spelling journals. • Focus on learning of knowledge and patterns taught this term Remind pupils of the following strategies: • Using mnemonics  • Secure learning routines with resources, for example spelling journals or environmental print. Remind pupils of the following strategies: • Writing in the air • Tracing over the word • Rainbow writing | | | | | | | | | | | | | | | |
| Apostrophe | The possessive apostrophe (singular nouns) Apostrophe for contractions (can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re)  The possessive apostrophe (singular nouns) | | | | | | | | | | | | | | | |
| ***Grammar & Punctuation*** | * Formation of adjectives using suffixes such as -ful, -less. * Formation of nouns using suffixes such as –ness,-er and by compounding (eg whiteboard). * Use of suffixes –er –est and “ly” to turn adjectives into adverbs. * Co-ordination: or, and, but. * Subordination: when, if that, because. * Expanded noun phrases for description and specification. * How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. * Using the past and present tense correctly and consistently. * *Past progressive: She was eating her porridge/ the coach driver was waiting.* * *Present progressive: “She is sitting in my chair!” shouted Daddy Bear.* * Commas in a list: *You will need: bread, butter, cheese and a knife.* * Apostrophes for contraction and singular possession.   Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. | | | | | | | | | | | | | | | | |
| ***Class Readers related to topic work*** | * The Girl and the Dinosaur – Hollie Hughes * Don’t Touch my Hair – Sheree Miller * The Worrysaurus – Rachel Bright * Author Study Books– Tom Percival: Ravi’s Roar, Perfectly Norman, Ruby’s worry, Misha’s new friend, Herman’s letter, Herman’s holiday, Jack’s amazing shadow, Home for Mr Tipps * A Variety of Traditional Tales * Little People Big Dreams Series- Greta Thunberg * Good Hope- Benjamin Zephaniah * Little People Big Dreams Series-  David Attenborough, * Traditional tales from other cultures * Interview with an animal * Look Up – Nathan Bryon * The Man who wore all his clothes * Oliver Jeffers- Here we are, Lost and found, Heart in a bottle, The day the crayons quit, The day the crayons came back, A child of books, Way back home, Up and down, How to catch a star * Little People Big Dreams Series - Coco Chanel, Martin Luther King, Amelia Earhartt, Jane Goodall * Fantastic women who changed the world * Bananas in my Ears – Michael Rosen | | | | | | | | | | | | | | | | |
| **Mathematics** | *Skills as appropriate in:*  Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position  Ratio  Algebra  Position  Statistics  **Maths in real life and a mathematician**  **Counting in 2, 5 and 10**  Examples –   * Money using 2p, 5p and 10p coins (can use 20p, 50p coins as multiples of 10) * Running a café –   **Yes Programme link occupation – climatologist**  **Mathematician – *Katherine Johnson*** *–* African American mathematician, she calculated and analysed the flight paths of many spacecraft for more than 3 decades, Her work helped send astronauts to the moon. | | | | | | | | | | | | | | | | |
| **Science** | **Living Things and their Habitats**  I can explore and compare the differences between things that are living, dead, and things that have never been alive.  I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  I can identify and name a variety of plants and animals in their habitats, including microhabitats.  I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. | | | **Plants**  I can observe and describe how seeds and bulbs grow into mature plants  I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | | | | **Animals including humans**  I can notice that animals, including humans, have offspring which grow into adults.  I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | | **Everyday Materials**  I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | | | | | | **Working scientifically**  Throughout my science learning...  I can ask simple questions.  I can observe closely, using simple equipment.  I can perform simple tests.  I can identify and classify.  I can use observations and ideas to suggest answers to questions.  I can gather and record data to help in answering questions. | |
|  | **Scientist Study -** Elizabeth Garrett Anderson - First British female physician and surgeon | | | | | | | | | | | | | | | | |
| **History** | **The content areas through which the skills are taught –**  Key events in the past (that are significant nationally or globally, beyond living memory)  Significant historical events, people and places in our locality  Events: The Great fire of London  A significant person from local area: Samuel Pepys (London)  A significant person from each continent of the world, including: Nelson Mandela, Martin Luther-King and Ghandi.  **Skills in History -** | | | | | | | | | | | | | | | | |
