



	Autumn term	Spring term	Summer term
<p>R.E. Hinduism week Autumn Term</p>	<ul style="list-style-type: none"> The Bible – Old and New Testament, psalms The Creation Story, The Story of Noah Care for God’s living creatures Stewardship The Sacrament of Baptism Prophets and Messages from God Light and Darkness Annunciation and the birth of John the Baptist Annunciation and the birth of Jesus from the Gospel of Luke Mary Mother of God The Magnificat Preparing for Jesus’ coming at Christmas Preparation for advent in other cultures and communities 	<ul style="list-style-type: none"> About the different books used at home and in school The books used in Church on Sunday by the parish family Different ways to say thank you The Eucharist: the parish family thanks God for Jesus Each day offers opportunities for good Lent, the opportunity to turn towards what is good in preparation for Easter 	<ul style="list-style-type: none"> Passing on messages Pentecost, spreading the Gospel message through the gift of the Holy Spirit How rules can help at home and in school? The reasons for rules in the Christian family Things we treasure The world is God’s treasure given to us
<p>Maths</p>	<p>Place Value Numbers to 20 Count objects to 100 by making 10s Recognise tens and ones Use a place value chart Partition numbers to 100 Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form 10s on the number line to 100 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s</p> <p>Addition and Subtraction Bonds to 10 Fact families - addition and subtraction bonds within 20 Related facts Bonds to 100 (tens) Add and subtract 1s Add by making 10 Add three 1-digit numbers Add to the next 10 Add across a 10 Subtract across 10 Subtract from a 10 Subtract a 1-digit number from a 2-digit number (across a 10)</p>	<p>Money Count money – pence. Count money – pounds (notes and coins). Count money – notes and coins. Select money. Make the same amount. Compare money. Find the total. Find the difference. Find change. Two-step problems.</p> <p>Multiplication and Division Recognise equal groups. Make equal groups. Add equal groups. Multiplication sentences using the x symbol. Multiplication sentences from pictures. Use arrays. 2 times-table. 5 times-table. 10 times-table Make equal groups – sharing. Make equal groups – grouping. Divide by 2. Odd and even numbers. Divide by 5. Divide by 10.</p> <p>Length and Height Measure length (cm).</p>	<p>Fractions Make equal parts. Recognise half. Find half. Recognise quarter. Find a quarter. Recognise a third. Find a third. Unit fractions. Non-unit fractions. Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$. Find three quarters. Count in fractions</p> <p>Time O’clock and half past. Quarter past and quarter to. Telling time to 5 minutes. Minutes in an hour, hours in a day. Find durations of time. Compare durations of time.</p> <p>Statistics Make tally charts. Draw pictograms (1-1). Interpret pictograms (1-1). Draw pictograms (2, 5 and 10). Interpret pictograms (2, 5 and 10). Block diagrams.</p> <p>Position and Direction Describing movement.</p>

	<p>10 more, 10 less Add and subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) Subtract two 2-digit numbers (across a 10) Mixed addition and subtraction Compare number sentences Missing number problems</p> <p>Shape Recognise 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Lines of symmetry on shapes Use lines of symmetry to complete shapes Sort 2-D shapes Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 3-D shapes Make patterns with 2-D and 3-D shapes</p>	<p>Measure length (m). Compare lengths. Order lengths. Four operations with lengths.</p> <p>Mass/Capacity/Temperature Compare mass. Measure mass in grams. Measure mass in kilograms. Compare capacity. Millilitres. Litres. Temperature</p>	<p>Describing turns. Describing movement and turns. Making patterns with shapes.</p>
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<p>English</p>	<p>Troll Swap by Leigh Hodgkinson</p> <table border="1" data-bbox="489 1050 1202 1449"> <thead> <tr> <th colspan="3">Pathways to Write keys</th> </tr> <tr> <th>Gateway keys (non-negotiables/basic skills)</th> <th>Mastery keys (year group national curriculum expectations)</th> <th>Feature keys (vocabulary, manipulating sentences and tense, structure)</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Combine words to make sentences Join words and clauses using and Sequence sentences to form short narratives Leave spaces between words </td> <td> <ul style="list-style-type: none"> Plan or say out loud what is going to be written about Use punctuation correctly – full stops, capital letters Use expanded noun phrases to describe and specify Use subordination (because) and coordination (and) </td> <td> <ul style="list-style-type: none"> Use phrases from story language Create and describe characters Create and describe settings Use past tense consistently and correctly Write in 3rd person Sequence of events with beginning, middle and end </td> </tr> </tbody> </table> <p>Whole School Unit – Black History Month Look up! 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The Great Fire of London by Emma Adams and James Weston Lewis

