Year 2 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	**Troll Swap** Themes: Not fitting in, two characters swap lives to see if it makes them happier.	**The Owl Who Was Afraid of the Dark** Themes: Adventure, fears, dark	**Dragon Machine** Themes: Magic, imagination, dragons, machines, loneliness.	**Man on the Moon** Themes: Adventure, imagination, aliens. Link to Neil Armstrong - NF	**The Last Wolf** Themes: Spin on Little Red Riding Hood fable. Conservation, extinction, endangered species, value of nature, making a difference. Link to Science habitats and the environment	**Grandad's Secret Giant** Themes: Belonging, friendship, importance of tolerance and acceptance, doing good deeds.
	Outcome: Fiction story with focus on characters. **Greater Depth:** Story about two independently invented contrasting characters who swap places.	**Outcome:** Non-Chronological report about owls. **Greater Depth:** Alter the layout to add ow# 4n subheadings and extra features.	**Outcome:** Fiction story with adventure focus. **Greater Depth:** Story written in the 1st person.	**Outcome:** Fiction story with focus on space **Greater Depth:** Diary entry in 1st person as the main character.	**Outcome:** Letter in role as the character, persuading to save the trees or endangered animals. **Greater Depth:** Real life letter to specific audience e.g. local MP.	**Outcome:** Fiction story with moral focus. **Greater Depth:** Story from the point of view of the giant.
	Mastery Keys 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 co-ordination (and)	**Mastery Keys** Use coordination – but, or. Add -ly to turn adjectives in to adverbs. Write for different purposes. Use commas to separate items in a list.	**Mastery Keys** Write sentences with different forms: statement, question, exclamation, command. Use subordination (apply because, introduce when). Use present and past tenses consistently. Read aloud with intonation. Use punctuation correctly – exclamation marks, question marks.	**Mastery Keys** Use a range of punctuation – exclamation marks, question marks, commas, apostrophes for possession and omission Use present and past tenses correctly and consistently. Use subordination (apply because, when; introduce that) Write down ideas, key words, new vocabulary.	**Mastery Keys** Use subordination (if, that). Add -er and -est to adjectives. Use homophones and near homophones. Use punctuation correctly – apostrophes for contracted forms.	**Mastery Keys** Use present and past tenses correctly and consistently including the progressive form. Use subordination (using when, if, that or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify. Add suffixes to spell longer words e.g. -ment, -ful.

Missed NC Objectives not covered in Pathways to Write

Discussing favourite words and phrases, Build up a repertoire of poems learnt by heart including reciting some with appropriate intonation.

Poetry (To be completed during Assessment Week) **Poem:** The Owl and the Pussycat **Outcome**: To write the first 2 verses of a new poem based on The Owl and the Pussycat. **Greater Depth**: To write additional verses. **Poetry Keys:** Experiment with words e.g. alliteration, humour. Use adventurous word choices of nouns, adjectives and verbs to describe observations. Use structured language patterns, including simple repeating phrases.		**Poetry** (To be completed during Assessment Week) **Poem:** Night Sounds **Outcome**: To write a Night Sounds poem based on Berlie Doherty's version. **Greater Depth**: To write an extended poem including questions and answers to their own repetitive phrases. **Poetry Keys:** Use adventurous word choices of nouns, adjectives and verbs to describe observations. Use structured language patterns, including simple repeating phrases.		**Poetry** (To be completed during Assessment Week) **Poem:** Fox **Outcome**: Write a descriptive wildlife poem **Greater Depth**: Research own animal to write a descriptive wildlife poem with an environmental message **Poetry Keys**: Use adventurous word choices of nouns, adjectives and verbs to describe observations. Experiment with words e.g. alliteration, humour.	