| **Chronological understanding** | | **Range and depth of historical knowledge**  **An overview of world history** | | | | **Investigation and Interpretations of history** | | **Historical enquiry** | | | **Organisation and communication** | | | | | **Historical periods** |
| I have an awareness of the past and can use words relating to the passing of time  I can sequence artefacts from different periods and check with reference books  I can label time lines with words or phrases such as: *past, present, older, newer*  I can use dates where appropriate | | I can recognise the difference between past and present in my own and others’ lives  I know and can recount episodes from stories about the past  I can recognise why people did things, why events happened and what happened as a result  I can describe simple historical events  I can identify differences between ways of life at different times  I can describe significant people from the past | | | | I distinguish between fact and fiction in stories that I hear  I can compare 2 versions of a past event  I can compare pictures or photographs of people or events in the past  I can begin to discuss the reliability of photos/ accounts/stories  I can identify ways in which the past is represented | | I can find answers to simple questions about the past from sources of information e.g. artefacts,  E.g *What was life like for people? What happened? How long ago?*  I can use a source – artefacts, pictures, stories, online sources and databases to find out about the past observe or handle sources to answer questions about the past | | | I can communicate my knowledge through: Discussion  Drawing pictures Drama/role play  Making models  Writing  Using ICT  I can use words and phrases such as: *a long time ago, recently, when my parents were children, years, decades, centuries*  I show an understanding of concepts such as: *monarchy, parliament, democracy, war* | | | | | Events beyond living  memory that are  significant nationally and globally:  *E.g Great fire of London, first*  *aeroplane flight*  The lives of significant individuals who  contributed to national  and international achievements. *Eg : Elizabeth 1, Victoria, Columbus, Neil Armstrong,*  *Lowry, Rosa parks, Mary Seacole Nelson Mandela, Martin Luther-King and Ghandi.*  Significant historical  events, people and places in their own locality |
| **Geography** | **The content areas through which the skills are taught –**  Contrasting localities (contrast a small area of the UK with a small area in a contrasting non-European country)  Global sense: Continents and oceans  **Skills in Geography –** | | | | | | | | | | | | | | | | |
| **Geographical Enquiry** | | | **Human & Physical Geography** | | | | **Style of map** | | **Fieldwork** | | | | | | **Scale/Distance** | |
| I can ask and respond to simple questions e.g – where is it? What’s it like?  I can use picture books ,pictures, stories, maps and the internet as sources of information  I can investigate my surroundings  I can make observations about where things are in my school and local area  I can make simple comparisons about different places | | | I can use basic Geographical  vocab to refer to physical  features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather  I can use basic geographical vocabulary to refer to human features: city, town, village, factory, farm, house, office, harbour, port, shop | | | | I can use Picture maps  I can use teacher drawn maps  I can use an infant atlas to locate places  I can use a large scale OS map | | **Our local area**  I can use a camera in my fieldwork  I can create plans of a familiar environment  I can add labels of features onto a sketch, map or photograph | | | | | | I can use relative vocabulary – bigger/smaller, like/dislike  I can begin to recognise places e.g UK on a small scale and large scale map | |
| **Perspective** | | | **Map Knowledge** | | | | **Using Maps** | | **Representation** | | | | | | **Drawing Maps** | |
| I can look down on objects to make a plan view map | | | I can name and locate the seven continents and five oceans | | | | I can use a simple map given to me to move around the school  site  I can follow a route on a map – in the locality | | I can begin to understand the need for a key  I can use agreed symbols to make a key | | | | | | I can draw picture maps from imaginary places and stories  I can draw a map of a real place known to me(e.g school, journey to school) | |
| **Direction** | | | **Place Knowledge** | | | |  | | | | | | | | | |
| I can follow directions – north, south, east, west | | | I can understand geographical similarities and differences between somewhere in the UK and a contrasting non EU country | | | |
| **Computing** | **Computer Science**  (Course 2 on code.org) | | | | | **Information Technology**  (Lesson 2 and 3 on j2data) | | | | | **Digital Literacy** | | | | | | |
