Stokeinteignhead Primary School
YEAR A: Year R and 1 Long Term Overview

Subject	Autumn A (6 WEEKS)	Autumn B (7 WEEKS)	Spring A (7 WEEKS)	Spring B (7 WEEKS)	Summer A (5 WEEKS)	Summer B (8 WEEKS)
English	**Non-fiction (2 Weeks):** Signs, Labels and Lists **Knock Knock Who's There?** By Sally Grindley and Anothony Browne **Red Rockets and Rainbow Jelly** by Sue Heap and Nick Sharratt Can I write labels and captions to give additional information to the reader? **Poetry (2 weeks)** **Oi Frog!** by Kas Gray Can I write a silly rhyming sentences based on the pattern of the text? **Non-fiction (2 weeks):** information page on an experience **Hot and Cold** by Terry Jennings and Honor Head (Now You Know Science series) Can I write an information page based on my scientific knowledge of an experience?	**Poetry – Senses (1 week)** **Zim Zam Zoom** by James Carter Can I perform some poems as part of the class/group for an audience, using expression, intonation and rhythm appropriately? Can I write a poem based on a model I have read? **Fiction (3 weeks)** Story writing based on ways to overcoming fears. **Orion and the Dark** by Emma Yarlett Can I write a story about myself? **Non-fiction (3weeks)** Instructions **Snow in the Garden** by Shirley Hughes Can I write a set of instructions for a friend to follow?	**Fiction (3 weeks)** **Mixed Up Fairy Tales** by Hilary Robinson Can I write my own mixed up fairy tale? **Non-fiction (3 weeks)** information page based on a on a festival. **Chinese New Year** (Festivals Around the World) by Grace Jones Can I create a information e-page about the Chinese new Year?	**Non-fiction (3 weeks)** **Transport** by Ruth Thomson Can I write an information page for a class book based on vehicles from the past? **Fiction (3 weeks)** Going on an adventure **Naughty Bus** by Jan and Jerry Oke Can I write story about a toy going on an adventure?	**Non- fiction (3 weeks)** **I Don't Like Snakes** by Nicola Davies Can I use two voices in my writing to say why I like and don't like a certain creature? **Poetry (2 weeks)** **On the Road** by Susan Steggall Can I describe a journey to a familiar place?	**Fiction (3 weeks)** story of a familiar event. **How to Hide a Lion at School** by Helen Stephens Can I write a short story based on how to hide an animal in school? **Non-Fiction (3 weeks)** **Hidden World: Ocean** by Libby Walden; illustrated by Stephanie Fizer Coleman Can I create a flap book/ page based on animals from different countries? **Poetry (2 weeks)** **I love Bugs** by Emma Dodd Can I write a descriptive poem?
Math's White Rose	**Number:** Place Value (within 10) (3 weeks) **Number:** Addition and Subtraction (within 10) 3 weeks **EYFS** • Counting and naming numerals • Ordering numbers; sequencing • Exploring and playing with symmetry • Exploring repetitive patterns • Count 'How many?'; match one-to-one • One more and one less, up to 12 • Introducing time	**Number:** Addition and Subtraction (within 10) **Geometry:** Shape **Number:** Place Value (within 20) **EYFS** • Partitioning to create number bonds • Recording number bonds • Comparing lengths • Comparing measures directly • Counting in 2s; odd/even numbers • Exploring and playing with 2-D shapes	**Number:** Addition and Subtraction (within 20) **Number:** Place Value (within 50, including multiples of 2, 5 and 10) **EYFS** • Counting and estimating • Order and compare numbers • Where is it? (Positional language) • Time • Partition to create number bonds • Say the number 1 more/ less	**Measurement:** Length and Height **Measurement:** Weight and Volume **EYFS** • Comparing weights • Measuring outside • Equivalence • Explore and play with 3-D shapes • Coin recognition	**Number:** Multiplication and Division (including multiples of 2, 5 and 10) **Number:** Fractions **EYFS** • Teen numbers: 10 and some more • Exploring 100 • Count on to add • Count back to subtract • Bonds to 10	**Geometry:** Position and Direction **Number:** Place Value (within 100) **Measurement:** Money **Measurement:** Time **EYFS** • Talking about shapes • Sorting Counting on; 1 more/ less • Clever counting • Telling the time • Number games • Money role play