Pathways to Write keys		
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<ul style="list-style-type: none"> Use punctuation correctly – full stops, capital letters Use expanded noun phrases to describe and specify Use subordination (because) and co-ordination (and) 	<ul style="list-style-type: none"> Use co-ordination (but, or) Add -ly to turn adjectives into adverbs Use commas to separate items in a list 	<ul style="list-style-type: none"> Specific vocabulary linked to the topic Clear and precise description Present tense (past tense for historical facts) Title Sub-headings Introduction Grouped information Facts from research

The Owl Who Was Afraid of the Dark by Jill Tomlinson

Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> Sequence sentences to form short narratives Join words and clauses using and Use subordination (because) Add suffixes to verbs where no change is needed to the root Write expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> Use co-ordination (but, or) Add -ly to turn adjectives into adverbs Write for different purposes Use commas to separate items in a list 	<ul style="list-style-type: none"> Specific vocabulary linked to the topic Clear and precise description Present tense Title Sub-Headings Introduction Grouped information Facts from research

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Major Glad, Major Dizzy by Jan Oke

Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> Use subordination (when, because) Write expanded noun phrases to describe and specify Use punctuation correctly – full stop, capital letters Some accurate use of exclamation marks, question marks 	<ul style="list-style-type: none"> Use the progressive form of verbs in the present and past tense Use present and past tenses correctly and consistently Use subordination (apply because, when; introduce that) Write down ideas, key words, new vocabulary Use punctuation correctly introduce apostrophe for the possessive (singular) 	<ul style="list-style-type: none"> Include detail and description to inform the reader Write in 1st person Use consistent past tense Order events with adverbs of time Include personal comments and own viewpoint Set the scene with a clear opening and establish the context Finish with a closing statement with personal comment or summary e.g. <i>What an amazing day we all had!</i>

Whole school poetry unit - Night Sounds by Berlie Doherty

Pathways to Write keys
Poetry keys
<ul style="list-style-type: none"> Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases

Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
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Whole School Poetry Unit - Fox by Kathy Henderson

Pathways to Write keys
Poetry keys
<ul style="list-style-type: none"> Use adventurous word choices of nouns, adjectives and verbs to describe observations Experiment with words e.g. <i>alliteration, humour</i>

Grandad's Secret Giant by David Litchfield

Pathways to Write keys		
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<p>Guided Reading</p>	<p>Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin</p> <p>Genre – Fiction: fantasy, Fiction: fairytale</p> <p>Mastery Focus</p> <ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done <p>Discuss the sequence of events in books and how items of information are related</p>	<p>Above and Below by Patricia Hegarty</p> <p>Genre – Information</p> <p>Mastery Focus</p> <ul style="list-style-type: none"> • Answer and ask questions • Introduce non-fiction books that are structured in different ways 	<p>The Dragonsitter by Josh Lacey, Real Dragons! by Jennifer Szymanski (National Geographic Kids series)</p> <p>Genre – Recount: emails, Information</p> <p>Mastery Focus</p> <ul style="list-style-type: none"> • Answer and ask questions • Introduce non-fiction books that are structured in different ways • Make inferences on the basis of what is being said and done 	<p>Owen and the Soldier by Lisa Thompson</p> <p>Genre – Fiction: story with a familiar setting</p> <p>Mastery Focus</p> <p>Mastery Focus</p> <ul style="list-style-type: none"> • Discuss their favourite words and phrases • Make inferences on the basis of what is being said 	<p>Fantastic Mr Fox by Roald Dahl</p> <p>Genre – Fiction: adventure</p> <p>Mastery Focus</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related • Make inferences on the basis of what is being said and done 	<p>Grimm's Fairytales (Usborne Books)</p> <p>Genre – Fiction: fairytale</p> <p>Mastery Focus</p> <ul style="list-style-type: none"> • Discuss their favourite words and phrases • Answer and ask questions
<p>Ongoing skills:</p> <ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • Recognise simple recurring literary language in stories and poetry • Draw on what they already know or on background information and vocabulary • Check that the text makes sense to them as they read and correct inaccurate reading • Recognise simple recurring literary language in stories and poetry <p>Core skills:</p> <ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read so far (1e) • Discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a) 						
<p>Geography</p>	<p>1. Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.</p> <ul style="list-style-type: none"> • Name and locate the seven continents on a world map. • Locate the North and the South Poles on a world map. • Locate the Equator on a world map. • Describe some similarities and differences between the UK and Kenya. • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. 	<p>3. Why is our world wonderful? Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area.</p> <ul style="list-style-type: none"> • Identify and locate characteristics of the UK on a map. • Identify human and physical features. • Locate human and physical features on a world map. • Explain the difference between oceans and seas. • Name and locate the five oceans on a world map. • Use an aerial photograph to draw a simple sketch map. • Collect data by sketching findings on a map and completing a tally chart. • Present their findings in a bar chart. 	<p>5. What is it like to live by the coast? Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.</p> <ul style="list-style-type: none"> • Name and locate the seas and oceans surrounding the UK in an atlas. • Label these on a map of the UK. • Describe the location of the seas and oceans surrounding the UK using compass points. • Define what the coast is. • Locate coasts in the UK. • Name some of the physical features of coasts. • Explain the location of UK coasts using the four compass directions. • Name features of coasts and label these on a photograph. 			