| **Mastering Number** (15 minute sessions to be completed four times a week to develop number sense) | Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system.
Pupils will:
• review the composition of the numbers 6 to 9 as '5 and a bit'
• compare numbers using the language of comparison and use the symbols < > =
• review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10
• review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9
• consolidate their understanding of the numbers 10 and 20 as '10 and a bit'
• consolidate their understanding of the linear number system to 20 and reason about midpoints | | Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50.
Pupils will:
• explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure
• use doubles to calculate near doubles
• use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10
• use known number bonds within 10 to calculate within 20, working within the 10-boundary
• use their knowledge of bonds of 10 to find three addends that sum to 10
• use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary
• use their understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints | | Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities.
Pupils will:
• continue to explore a range of strategies to subtract across the 10-boundary
• review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10
• practise previously explored strategies to support their reasoning about inequalities and equations
• review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles
• consolidate previously taught facts and strategies through continued, varied practice | |

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Mathematics		
Number: Place Value Read and write numbers to at least 100 in numerals and words. Recognise the place value of each digit in a two-digit number (tens and ones) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100. Use greater than, less than and equal signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any given number, forwards and backwards. **Number: Addition and Subtraction** Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens; two two-digit numbers; adding 3 one-digit numbers. Addition and subtraction crossing tens and by counting on or back to the nearest ten. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Solve addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. **Geometry: Properties of shapes** Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes (for example, a circle on a cylinder and a triangle on a pyramid). Compare and sort common 2D and 3D shapes and everyday objects.	**Money** Recognise and use symbols for pounds and pence. Add and subtract money. Make combinations of the same amount in different ways. Combine coins to make a given value. Solve problems involving money. **Number: Multiplication and Division** Recall and use multiplication and division facts for the 2,5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. **Measurement: Length and Height** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mess (kg/g); temperature (degrees Celsius); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using greater than/less than and equals symbols. **Measurement: Mass, Capacity and Temperature.** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (g/kg); temperature; capacity (ml/litres) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using greater than/less than and equals symbols.	**Number: Fractions** Recognise, find, name and write fractions (1/2, 1/3, ¼, 2/4 and 3/4 of a length, shape set of objects or quantity. Write simple fractions, for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½. **Measurement: Time** Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time **Statistics** Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data **Geometry: Position and Direction** Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Order and arrange combinations of mathematical objects in patterns and sequences