| * To explain what an algorithm is++ * To explain how algorithms are implemented as programs on digital devices++ * To explain how programs execute by following precise and unambiguous instructions++ * To create simple programs++ * To debug simple programs++ * To use logical reasoning to predict what will happen when I run a program++   Cross curricular links & related life experiences: To create digital art using the chromebooks and a paint application. This could be when doing a DT topic on textiles for example making a motif using a paint application like ‘TATE art’ to then transfer onto t-shirt, or it could be creating a background for a habitat box or moving picture box. | | | | | * To use technology purposefully to ***create and organise*** digital content ***(IT2)*** * To use technology purposefully to ***store and retrieve*** digital content ***(IT2)*** * To use technology purposefully to ***manipulate*** and retrieve digital content ***(IT2)*** | | | | | * To recognise common uses of information technology beyond school *(Autumn)* * **CONDUCT** - To explain how to use technology safely and respectfully *(Autumn)* * **CONDUCT** - To explain how to keep personal information private *(Spring)* * **CONTENT and CONTACT** - To explain what to do if I have concerns about content or contact online *(Summer)*   *For resources, use ThinkUKnow.co.uk, Saferinternet.org.uk, childnet.org, CBBC Stay Safe, and any others you know! Also, inside LGfL apps there is an app called ‘CyberPass’ which is very good.* | | | | | | |
| **Art** | Skills in the following areas:  **Drawing**  I can show different tones by drawing light and dark lines, light and dark patters, light and dark shapes  I can investigate textures by describing, naming, rubbing, copying  I can draw lines from observation. I can draw on different surfaces.  **Painting**  I can use a variety of tools using thick and thin brushes. I can layer and use mixed media  I can work on different scales  I can mix and match colours to artefacts and objects. I can mix primary tones and shades  I can create texture with paint adding sand and plaster  **Print**  I can press, roll, rub and stamp to make prints.  I can roll printing ink over objects – stencils, plastic mesh.  I can experiment with overprinting motifs and colour  I can make rubbings to collect textures  I can use a wash of paint to reveal a hidden picture.  I can design into paint and take a print from that.  I can create simple printing blocks using Plasticine, foam or modelling dough.  I can build a repeating pattern and recognise pattern in the environment.  **Textiles**  I can cut and shape fabric using scissors  I can join materials using glue and/or a stitch  I can sort fabric for colour, texture, length etc  I can modify threads and fabrics by knotting, threading and plaiting  I can use a variety of techniques e.g. weaving, finger knitting, fabric crayons  I can add decorations using beads, buttons, feathers etc  I can apply colour with printing dipping, fabric crayon, dyes  **Digital Media**  I can explore ideas using digital sources – internet, CDs  I can record information using digital cameras, ipads, video recorders  I can use a graphics package to change line size, different brushes, erase and fill tools, use basic colour tools and crop tools | | | | | | | | | | | | | | | | |
| **Content /context (artists)**  **The greats**  I can describe the work of notable artists, artisans and designers.  **Evaluating**  I can review what I have done and say what I think and feel about it.  I can Identify what I might change in my current work or develop in future work.  **Breadth of study**  I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales | | | | | | | | | | | | | | Study of :  Sheila Hicks (Textiles) | | |
| **DT** | Developing, planning and communicating ideas | | | | | | | | Evaluating | | | | | | | | |
| Follow verbal instructions  • Explain what they are making and which materials they are using  • Name the tools they are using  • Describe what they need to do next  • Select materials from a limited range that will meet the design criteria  • Select and name the tools needed to work the materials  • Select appropriate technique explaining First……Next……Last….  • Explore ideas by rearranging materials  • Model ideas with kits, reclaimed materials  • Select pictures to help develop ideas  • Use pictures and words to convey what they want to design and make  • Describe their models and drawings of ideas and intentions  • Use kits/reclaimed materials to develop an idea  • Use drawings to record ideas as they are developed  • Discuss their work as it progresses  • Add notes to drawings to help explanations | | | | | | | | Say what they like and do not like about items they have made and attempt to say why  • Talk about their designs as they develop and identify good and bad points  • Talk about changes made during the making process  • Discuss how closely their finished products meet their design criteria  **Inventor/Creator**  Maya Penn: American fashion designer who began designing at aged eight. (Textiles) | | | | | | | | |
| **Construction** | | | | | | | | | | | | | | | | |