	<ul style="list-style-type: none"> Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map. 		<ul style="list-style-type: none"> Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used. 		
<h2>History</h2>	<p>2. How was school different in the past?</p> <ul style="list-style-type: none"> Correctly order and date four photographs on a timeline and add some dates. Ask one question about schools in the past. Make one comparison between schools in the past and present. Use sources to research and develop an understanding of what schools were like 100 years ago. Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. Recognise two similarities and two differences between schools now and schools in the past. State whether they would have preferred to go to school in the past or not and explain why. 	<p>4. How did we learn to fly?</p> <ul style="list-style-type: none"> Identify important events surrounding the history of flight. Explain how a significant event has changed the lives of others. Ask questions about people and events in the past. Use primary sources to find out about people and events in the past. Correctly order five events on a timeline. 	<p>6. What is a Monarch?</p> <ul style="list-style-type: none"> Recall that a monarch is a king or queen. Explain that recent monarchs in the UK do not have the power to make decisions alone. Identify some of the monarch's roles. Explain that a king or queen is crowned in a special ceremony called a coronation. Name some of the main steps in the coronation ceremony. Explain the use of special objects in the coronation. Use sources to explain how William the Conqueror became King of England. Know that monarchs in the past had all the power to make decisions. Explain how William the Conqueror kept order and conquered England. Identify the two different types of castle built by the Normans. Compare the similarities and differences between Norman castles. Identify features of Norman castles. Explain how castles have changed over time. Recognise that we still have castles today. Sequence castles on a timeline. Describe characteristics of the monarchy in the past. Identify that the monarchy has changed over time. Make comparisons between past and present monarchy. 		
<h2>Science</h2>	<p>Animals (including humans): adults and offspring</p> <p>Substantive Knowledge: the products of Science</p> <p>Can describe how animals including humans have</p>	<p>Animals (including humans): basic needs for survival</p> <p>Substantive Knowledge: the products of Science</p> <ul style="list-style-type: none"> Knows that exercise is 	<p>Uses of everyday materials</p> <p>Substantive Knowledge: the products of Science</p> <ul style="list-style-type: none"> Knows and can explain why some materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard are particularly 	<p>Living things and their habitats</p> <p>Substantive Knowledge: the products of Science</p> <ul style="list-style-type: none"> Knows and can explain the differences between things that are living, dead, and things that have never been alive. 	<p>Plants</p> <p>Substantive Knowledge: the products of Science</p> <ul style="list-style-type: none"> Knows that plants may grow from either seeds or bulbs. knows that seeds and bulbs can germinate and then grow into seedlings and then continue to grow into mature plants. Knows that mature plants may have flowers which then develop into seeds, berries and fruits etc.