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Geography/History	Seaside	Great Fire of London	Europe	The Famous Beatles!	China	Great Explorers
	Prior Learn -Recap on the four countries and the main seas of the UK. Use the infant atlases to locate seaside locations, e.g. Blackpool Beach, Llandudno. Use map of the Uk and seaside town template.	**Prior Learning – discussion around significant events already covered and name significant people – Florence Nightingale- refer to timeline.**	**Prior Learn – sing oceans and continents song – can children remember the names? Locate on world map together**	**Prior Learn – Timeline of key people and events from Y1 and EYFS and locate Rainford on a local map / locate grandparents etc on timeline**	**Prior Learn – What is the largest country you know about? What is the smallest country you know about? What do you know about China?**	**Prior Learn – Name and talk about a famous explorer? What is an explorer?**
	Know the main differences between city, town and village. Explain some of the advantages and disadvantages of living in a city or village. Recap on the four countries and the main seas of the UK. Using a map locate seaside locations, e.g. Blackpool Beach, Southport Beach, Llandudno, Dorset: Pool harbour and Tenby. Focus on Blackpool and study it – link to key vocabulary: town, harbour, three beaches, sea, coastline. (Physical Features) Blackpool – identify landmarks within the town. (Human Features) Focus on Human and Physical features of Tenby (a seaside). Look at the advantages and disadvantages of living there compared the Village of Rainford.	Place The Great Fire of London on timeline and discuss in relation to their life. How did people live in 1666? Look at the events of the Great Fire of London. Understand how we know about The Great Fire (Samuel Peyps diary). Understand significant individuals, dates, facts and places surrounding the Great Fire of London. Who was Thomas Farriner? What happened after the Great Fire? What happened as a result?	Name and locate the seven continents and five oceans. Use Google Earth as a stimulus. Focus on Europe and what countries are in it. Use Atlases to identify different countries. Share facts about some countries in Europe: Greece, Italy, France, Spain, Iceland. Children to produce mini fact finders and present them to each other. Collect more facts and information about each country, including animals, to create presentations for their peers.	Place The Beatles on the timeline and discuss in relation to their life. Who are The Beatles and where are they from? Why are The Beatles iconic? (Research and present in groups) Listen to music produced by The Beatles. Listen to a specific song and unpick the meaning behind it. (Comprehension link—Penny Lane) Show pictures of Penny Lane then and now. Show the children photographs of different bands, e.g. The Beatles, Spice Girls, Take That, One Direction, Little Mix, and compare. Choose two songs (one from Little Mix to compare to the Beatles. What is alike? What is different? How did the Beatles put Liverpool on the map (TRIP)	Locate China on a map- link to the continent Asia. Use Atlases and Globes. Understand what life is like for people in China. Draw a simple map. Compare China to the UK – look at similarities and differences. Compare schools in Beijing and our school. Focus on Physical and Human features of a small area. Focus on the culture in China – human and physical features. Focus on the different types of farming in China and compare to the UK.	Why would anyone want to explore space? Find out who Neil Armstrong is and what he is famous for. Find out about Neil Armstrong's expedition. Research and explore the life of Christopher Columbus. Compare sources of evidence from both. Compare explorers - their journey's and impact of event – Tim Peake. Place a significant person on a timeline and discuss in relation to their life.
	Post Learn - Leaflet to promote Blackpool as a seaside location. **English link -** Create a brochure/ leaflet about a seaside in the UK.	**English link -** Recount of the Great Fire of London. Diary entry as Samuel Pepys. **Post Learn -** complete timeline activity with significant events during GFOL, including key people	**English link** – comparing UK to a European country. **Post Learn -** Populate world map with continents, oceans, human and physical features of Europe	**English link-** A fact file/ biography about the famous Beatles. Trip – Beatles Museum **Post learning -** mindmap of Beatles history and locate Liverpool on a map	**English link -** Non-chronological report about China. Potential Trip – Edge Hill University Art link – Create some art work inspired by traditional Chinese Artwork. **Post Learn -** Mindmap knowledge of China	**English link -** Write a diary as one of the explorers, explaining their expedition. **Post learn** – make a poster to demonstrate knowledge of Neil Armstrong and what he is famous for

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	Autumn Term	Spring Term	Summer Term
Science	**Living Things and Their Habitats** **Prior Learn activity** Explore the differences between things that are living, dead and things that have never been alive. Identify and name a variety of plants and animals in a microhabitat. Describe how animals obtain their food from plants and other animals, understanding a simple food chain. Identify and name different sources of food. **ENP – Parts of an Insect: Recognising common invertebrates that you might find on your site.** **Animals Including Humans – Growth** **Prior Learn activity** Notice that animals, including humans, have offspring which grow into adults. Describe the basic needs of animals, including humans, for survival (water, food and air) Learn how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **Post Learn assessment activity** **PSHE-** About what keeping healthy means, different ways to keep healthy (H1) About foods that support good health and the risk of eating too much sugar (H2) How physical activity helps us to stay healthy and ways to be physically active everyday (H3) That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy (H6) That household products (including medicines) can be harmful if not used correctly (H31) **Post Learn assessment activity**	**Uses of Everyday Materials** **Prior Learn activity** - Identify different materials and their uses - Understand how to select the right materials to build a bridge - Explore and test the stretchiness of materials - Understand that materials can change their shape by twisting, bending, squashing or stretching - Find out about Charles Macintosh and explore how materials are suitable for different purposes - Discover which materials change shape when making a road with John McAdam **Post Learn- assessment activity** **Plants – About Plants** **Prior Learn activity** - Know the difference between seeds and bulbs - Design an experiment to find out what plants need to grow - Describe what plants need to grow and stay healthy - Describe the life cycle of a plant - Observe and record the growth of plants over time - Understand that plants adapt to suit their environment **Post Learn assessment activity** **ENP – Plant Investigations: Working Scientifically – gather, record and classify data.** English link - Instructions: how to plant a seed	**Living Things & Their Habitats – Around the World** **Prior Learn activity** - Learn about habitats - Appreciate that environments are constantly changing - Explore the rainforest and its problems - Describe life in the Ocean - Discover the Arctic and Antarctic habitat - Create a model of a Habitat **Post Learn assessment activity** English link - Information/ persuasive text about habitats- what is happening to them and how we can help **Animals Including Humans – Lifecycles** **Prior Learn activity** - Order the stages of the human life cycle - Describe the stages of a human life cycle - Identify the offspring and parent of an animal - Explore the life cycle of a Chicken - Describe the life cycle of a butterfly - Explore the life cycle of a Frog **ENP - All about ladybirds: Notice that animals including humans have offspring that grow into adults. (Complete ladybird survey).** **Post Learn assessment activity** **PSHE-** To think about change and loss and the associated feelings. (Moving home, pets or friends, growing up) (H18, H20) -About growing and changing from young and old and how peoples needs change (H26) **RSE: Human Life Cycle** Introduce the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. Compare the differences between a baby and a child- what they look like and what they can do. Focus on becoming independent. How we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.

