YEAR 1/2 Cycle A 2022-23	AUTUMN TERM	SPRING TERM	SUMMER TERM
RE **(Y2 Planning)**	**Creation -** God the Creator and how people protect Creation. The Word of God in the Old Testament. The Jewish Festival of Sukkot **Catholic Social Teaching -** Jesus as the Light of the World. Being a light to others. Parable of the Talents. Introduces Fratelli Tutti **Advent -** The symbolism of the Season of Advent to help us prepare for the coming of Jesus. **Christmas -** Getting to know Jesus through the journeys of others. The journeys of the Magi and the flight into Egypt.	**Revelation -** The miracle stories of Jesus. The three duties of a Sikh **Lent -** Lent as preparation for Easter, starting with Ash Wednesday. A time of forgiveness and penance. The Torah and the Jewish faith **Holy Week -** The arrest and crucifixion of Jesus. The events of Holy Week through the eyes of Mary	**Easter -** Looks in detail about the Empty Tomb, introduces Thomas to show how different people responded to Jesus' resurrection. Hindu feast of Holi **Pentecost and Mission -** Jesus' promise to send his Spirit. Identifies Pentecost as the birthday of the Church and explores the link between Pentecost and Confirmation
RHE	**Module 1** **Unit 1: Religious Understanding (link to RE – Creation & to Y1 Tie Liturgy)** To understand that we are created by God, out of love and for love **Unit 2: Me, My Body, My Health (link to science)** To celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do. To know how to keep our bodies clean and healthy.		
		Module 3 **Unit 2: Living in the Wider World (link to RE – Lent)** To learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.	**Module 1** **Unit 3: Emotional Well-Being (link to transition)** To understand and articulate their own changing feelings and how other people's feelings might differ from theirs. To know how they can manage their feelings and about the consequences of their actions.
Catholic Social Teaching	**Rights and Responsibilities** **Option for the Poor** **Solidarity (Superheroes)**	**Care for Creation** **Call to Family & Community**	**Dignity of Work** **Dignity of the Human Person**
English	**Introductions – All About Me** **Descriptions / Settings – Shark in the Park** **Fact Files – Shark Facts** **Character Descriptions – Billy Goats Gruff** **Alternative version of a story – Billy Goats Gruff** **Poetry – Oi Frog!**	**Writing letters – Writing to a real life superhero** **Character dscriptions – The Gruffalo** **Settings – The Gruffalo** **Poetry – Ning, Nang, Nong** **Instructions – linked to D & T topic – Bridges** **Wellbeing Week – The Sttory of the Magic Umbrella**	**Descriptions – Strange Things Happening in…** **Retelling a Story – Blown Away** **Own version of a story – Blown Away** **Recount – UK Day** **Recount based on a Wow Day – Playground equipment day**

	Recount/ Description – Wow Day for Superheroes **Recount – Superheroes** **Making own comic books – Range of comics** **Poetry – The Magic Box** **Instructions – The Gingerbread Man** **Christmas Stories – Christmas stories**		**Story Writing – The Magic Finger** **Own version of a story – Based on the Magic Finger** **Fact Files – Habitats and Animals (non fiction)** **Poetry – Spring Poetry**		**Retelling a story – Why the Elephant has a Trunk** **Story writing – own version – Why the Elephant has a Trunk** **Poetry – Nursery rhymes** **Traditional Story – Hansel & Gretel** **Poetry – Nursery rhymes** **Book reviews – children's choice**	
	Grammar Y1 Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation - to demarcate sentences Capital letters for names and for the personal pronoun I Working on: letters, capital letter word, singular, plural sentence punctuation, full stop, question marks, exclamation marks	**Grammar Y2** Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Working on - nouns, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	**Grammar Y1** Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Building skills - capital letter word, singular, plural sentence punctuation, full stop, question marks, exclamation marks	**Grammar Y2** Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Building on skills - noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	**Grammar Y1** Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Building skills - capital letter word, singular, plural sentence punctuation, full stops, question marks, exclamation marks	**Grammar Y2** Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Building on skills - noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Maths	Y1	Y2	Y1	Y2	Y1	Y2
	Place Value(10) Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number Find 1 more Count backwards within 10 Find 1 less Compare groups by matching Compare using 'fewer, greater than, equal to' Compare numbers Order objects and numbers To use the number line	**Place Value** Recap numbers to 20 Count objects to 100 by making 10s Recognise tens and ones in 2-digit numbers Use a place value chart Partition numbers to 100 Write numbers to 100 in words Partition numbers to 100 in different ways Write numbers to 100 in expanded form? To recognise and place 10s on the number line to 100 To recognise and place 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	**Place Value (20)** Count forwards and backwards and write numbers to 20 in numerals and words Numbers from 11 to 20 Recognise tens and ones Count one more and one less Compare groups of objects Compare numbers Order groups of objects Order numbers	**Money** Recognise coins and notes Count money – pence Count money – pounds (notes and coins) Count money (notes and coins) Select money Make the same amount in different ways Compare money Find the total Find the difference Find change Solve 2-step problems involving money	**Multiplication & Division** Count in 2s Count in 5s Count in 10s Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing	**Statistics** Make tally charts Draw pictograms (1:1) Interpret pictograms (1:1) Draw pictograms (2, 5 & 10) Interpret pictograms (2, 5 & 10) To draw and interpret block graphs