| Join appropriately for different materials and situations e.g. glue, tape  • Mark out materials to be cut using a template  • Cut strip wood/dowel using hacksaw and bench hook  • see glue gun used by an adult | | | | | | | | | | | | | | | | |
| **Food** | | | | | | | | | | | | | | | | |
| Develop a food vocabulary using taste, smell, texture and feel  • Group familiar food products e.g. fruit and vegetables  • Cut, peel, grate, chop a range of ingredients  • Work safely and hygienically  • Understand the need for a variety of foods in a diet  • Measure and weigh food items, non standard measures e.g. spoons, cups | | | | | | | | | | | | | | | | |
| **Textiles** | | | | | | | | | | | | Maya Penn: American fashion designer | | | | |
| Colour fabrics using a range of techniques e.g. fabric paints, printing, painting  • Cut out shapes which have been created by drawing round a template onto the fabric  • Join fabrics by using running stitch, glue, staples ,over sewing, tape  • Decorate fabrics with buttons, beads, sequins, braids, ribbons | | | | | | | | | | | |
| **RE** | We use the agreed Barnet Syllabus for Religious Education.  Beliefs  Special people  Symbols  Visit to a local Synagogue  Finchley Reformed Synagogue,  101 Fallow Ct Ave, London N12 | | | | | | | | | | | | | | | | |
| **PSHE & Citizenship** | **HEALTHY PEOPLE**  Children will learn:   * that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest **(Science curriculum)** * to recognise the importance of knowing when to take a break from time online or TV * that a healthy person has good physical and mental health and wellbeing   Children should:   * be able to describe the components of a healthy day   **ALL ABOUT MY FEELINGS**   * to recognise that not everyone feels the same at the same time or feels the same about the same things: for example, that someone’s big\* feelings are not always the same as someone else’s big feelings **SG** * about different things they can do to manage their own big feelings, to learn ways they can help calm themselves down and help change their mood when they don’t feel good **SG** * to recognise when they need help with feelings, that it is important to ask for help with feelings when they need to do so, and know how to ask for it **SG**   Children should:   * be able to describe the difference between feelings that feel \*‘small’ and \*‘big’ to them,and know some strategies for managing these **SG**   (\**there is no such thing as a feeling too small that a child can’t talk about it, so there’s no right or wrong about what is considered to be a small or big feeling)* **SG**  **MONEY, SHOPPING AND SAVING**  Children will learn:   * about spending money and understanding the importance of waiting for and checking change * that I have choices about spending and saving money, and that people may make different choices about how to save and spend money   Children should:   * be able to role-play simple financial transactions * to be able to choose the correct value of coins and notes to use and calculate change * to be able to make a simple plan for my spending and saving choices and stick to it | | | | | | **KEEPING SAFE**  Cchildren will learn:   * how rules and restrictions help them to keep safe (e.g. age, basic road, fire, cycle, water safety; in relation to medicines/ household products and online) **SG** * how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and learn what steps they can take to avoid or remove themselves from them **SG** * that not everything they see online is true or trustworthy and that people can pretend to be someone they are not **SG** * how to tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns them, including how to get help in an emergency; how to dial 999 and what to say **SG** * How to keep safe in the sun and protect from sun damage **SG**   Cchildren should:   * recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ **SG**   know what ‘privacy’ means **SG**  **AKING AND BREAKING FRIENDSHIPS**  Children will learn:   * about when friendships break up, or people move away   Children should:   * understand about the feelings associated with this **SG**   **COPING WITH CONFLICT**  Children will learn:   * more about teasing and bullying (including online) **SG** * that there are different types of teasing and bullying, that these are wrong and unacceptable **SG** * the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities **SG**   Children should:   * know why bullying is wrong and how to get help. **SG** * recognise when people are being unkind either to them or others, how to respond, who to tell and what to say **SG**   **PECIAL DAYS**  Children will learn:   * about a range of festivals **BV**   Children should:  demonstrate this learning through an assembly or display **BV** | | | | | **ABOUT MY BODY**  Children will learn:   * about their bodies and how they work * about the similarities and differences between males and females * about gender stereotypes   Children should:   * be able to name the main parts of the body (including external genitalia) **(Science curriculum)** **SG** * understand