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Computing (Teach Computing)	**Online Safety** Know what 'digital footprint' means Know that people can use the information they put online Know that a digital footprint contains information about a person **PSHE- About** Rules and age restrictions for keeping physically and emotionally safe including responsible ICT use and online safety H28, H34, L7, R10 , R14 About the role of the internet and that all information seen online is not always true (L7, L8) ECW PS 7.1,7.2,7.3 **Computer Art** Create computer art Use a range of tools in a computer program to reproduce a style of art Make and edit shapes to create a piece of art Change the shade of a colour for effect Retrieve a file to edit in a computer program Use a range of skills to create a piece of art	**Online Safety** Identify keywords that will give good search results Use a website to search for information Begin to identify possible dangers online ECW OB 4.1,4.2,4.3 **Presentation Skills** Use basic computer skills Use folders Organise ideas for a presentation Create a simple presentation with text Add and format and image Reorder slides and present a presentation Search and print	**Online Safety** Identify websites suitable for their age Know when to ask an adult for advice about accessing a website Know what to do if a website makes them uncomfortable ECW CO 8.1,8.2,8.3 **Preparing for Turtle Logo** Give and follow an algorithm to turn right or left Give and follow an algorithm to make half and quarter turns Give and follow an algorithm using the commands right 90 and left 90 Give, follow and complete an algorithm Use and recognised language in an algorithm Create, test and debug an algorithm	**Online Safety** Talk about what people might want to know about a website Give their opinion about a website Say what they like and dislike about a website Begin to consider who a website could be aimed at ECW SI 1.1, 1.2, 1.3 **Programming Turtle Logo and Scratch** Create an algorithm to move or rotate the turtle Create an algorithm and use the repeat command Create an algorithm and add sound Create an algorithm and use the repeat and say command Create an algorithm and use the green flag to start Create an algorithm and use the commands to change the backdrop and add sprites	**Online Safety** Identify unkind online behaviour Know what to do if they think someone is being unkind to them online ECW MOI 5.1,5.2,5.3 **Using the Internet** Search the internet using one word Stay safe when using the internet Search the Internet to find results suitable for children Search for information safely online Follow links safely online Create content for an online blog Use a camera to take safe photos to use online Create content for an online blog Use an online blog safely and respectfully Post positive comments and responses on a blog	**Online Safety** Know how to safely search for information online Choose appropriate websites for their age CW HWL 6.1,6.2,6.3 ECW Orel 2.1,2.2,2.3 **Using and Applying** Use a specific computer skill to reproduce a style of art Use a specific computer skill to create and compare styles of art Create a presentation including text and images Retrieve, edit and organise a presentation Create precise instructions for a character on a particular theme Create code for a pair of characters involving speech and movement
Music (Charanga Scheme)	**Unit 1: Pulse, Rhythm and Pitch** Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.	**Unit 2: Playing in an Orchestra** Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?	**Unit 3: Inventing a Musical Story** Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds.	**Unit 4: Recognising Different Sounds** When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many different instruments can you recognise in the songs in this unit?	**Unit 5: Exploring Improvisation** Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!	**Unit 6: Our Big Concert** Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.