	Addition & Subtraction Understand 'parts' and 'wholes'. Use a part-whole model Write number sentences. Find and write addition fact families. Explore number bonds within 10. Systematically identify number bonds within 10. Explore number bonds **to** 10. Understand addition as 'adding together' Understand addition as 'adding more' Solve addition problems Find a part Use the subtraction symbol Find addition and subtraction facts in a fact family Understand subtraction as 'taking away' Subtract using a number line Add or subtract 1 or 2	**Addition & Subtraction** Recap bonds to 10. Recognise fact families of addition and subtraction bonds within 20. Bonds to 100 (tens) Add and subtract ones Add by making 10 Add three 1-digit number 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) Find 10 more, 10 less Add and subtract 10s Add two 2-digit numbers (not across a ten) Add two 2-digit numbers (across a ten) Subtract two 2-digit numbers (not across a ten) Subtract two 2-digit numbers (across a ten) Mixed addition and subtraction Compare number sentences	**Addition & Subtraction** Add by counting on Find and make number bonds Add by making 10 Subtraction – not crossing 10 Subtraction crossing 10 Related facts Compare number sentences	**Multiplication & Division** Recognise equal groups Make equal groups Add equal groups Multiplication sentences using the x symbol Multiplication sentences from pictures Use arrays Make doubles 2 times table 10 times table 5 times table Make equal groups – sharing Make equal groups – grouping Divide by 2 Odd & even numbers Divide by 10 Divide by 5	**Fractions** Recognise, find and name a half as one of two equal parts of an object or shape. Find half of a quantity Recognise, find and name a quarter as one of four equal parts of an object or shape. Find a quarter of a quantity	**Fractions** Recognise and find halves and quarters Recognise a third Find a third Unit fractions Non unit fractions Equivalence of $\frac{1}{2}$ & 2/4 Find $\frac{3}{4}$ Count in fractions
	Geometry – Shape Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D & 3-D shapes	**Geometry – Shape** Recognise 2-D & 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Recognise 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 & 3-D shapes ***Introduce fractions in arithmetic / link to shape work***	**Place Value (50)** Numbers to 50 Tens and ones Represent numbers to 50 One more one less Compare objects within 50 Compare numbers within 50 Order numbers within 50 Count in 2s Count in 5s		**Position & Direction** Describe turns, including whole, half, quarter and three-quarter turns Describe position	**Position & Direction** Describe position Describe movement Describe turns Describe movement and turns Make patterns and shapes
			Length & Height Compare lengths and heights Measure length	**Length & Height** Measure length (cm) Measure length (m) Compare lengths Order lengths Solve problems involving lengths using the 4 operations	**Place Value(100)** Count forwards and backwards within 100 Partition numbers Compare numbers Order numbers One more, one less	

			Mass & Volume Introduce weight and mass Measure and begin to record mass Compare mass Introduce capacity and volume Measure and begin to record capacity Compare capacity	**Mass, Capacity & Volume** Compare mass Measure mass in grams Measure mass in kilograms Compare volume Measure capacity in millilitres Measure capacity in litres Measure temperature	**Money** Recognise coins Recognise notes Count in coins	**Problem Solving using the Four Operations** Consolidate use of the 4 operations and use to solve problems
				'Time' for holiday homework after introductory lessons in class Recap reading and drawing times to hour and half hour Read and draw times to 15 minute intervals Read and draw times to 5 minutes intervals	**Time** Sequence events using language before, after etc Days of the week Months of the year Read and draw time to the hour Read and draw time to the half hour Measure and begin to record time Compare times	**Time** Reading and drawing the time to 15 minutes Reading and drawing the time to 5 minutes Minutes in an hour, hours in a day Find durations of time Compare durations of time

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<tr><td>SCIENCE</td><td colspan="3">During years 1 & 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.</td></tr>
<tr><td></td><td>Animals, including humans-senses (Year 1)
• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
• Identify and name a variety of common animals that are carnivores, herbivores and omnivores
• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
• Identify, name, draw and label the basic parts of the human body and say which part of te hbody is associated with each sense</td><td></td><td></td></tr>
<tr><td></td><td>Everyday materials Y1
- Distinguish between an object and the material from which it’s made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties</td><td>Living things and their habitats Year 2
- Explore and compare the differences between things that are living, dead, and things that have never been alive
- 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
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- 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</td><td>Investigation skills (Be a scientist – see above)To include wide range of science.