	<p>offspring which grow into adults, using the appropriate names for the stages</p> <ul style="list-style-type: none">• Knows that to survive animals need sunlight, water, air, food and a suitable habitat (including shelter for protection from predators and the environment.	<p>important to humans and can explain why.</p> <ul style="list-style-type: none">• Knows the different food groups and the benefits of each as part of a healthy, balanced diet• Knows which food groups common foods belong to.• Knows about general hygiene and its importance and can state examples of hygienic practice.	<p>suited to specific purposes</p> <ul style="list-style-type: none">• Knows how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching• Knows the difference between materials that are transparent, translucent and opaque.	<ul style="list-style-type: none">• Knows that most living things live in habitats to which they are suited. Knows and can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other• Knows and can name a variety of plants and animals in their habitats, including micro-habitats• Knows and can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and make the different sources of food.	<ul style="list-style-type: none">• knows that seeds and bulbs need to be planted at particular times of the year and will germinate and grow at different rates.• knows that some plants are better suited to growing in full sun and some grow better in partial and full shade.• Knows that plants need water, light and a suitable temperature to grow and stay healthy
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	<p>Disciplinary Knowledge: the practises of Science</p> <p>Ask questions and use secondary sources to find out about the life cycles of some animals Observe animals growing over a period of time e.g. chicks, caterpillars, a baby Ask questions of a parent about how they look after their baby Ask pet owners questions about how they look after their pet</p>	<p>Disciplinary Knowledge: the practises of Science</p> <ul style="list-style-type: none"> Investigate the effect of exercise on their bodies Classify food in a range of ways, including using the Eatwell guide Investigate washing hands, using glitter gel Describe, using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child Measure/observe how animals, including humans, grow. Collate what they know about looking after a baby/animal by creating a parenting/pet owners' guide Explain how development and health might be affected by differing conditions and needs being met/not met 	<p>Disciplinary Knowledge: the practises of Science</p> <ul style="list-style-type: none"> Classify and sort materials by their properties e.g. manmade, natural Investigate and observe what happens to different materials during testing and use this to inform explanation of their properties <ul style="list-style-type: none"> Investigate which materials are fit for a purpose e.g. What is the best material for an umbrella? Explain from their observations how materials change when a force is exerted on them by squashing, bending, twisting and stretching. Investigate the transparency of objects, recording class data in a table and drawing simple conclusions from the findings. Ask and answer questions about everyday materials 	<p>Disciplinary Knowledge: the practises of Science</p> <ul style="list-style-type: none"> Explore the outside environment regularly to find objects that are living, dead and have never lived Classify objects found in the local environment Observe animals and plants carefully, drawing and labelling diagrams Create simple food chains for a familiar local habitat from first hand observation and research Create simple food chains from information given e.g. in picture books (Gruffalo etc.) Can sort into living, dead and never lived Can give key features that mean the animal or plant is suited to its micro-habitat Using a food chain can explain what animals eat Can explain in simple terms why an animal or plant is suited to a habitat 	<p>Disciplinary Knowledge: the practises of Science</p> <ul style="list-style-type: none"> Make close observations of seeds and bulbs Classify seeds and bulbs Research and plan when and how to plant a range of seeds and bulbs Look after the plants as they grow – weeding, thinning, watering etc. Make close observations and measurements of their plants growing from seeds and bulbs Make comparisons between plants as they grow Can spot similarities and difference between bulbs and seeds
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PSHE/R.S.E.		<p>M1 Unit 1&2: Me, My Body, My Health Uniqueness, similarities, difference, respecting others, bodies are good, stereotypes, taking care of our bodies, diet, germs, exercise</p>	<p>M1 Unit 3: Emotional Wellbeing Feelings, likes, dislikes, actions, managing feelings, choices & consequences</p> <p>M1 Unit 4: Life Cycles Growth, Birth to death</p> <p>WHOLE SCHOOL: British Values Week</p>	<p>M2 Unit 1&2 &3: Personal Relationships and Life Online Families, healthy relationships, bullying, behaviours, treating others well, what to do in different circumstances, cause and effect. That the internet connects us to others and helps us in lots of ways. Our feelings matter – both online and offline. Understand safe and unsafe situations, including online. Ask for adult help with anything that worries them or makes them feel unsafe</p>	<p>M2 Unit 4: Keeping Safe Safe in real life and online, good and bad secrets, physical contact, harmful substances, basic first aid, emergency 999 situations</p> <p>WHOLE SCHOOL: Enterprise Week</p>	<p>M3 Unit 1&2: Living in the wider world Local and global communities, belonging, rights and responsibilities, harmful and helpful behaviours</p>
Art & Design	<p>Drawing: Tell a story Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.</p>			<p>Painting and mixed media: Life in colour Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p>	<p>Sculpture and 3D: Clay houses Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.</p>	<p>Craft and design: Map it out Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.</p>
Design & Technology	<p>Mechanisms: Fairground wheel Design and create a functional Ferris wheel, learn how different components fit together so that the wheel rotates and the structure stands freely.</p>	<p>Food: A balanced diet Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.</p>	<p>Structures: Baby Bear's chair Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.</p>	<p>Textiles: Pouches Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.</p>		<p>Mechanisms: Making a moving monster Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.</p>
Computing	<p>Digital Citizenship Online Safety</p> <ul style="list-style-type: none"> I can explain how other people's identity online 	<p>Digital Literacy</p> <ul style="list-style-type: none"> I can start to use simple keyboard 	<p>Computer Science</p> <ul style="list-style-type: none"> I can tell you what a program is I can tell you what an event is I know programs need an event to begin 		<p>Information Technology</p> <ul style="list-style-type: none"> I can use keywords in search engines 	