that some people have fixed ideas about what boys and girls can do   **EXPLORING OUR FAMILIES**  children will learn:   * about people who look after them, their family networks, who to go to if they are worried and how to attract their attention **SG**, ways that pupils can help these people to look after them * to identify their special people (family, friends, carers) and what makes them special and how special people should care for one another **SG** * that babies need care and attention (love) in order to calm them if they are upset   Children should:   * know that families are important for children growing up because they can give love, security and stability **SG** * know how to recognise and report feelings of being unsafe or feeling bad about any adult **SG**   **GLOBAL FOOD**  Children will learn:   * about where food comes from   Children should:   * be able to talk about where food comes from and some of the ethical questions around food supply | | | | | |
| **PHSE Books that represent our different families:**  The Pirate Mums (Jodie Lancet-Grant) – Families with two mums  Every Family is Different (Constance O’Connor) – Different families  Owl Babies (Martin Waddel) – Single parent families (single mother)  Two Nests (Laurence Anholt) – Families where the parents are separated  My Friends and Me (Stephanie Stansbie) – Different families  I Wished for You (an adoption story) Marianne Richmond – Adoption  The Littlest Yak (Lu Fraser) – Being small  Jacob’s New Dress (Sarah Hoffman) – Gender stereotypes | | | | | | | | | | | | | | | | |
| **PE** | **Games** | | | | **Gymnastics** | | | | **Dance** | | | | | **Athletics** | | | |
| * **Throwing and Catching** * **Developing dribbling, hitting and kicking** * **Making up own games using existing skills-focus on individual and partner games** * **Developing skipping skills and healthy activity circuits** * **Inventing games involving attacking and defending**   I can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control and accuracy.  I can show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.  I can choose and use tactics to suit different situations.  I can know how to score and keep the rules of the games that I am taught and those which I have made up.  I understand and describe changes to my heart rate when playing different games.  I can begin to anticipate what I will feel like after playing games.  I can watch and describe performances accurately.  I recognise what is successful. | | | | * **Flight: Jumping and Landing** * **Points and Patches** * **Rocking and Rolling**   I can perform a range of actions with control and coordination.  I can accurately repeat sequences of gymnastic actions.  I can devise, repeat and perform a short sequence in which there is a clear beginning, middle and end.  I can use different combinations of floor, mats and apparatus, showing control, accuracy and fluency.  I can say whether my heart is beating fast or slow, whether my breathing is normal or puffed, and whether I feel hot, warm or cool.  I can recognise and avoid risks when handling and placing apparatus.  I can describe my own or my partner's sequence accurately.  I can choose one aspect of my sequence to improve, and say how to improve it. | | | | I can talk about different stimuli as the starting point for creating dance phrases and short dances and explore actions in response to those stimuli.  I can explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements.  I can choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities.  I can remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness and show some sensitivity to the accompaniment.  I know how my body feels after dance activities.  I know that I need to warm up and cool down for dance.  I can describe dance phrases and expressive qualities and can say what I like and dislike, giving reasons.  I can show an understanding of mood and describe how a dance makes them feel. | | | | | I can demonstrate the five basic jumps on their own, e.g. – a series of hops, and in combination, e.g. hop, one-two, two-two, showing control at take-off and landing.  I can run continuously for about one minute and when required, show the difference between running at speed and jogging.  I can throw with increasing accuracy and coordination into targets set at different distances.  I can demonstrate a range of throwing actions using a variety of games equipment.  I can use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.  I can describe what happens to my heart, breathing and temperature during different types of athletic activity.  I can identify and describe different running, jumping and throwing actions. | | | |
|  | Extra PE Offer – An Introduction to Non Stop Action | | | | | | | | | | | | | | | | |
| **TRIPS/**  **CURRIC DAYS** | Friary Park tree walk (Local area fieldtrip)  Kew Gardens  Synagogue  Café  Fire of London (history of the page) organise for mid topic in spring 1 | | | | | | | | | | | | | | | | |