Uses of everyday materials (Year 2)
• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Green plants, Variation and classification (Plants Y1)
- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees
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<tr><td>Art & Design</td><td colspan="3">Pupils should be taught:
to use a range of materials creatively to design and make products
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</td></tr>
<tr><td></td><td>Topic: Senses
Develop knowledge on colour whilst exploring a variety of artists and using a range of materials.
Relearn primary colours. Apply knowledge of primary colours in artwork and develop techniques in using colour, pattern, texture, line, shape, form and space, inspired by Piet Mondrian.
Discover what the secondary colours are, explore mixing colours using oil pastels, introduce artist Mark Rothko. Create abstract mood picture.
Use paint to develop colour mixing further, create shades/tints. Produce a piece of art similar to Paul Klee and Jackson Pollack.
Explore how different colours can convey a variety of moods and emotions, refer to Jackson Pollack, Delaunay and Kandinsky.
ORACY:
Explain what is liked about own work and that of others.
Discuss the work of a range of artists, and make links to their own work.</td><td>Topic: Bridges
Draw a variety of bridges in a range of mediums whilst taking inspiration from new Artist Claude Monet.
Introduce the new artist – Monet and appraise some of his work. Use art language (primary colours, secondary colours, portrait/ landscape/ abstract, etc) (ORACY).
Use colouring pencil to create a bridge picture using similar colours to Monet.
Produce a bridge painting inspired by Monet. Multimedia piece- finger painted sky/background to create texture with a taped bridge outline to create line and shape.
Use a range of materials creatively for different bridges (shading pencil/charcoal/colour pencil), do some work better than others? Why? Discuss. (ORACY)
To create a silhouette bridge picture.</td><td>Topic: We are Britain/Kings and Queens
Difference between landscape and portrait. Research portraits of Kings and Queens. Use prior knowledge on colour to discuss the paintings. (ORACY)
Look at the shapes/lines/textures that appear on a person’s face. Explore proportions and the technique of drawing a portrait. Use knowledge to produce a portrait of partner. Assess work, what was challenging? (ORACY)
Introduce self-portraits. Explore new medium chalk on black paper. Experiment with blending/ shading. Create a self-portrait using these materials.
Introduce Modigliani. Build art vocabulary by comparing to portraits drawn in class. (ORACY). Draw Modigliani portraits on A3.
To use our portrait skills to draw a portrait of Queen Elizabeth 1
Coats of Arms
Use a range of materials creatively to design and make bunting for the Royal Tea Party.</td></tr>
<tr><td></td><td>Topic: Superheroes
Recap on primary colours and use them to create firework prints.
Introduce Pop Art, create pop art inspired artwork using new form of art media – printing.
Appraise, look at and discuss work by Andy Warhol (ORACY), create own artwork, using a superhero logo, in the Style of Warhol.
Create a piece of art, using onomatopoeia words, in the style of Roy Lichtenstein. Compare Lichtenstein to Warhol (ORACY) Use bubble wrap to print Pop Art style dots. Layer different materials to develop design</td><td>Topic: Plants and habitats
Look at the artwork of Daniel Mackie, discuss use of colour to create/show the different environments. (ORACY)
Create a piece of Daniel Mackie inspired art- 2 lessons to complete.