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Art/DT (KAPOW)	Structures: Baby Bears Chair	Drawing: Telling a story	Mechanisms: Moving monsters	Painting & Mixed Media: Life in colour	Food & Nutrition: Balanced diet	Craft & Design: Map it out
	-Identify man-made and natural structures. Identify stable and unstable structural shapes. -Contribute to discussions. Identify features that make a chair stable. Work independently to make a stable structure, following a demonstration. -Explain how their ideas would be suitable for Baby Bear. -Produce a model that supports a teddy, using the appropriate materials and construction techniques. -Explain how they made their model strong, stiff and stable.	-Use relevant language to describe how an object feels. -Suggest ways to create different textures through drawn marks. -Describe and then draw shapes that make up an object. -Use good observational skills to add details to their drawing. -Use an interesting range of marks that show an understanding of how to draw different textures. -Make sketches, which may be of basic stick-like figures or may imply more shapes. -Develop sketches into a character, with some support, adding details to enhance their character. -Demonstrate an understanding of how drawing facial features in different ways conveys expressions. -Recount a story and select key events to draw. -Create scenes from their own imagination, with some support	-Identify the correct terms for levers, linkages and pivots. -Analyse popular toys with the correct terminology. -Create functional linkages that produce the desired input and output motions. -Design monsters suitable for children, which satisfy most of the design criteria. -Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. -Select and assemble materials to create their planned monster features. -Assemble the monster to their linkages without affecting their functionality.	-Name the primary and secondary colours. -Talk about the colour changes they notice and make predictions about what will happen when two colours mix. -Describe the colours and textures they see. Show they can identify different textures in a collaged artwork. -Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. -Talk about their ideas for an overall collage. -Try different arrangements of materials, including overlapping shapes. -Give likes and dislikes about their work and others'. -Describe ideas for developing their collages.	-Name the main food groups and identify foods that belong to each group. -Describe the taste, texture and smell of a given food. -Think of four different wrap ideas, considering flavour combinations. -Construct a wrap that meets the design brief and their plan.	-Sort map images into groups, explaining their choices. D-raw a map of their journey to school, including key landmarks and different types of mark-making. -Decide how to place 'jigsaw' pieces to create an abstract composition. -Make choices about which details from their map to include in a stained glass. -Cut cellophane shapes with care and arrange them into a pleasing composition. -Design a print with simple lines and shapes, making improvements as they work. -Follow a process to make and print from a polystyrene tile. -Choose a favourite artwork, justifying their choice. -Annotate their favourite artwork with relevant evaluation points. -Take an active part in decisions around how to display their artworks in the class gallery.

PSHE

No Outsiders
LO: Can I welcome different people?
LO: Can I show self-confidence?

Families and Relationships
Families are different
Unhappy friendships
Manners and Courtesy
Change and Loss
Gender Stereotypes
Careers and jobs

Health and Wellbeing
Experiencing difficult emotions
Growth Mindset
Healthy Diet
How to look after your teeth

NO: L1
NO: L2

No Outsiders
LO: Can I understand what diversity is?
LO: Can I understand what a good friend looks like?

Safety and the Changing Body
Communicating Online
Secrets and Surprises
Appropriate Contact
Staying safe with medicine

Citizenship
Rules beyond school
Local Community
Giving my opinion

NO: L3
NO: L4

No Outsiders
LO: Can I communicate in different ways?
LO: Can I explain how I belong?