	<p>can be different to their identity in real life</p> <ul style="list-style-type: none"> • I can describe ways in which people might make themselves look different online • I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. (Butterfly feeling) • I can use the internet to communicate with people I do not know well (e.g. email a pen pal in another school/ country) • I can give examples of how I might use technology to communicate with others I do not know well • I can explain how information put online about me can last for a long time. • I know who to talk to if I think someone has made a mistake about putting something online • I can give examples of bullying behaviour and how it could look online • I understand how bullying can make someone feel • I can talk about how someone can/would get help about being bullied online or offline • I can explain simple guidance for using technology in different environments and settings. 	<p>shortcuts Ctrl + B, I, U to edit my text style</p> <ul style="list-style-type: none"> • I can use spell checker to check my work • I can use the 'undo' icon to fix a mistake • I can use the return/enter key to insert relevant line breaks • I know how to save an image from the internet rather than using copy & paste • I can add a page border • I can insert a basic table • I can say which page orientation would best suit my work. e.g. portrait to landscape • I can explain what digital communication is • I can use a range of ICT devices to create a sequence of sounds • I can use a digital video camera to capture film and images • I can arrange clips to make a short film that 	<ul style="list-style-type: none"> • I can give and follow instructions, which include direction and turning command – several in order • I know that computers need precise instructions • I can plan use logical reasoning to predict outcomes • I can create a program that contains several commands for a device or software programme • I can debug a program independently that has caused an unexpected outcome • I can use different events to start my programs – timing / on click / on button press 	<ul style="list-style-type: none"> • I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections) • I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, and Siri) • I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' • I can explain why some information I find online may not be true • I can describe how online information about me could be seen by others • I can describe and explain some rules for keeping my information private • I can explain what passwords are and can use passwords for my accounts and devices • I can explain how many devices in my home could be connected to the internet and can list some of those devices • I can describe why other people's work belongs to them • I can recognise that content on the internet may belong to other people • I can log on and off the school network using my individual username and password and save my work to Purplemash or the school network • I can explain the difference between my school network and my home computer set up • I know there is a difference between physical, wireless and mobile networks • I can use a variety of sources to find, sort and select information appropriate to my class work including using the internet • I can refine my searches to limit search results using an internet search engine
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	<ul style="list-style-type: none"> I can say how those rules/guides can help me I can access school online resources e.g. Blog / Purplemash 	<p>conveys meaning</p> <ul style="list-style-type: none"> I can add simple titles and credits I can plan a simple Y/N tree diagram to sort information e.g. Branching database - 2Question I can create and search a branching database I can use a database to answer simple questions I can search a database to find information I can use ICT to support handling data – creating simple graphs, bar charts and pie charts 			
<p>Music</p>	<p style="text-align: center;"> Exploring Simple Patterns Focus on Dynamics & Tempo Exploring Feelings Through Music Inventing a Musical Story Music that Makes You Dance Exploring Improvisation </p> <ul style="list-style-type: none"> Perform an instrumental accompaniment (pulse) to a song they are learning. Listen to and follow musical instructions from a leader. Play/sing high and low sounds, (pitch) when we sing and play our instruments. Read/play and improvise simple rhythms, with beat limitations e.g. 4 note rhythms To know some songs have a chorus and verses. To know rhythms are different from pulse. To know the names of the tuned percussion instruments played in class. To know that improvisation is making up your own tunes and explain what simple rhythms, with beat limitations are eg 4 note rhythms 				
<p>P.E.</p>	<p style="text-align: center;">Netball</p> <p>Declarative Knowledge: Displaying factual knowledge</p> <p>Begin to understand the importance of preparing safely and carefully for exercise – warming up/down.</p> <p>Copy actions and ideas and use the information to improve their skills.</p>	<p style="text-align: center;">Dance</p> <p>Declarative Knowledge: Displaying factual knowledge</p> <p>Describe phrases and expressive qualities.</p> <p>Begin to understand the importance of warming up.</p> <p>Watch and describe a performance accurately and</p>	<p style="text-align: center;">Dodgeball</p> <p>Declarative Knowledge: Displaying factual knowledge</p> <p>Begin to understand the importance of preparing safely for exercise – warming up.</p> <p>Describe what you have done, or seen others doing.</p>	<p style="text-align: center;">Athletics</p> <p>Declarative Knowledge: Displaying factual knowledge</p> <p>Understand the variety of correct running techniques.</p> <p>Develop the distance running technique, understanding the difference between sprinting and running over</p>	<p style="text-align: center;">Rounders</p> <p>Declarative Knowledge: Displaying factual knowledge</p> <p>React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points.</p> <p>Begin to understand the importance of preparing</p>