Using animal template, children draw the habitat it lives in.
share their ideas about animals and t heir habitats(ORACY)
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space by painting potatoes and printing shapes onto paper to</td><td>Topic: We are Scientists/The Copse
To use a range of materials creatively to design and make their scientists for the display. To be completed on Scientist day.
Use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to draw a tree through the different seasons.
Use sculpture to develop and share their ideas, experiences and imagination by creating a nature collage in the cops. Children to walk round copse, like an exhibition, to discuss each other’s work. (ORACY)</td></tr>
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	techniques using colour, pattern, texture, line, shape, form and space. • Create comic style pictures linked to comic strips they created in English. • Making pop art inspired Christmas calendars a pop art inspired calendar. (ORACY) *Appraise own work and that of others, getting children to use art vocabulary (e.g. texture, colour, feeling,)*	create animal silhouettes. • Use sculpture and painting to create a flower out of clay. Think about using a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space for accuracy. What did the children find most challenging? What would they do differently? (ORACY)	• Observational art – go into copse and find a space to sit. Draw what they can see (in nature). Start with a line drawing, talk about how they can get texture and shade using their pencils (ORACY) • Leaves cut in half. Give children one side and they need to replicate the other side – paying attention to colour, pattern, texture, line and shape.
Computing	**Online Safety** **Bee-Bots (Y1) – Programming** • Recognise cause and effect when pressing buttons on a Bee-Bot. • Discuss and demonstrate how the Bee-Bot works. • Record video ensuring everyone is in the shot. • Give a a number of clear instructions in sequence. • Program a Bee-Bot to reach a destination. • Identify and correct mistakes in their programming.	**Online Safety** **Introduction to Data (Y1) – Data handling** • Represent animal-themed data in different ways, using objects and technology. • Log in and use mouse and keyboard skills to navigate the computer. • Represent the same data as a pictogram and a table or chart. • Collect data about minibeasts using a tally chart and represent their data digitally. • Click and drag objects to sort data using a branching database. • Consider the types of input that would be used to gather different forms of data when designing an invention.	**Online Safety** **Stop-Motion (Y2) – Creating media** • Create a flip book animation. • Decompose a story into smaller parts to plan a stop motion animation. • Create stop motion animations with small changes between images.
	Online Safety **Digital Imagery (Y1) – Creating media** • Plan a pictorial story using photographic images in sequence. • Explain how to take clear photos. • Take photos using a device. • Edit photos by cropping, filtering and resizing. • Search for and import images from the internet. • Explain what to do if something makes them uncomfortable online. • Organise images on the page, orientating where necessary.	**Online Safety** **Scratch Jr (Y2) – Programming** • Explore a new application independently. • Explain what the blocks on ScratchJr do and use them for a purpose. • Recognise a loop in coding and why it is useful. • Use a code to create an animation of an animal moving. • Use code to follow *and* create an algorithm. • Program code to run 'on tap'. • Explain the role of the blocks in a program they have created.	**Online Safety** **International Space Station (Y2) – Data handling** • Describe and explain how astronauts' survival needs are met aboard the ISS. • Identify and digitally draw items which fulfil basic human needs when aboard the ISS. • Read the correct temperature on a thermometer. • Design a display showing everything that needs to be monitored by sensors on the ISS. • Create an algorithm that addresses all plants' needs. • Explain how space exploration can benefit life on Earth.

			• Read data to identify whether a planet might be habitable.