Economic Wellbeing
Exploring needs
Exploring Wants

NO: L5
NO: L6

Year 2 Long Term Planning

	Christianity – God	Christianity Jesus	Hindu Dharma	Islam	Christianity – Church	Judaism
RE (St. Helens Scheme) How do we respond to the things that really matter?	Does how we treat the world matter? • Creation • Care for the planet • Harvest **PSHE-** To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. R5 English link - Re-tell the story of creation.	Why do Christians say that Jesus is the 'Light of the world'? • Jesus as the light of the world • Symbolism of light • Advent and Christmas celebrations **English link** - Write instructions on how to make a Christingle	How might people express their devotion? • Devotion • Worship in the home and temple English link - Character description about one of the deities.	Why do Muslims believe that it is important to obey God? • Submission and gratitude • Prayer **English link -** Thank you poem/ prayer: I am grateful for…	What unites the Christian community? • Worship • The Church • Use of symbols	What aspects of life really matter? • Moses • The Ten commandments • The Sabbath
PE	**Football** Stop a ball with control using the sole of the foot Pass a ball using the inside of the foot Dribble into a space keeping the ball close and head up Tackle another play and get the ball Play following rules carefully, playing fairly	**Athletics** Throwing with control using a sitting chest push Use arms to improve jumping technique – beating their own score Speed bounce over a cone/mat Leaping developing co-ordination of 3 big leaps . Skipping – stepping/jumping through the hoop with some control Vertical jump – standing side on, jumping up to target Compete in a team in various running races and working together to improve team performance	**Multi skills** Balance on low equipment with good control Changing direction quickly with good balance and control (agility) Co-ordinating body whilst beginning to move at different speeds with various equipment Complete challenges as a team in various running/obstacle games and working to improve performance	**Social Dodgeball** Rolling the ball to a partner, increasing the distance of targets to improve accuracy Aiming at a variety of targets, beginning to develop accuracy e.g. through a hoop Protecting a specific player in a game Jumping and dodging to avoid being hit by a ball Throw the ball to a partner underarm- introduce targets Throwing and catching, having control of the ball	**Athletics** Using arms and keeping head still when exploring running patterns Throw in correct stance 'Usain Bolt position' Use arms to improve jumping technique – beating their own score Compete in a team in various running/obstacle games and working together to improve team performance Leaping over hurdles beginning to compete against self and others	**Ball Games** Introduce a various passes (hands/ feet/object) continuing to develop control of pass Adapted games - developing thought process of footwork rule e.g. superhero ball e.g. no running with the ball Move into a space to catch/recieve a ball. Pass the ball to someone in a space Follow/mark an opponent and trying to win (intercept) the ball Scoring in a variety of ways and begin to use in a game situation Develop tactics for attacking and defending Play adapted games-learning different rules. Encourging fair play and respect

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	Rugby	Dance	Gymnastics	Ball Skills	Outdoor Adventure Skills	Kwik Cricket
	Tag a player when facing your partner - raise hand and call "Tag" Move with the ball, holding it with hands- chest height Pass the ball sideways- with smile technique Dodge around a defender in a small area Scoring a try in an adapted game- focus placing ball down with 2 hands and staying on feet Small-sided games using various types of equipment. Develop tactics for attacking and defending	I can listen to the beat of the music and move in time to it I can co-operate with my group ensuring we work as a team I can perform dance movements in time to the music showing a variety of levels I can perform dance movements with co-ordination and control I can perform dance movements with co-ordination and control I can respond imaginatively to a story and explore movements	Can perform shapes with a strong body and control Perform jumps (straight, star, tuck jump) with control and a strong body Perform a tuck rock, tuck roll, forward roll and dish/arch roll Perform a balance on one or more parts of body Perform a bunny hop – hands flat with straight arms Perform a sequence on apparatus– (roll, jump and balance) Moving on and off apparatus with strong body and control	Introduce a various passes (hands/ feet/object) continuing to develop control of pass Adapted games - developing thought process of footwork rule e.g. superhero ball e.g. no running with the ball Move into a space to catch/recieve a ball. Pass the ball to someone in a space Follow/mark an opponent and trying to win (intercept) the ball Scoring in a variety of ways and begin to use in a game situation Develop tactics for attacking and defending	Cooperate in getting across the river Create an obstacle course Use coordinates on a map Find landmarks using a compass Be a team player to complete a task	Roll and stop a ball with control/accuracy Throw underarm with some accuracy and catch a ball Bowl underarm towards a target with control and accuracy Begin to hold the bat in correct position and hit a ball off a tee Play a modified game encouraging teamwork when fielding Small-sided games using various types of equipment. Develop tactics for striking and fielding