		recognise what is successful.		longer distances. Begin to evaluate and improve own performance.	safely for exercise – warming up. Recognise what is success.
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	<p>Procedural Knowledge: Can practically demonstrate how to apply their knowledge</p> <ul style="list-style-type: none"> • Throw and catch the ball with control, and throw the ball in different ways e.g. fast, slow, high, low. • Perform a range of actions with the ball keeping it under control. • React to situations to make it difficult for opponents – using simple tactics. • Show good awareness of others when playing games. 	<p>Procedural Knowledge: Can practically demonstrate how to apply their knowledge</p> <ul style="list-style-type: none"> • Perform a range of actions and simple movement patterns with control and coordination. • Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. • Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. • Work individually and with others. 	<p>Procedural Knowledge: Can practically demonstrate how to apply their knowledge</p> <ul style="list-style-type: none"> • Develop movement skills relevant to games i.e. dodging. • Develop catching and striking skills. • Pass/Send a ball, with increasing control, at different speeds – fast/slow. • Engage in competitive physical games, employing simple tactics • Develop problem solving and decision- making strategies. 	<p>Procedural Knowledge: Can practically demonstrate how to apply their knowledge</p> <ul style="list-style-type: none"> • Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. • Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. • Begin to show control, coordination, and consistency when running at speed. • Develop a range of jumping techniques. • Develop the underarm and pull throw technique. 	<p>Procedural Knowledge: Can practically demonstrate how to apply their knowledge</p> <ul style="list-style-type: none"> • Show good awareness of others when playing games. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering and hitting a ball with increasing accuracy. Throw/hit a ball in different ways e.g. high, low, fast, slow.
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<p>P.E.</p>	<p>Football Declarative Knowledge: Displaying factual knowledge</p> <ul style="list-style-type: none"> Recognise what is successful. Use actions and ideas you have seen to improve your own skills. Understand and describe changes to your heart rate when playing a game. 	<p>Gymnastics Declarative Knowledge: Displaying factual knowledge</p> <ul style="list-style-type: none"> Watch and describe a performance accurately. Understand and describe changes to your heartrate when playing a game. 	<p>Rugby Declarative Knowledge: Displaying factual knowledge</p> <ul style="list-style-type: none"> Begin to understand and develop correct technique of passing the ball. Develop understanding of tag rugby and participate in small games. Use simple tactics in game situations. 	<p>Cricket Declarative Knowledge: Displaying factual knowledge</p> <ul style="list-style-type: none"> React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points. Begin to understand the importance of preparing safely for exercise – warming up. Recognise what is successful.
	<p>Procedural Knowledge: Can practically demonstrate how to apply their knowledge</p> <ul style="list-style-type: none"> Participate in team games – showing good awareness of others. Pass a ball with control. Show control when moving, changing speed and direction, both with and without a ball. Develop fundamental movement skills, becoming increasingly confident and competent. Perform a variety of skills keeping the ball under control. 	<p>Procedural Knowledge: Can practically demonstrate how to apply their knowledge</p> <ul style="list-style-type: none"> Perform a range of actions with control and confidence. Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. Form simple sequences of different actions, using the floor and a variety of apparatus. Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. Develop agility, balance, and coordination. 	<p>Procedural Knowledge: Can practically demonstrate how to apply their knowledge</p> <ul style="list-style-type: none"> Develop control and accuracy when throwing and catching a rugby ball. Successfully beat a defender. Begin tagging players in game situations. 	<p>Procedural Knowledge: Can practically demonstrate how to apply their knowledge</p> <ul style="list-style-type: none"> Show good awareness of others when playing games. Develop fundamental movement skills, becoming increasingly confident and competent. Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. Throw/hit a ball in different ways e.g. high, low, fast, slow.