Design & Technology	**Toys:** **Design & Make a Jack-in-a-Box** • Design purposeful, functional, appealing products for themselves & other users based on design criteria • Select from and use a range of tools, equipment and materials • Generate, develop, model and communicate ideas through talking, drawing, templates and mock-ups **ORACY** • Explore & use mechanisms in product (concertinas/springs) - Evaluate ideas & products against design criteria **ORACY**	**Bridges:** **Build a drawbridge using wheels & axles** • Build structures, exploring how they can be made stiffer, stronger or more stable • Generate, develop, model and communicate ideas through talking, drawing, templates and mock-ups, building on from previous term's project CST **ORACY** • Select from and use a range of components including construction materials • Explore & use mechanisms in products • Evaluate ideas & products against design criteria **ORACY**	Cooking & Nutrition: Kings & Queens: To create a jam tart & design • Use the basic principles of a healthy & varied diet to prepare dishes • Understand where food comes from CST • Design purposeful and appealing products based on design criteria • Select from and use a range of components including ingredients according to their characteristics • Explore and evaluate an existing range of products • Evaluate ideas & products against design criteria
Geography	**Senses walk – Local area** - **Use simple locational and directional language (for example, near and far; left and right), to describe the location of features on a route.**	**Bridges** **Investigating Key physical and human features** **Use basic geographical vocabulary to refer to:** - **Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather** - **Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.** **Bridges of the UK and the World**	- **Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas** - **Use world maps, atlases and globes to identify the UK and its countries.**
			Our Environment (copse) Woodland Trust **Use simple fieldwork and observational skills to study the geography of our school and its grounds.** - **Use simple compass directions (North, South, East, West) and locational and directional language (for example, near and far; left and right), to describe the location of features on a map.**
History	• **Develop an awareness of the past, using common words and phrases relating to the passing of time.** • **Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.** • **Use a wide vocabulary of everyday historical terms.** • **Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.** • **Understand some of the ways in which we find out about the past and identify different ways in which it's represented.**		
	Passing of time – Toys **Changes within living memory.**	**Isambard Kingdom Brunel – lives of significant individuals in the past**	**Chronological framework – look at Queens of GB (Elizabeth 1st and 2nd) Lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods.**
	Remembrance Sunday and Guy Fawkes – events		

	beyond living memory that are significant nationally or globally		
MUSIC	- **Use voices expressively and creatively by singing songs and speaking chants and rhymes;** - **Play tuned and unturned instruments musically;** - **Listen with concentration and understanding to a range of high-quality live and recorded music;** - **Experiment with, create, select and combine sounds using the inter-related dimensions of music.**		
	Exploring simple patterns (Aut 1/Unit 1) Music is in my soul Gospel Bolero (Ravel) 20th century orchestral Hey Friends! Jazz Eye of the Tiger Rock Hello! Pop	**Focus on dynamics and tempo (Aut 2/Unit 2)** Sparkle in the Sun Jazz For the Beauty of the Earth (Rutter) 20th/21st century orchestral/Choral Listen Pop Fascination Rhythm (Gershwin) Jazz:Swing The Orchestra Song 20th/21st century orchestral/Choral	**(Summ 1/Unit 5)** I Wanna Play in a Band Rock Flying Theme from ET (Williams) Film Music Music is all around Jazz Moon River (Mancini) Pop/Jazz Saying Sorry Calypso
	Nativity	**Exploring Feelings Through Music (Spr 1/Unit 3)** Rainbows Pop Maple Leaf Rag (Joplin) Jazz:Ragtime Hands, Feet, Heart Kwela Let's Twist Again Rock 'n' Roll All Around the World Pop	**(Summ 2/Unit 6)** The Sunshine Song Pop No More Dinosaur Rock Four White Horses Calypso Que Llueva, Que Llueva Funk Down By the Bay Reggae
PHYSICAL EDUCATION	- **Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.** - **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** - **Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.** - **Participate in team games, developing simple tactics for attacking and defending.** - **Perform dances using simple movement patterns**		
	Gymnastics -Master basic movements -Develop balance, agility and co-ordination, individually and with others. -Engage in co-operative physical activities	**Dance** -Perform dances using simple movement patterns -Engage in co-operative physical activities	**Athletics** -Master basic movements including running, jumping and throwing -Engage in competitive physical activities

	Games – Ball skills (throwing, catching and travelling focus) -Master basic movements including throwing and catching -Develop balance, agility and co-ordianation -Participate in team games -Engage in competitive and co-operative physical activities	**Games – Ball skills (striking, hitting and passing focus introducing activities such as tennis)** -Master basic movements including throwing and catching -Develop balance, agility and co-ordianation -Participate in team games -Engage in competitive and co-operative physical activities	**Games – Ball skills (using space, attacking and defending, tactics and games introducing activities such as football)** -Master basic movements including throwing and catching -Develop balance, agility and co-ordianation -Participate in team games -Engage in competitive and co-operative physical activities
VISITS	**St Johns Ambulanace**		**Windsor Castle**
Overall Topics	**Senses**	**Bridges**	**The UK/Kings and Queens**
	Superheroes	**Living Things and their Habitats**	**We Are Scientists/Trees**