Science	Animals, including humans	Seasons	Uses of Everyday Materials	Plants	Living Things & their Habitats
	Why do minibeasts have more legs than humans?	**Why does it get dark early in the winter?**	**What material should the three little pigs use to build their house?**	**How old are the trees around us?**	**What animals would … find in our local area?**
	• Can they name the parts of the human body that they can see? • Can they draw & label basic parts of the human body? • Can they identify the main parts of the human body and link them to their senses? • Can they name the parts of an animal's body? • Can they point out some of the differences between different animals? • Can they describe how an animal is suited to its environment?	• Can they observe changes across the four seasons? • Can they name the four seasons in order? • Can they observe and describe weather associated with the seasons? • Can they observe and describe how day length varies? • Can they observe features in the environment and explain that these are related to a specific season? • Can they observe and talk about changes in the weather? • Can they talk about weather variation in different parts of the world?	• Can they distinguish between an object and the material from which it is made? • Can they describe materials using their senses? • Can they describe materials using their senses, using specific scientific words? • Can they explain what material objects are made from? • Can they explain why a material might be useful for a specific job? • Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock • Can they sort materials into groups by a given criteria? • Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?	• Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? • Can they identify and name a range of common plants and trees? • Can they recognise deciduous and evergreen trees? • Can they name the trunk, branches and root of a tree? • Can they describe the parts of a plant (roots, stem, leaves, flowers)?	• Can they point out some of the differences between different animals? • Can they sort photographs of living things and non-living things? • Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) • Can they describe how an animal is suited to its environment? • Can they classify animals by what they eat? (carnivore, herbivore, omnivore) • Can they describe how an animal is suited to its environment? • Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?
	Working Scientifically/Investigations (Objectives run throughout topics)				
	Observing Closely		**Performing Tests**	**Identifying and Classifying**	**Recording Findings**
	• Can they talk about what they? • Can they use simple equipment to help them make observations?		• Can they perform a simple test? • Can they tell other people about what they have done?	• Can they identify and classify things they observe? • Can they think of some questions to ask? • Can they answer some scientific questions? • Can they give a simple reason for their answers? • Can they explain what they have found out?	• Can they show their work using pictures, labels and captions? • Can they record their findings using standard units? • Can they put some information in a chart or table?
History	**Significant people in history** **Why were polar explorers very brave?**		**Events beyond living memory** **Where did the wheels on the bus go?**		**Changes within living memory** **How have toys changed since my grandparents were young?**
	Chronological understanding • Can they recognise that a story that is read to them happened a long time ago? • Can they begin to identify the main differences between old and new events (Prince William & Harry expedition)? **Historical enquiry** • Can they answer questions using an artefact/ photograph provided about famous expeditions?		**Chronological understanding** • Can they use words and phrases like: 'rusty, 'shiny' and ' broken' 'faded' whey describing an object? • Can they tell me a vehicles they have experienced being in and what vehicles their parents have experienced? • Do they know that some objects belonged to the past and that we can still see them today? • **Historical enquiry**		**Chronological understanding** • Can they put up to five toy in chronological order (recent history)? • Can they use words and phrases like: 'old', 'new' and 'a long time ago'? • Can they tell me about toys they played with when they were little? • **Historical enquiry** • Can they ask and answer questions about old and new toys?

	• Can they give a plausible explanation about what has changed and what have been the influences behind the changes? (Equipment needed for the an expedition) **Knowledge and interpretation** • Do they appreciate that some famous people (Robert Falcon Scott & Earnset Shackleton) have helped our knowledge and understanding to be better today? • Do they recognise that we celebrate historical successes and present successes, which will be remembered? • Can they find out more about a famous person from the past and carry out some research them?		• Do they know some names of type of vehicles which were used to the past? • Can they ask and answer questions about old and new vehicles? • Can they spot old and new things in a picture? **Knowledge and interpretation** • Can they explain why certain bikes were different in the past, eg, iron, music systems, televisions? Wheel sizes, materials used. • Can they give explanations why changes may have happened? • What changes would they make to a bike for the future? • Can they research which vehicle was used the most compared to what vehicles are used most today?		• Can they spot old and new toys from a picture? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what the toy was used for in the past? **Knowledge and interpretation** • Can they explain why certain toys were different in the past, eg, iron, music systems, televisions? • Can they explain differences between past and present in their life and that of other children from a different time in history?
	Black History Month – Curriculum Focus Week		**Local History:** What was our village like in the past?		
Geography	**Weather & Seasons** **Why can't a meerkat live at the North Pole?** **Geographical Enquiry** • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they answer questions about the weather? • Can they keep a weather chart? **Physical Geography** • Can they explain the main features of a hot and cold place? • Can they explain how the weather changes with each season? **Human Geography** • Can they begin to explain why they would wear different clothes at different times of the year? • Can they tell something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? **Geographical Knowledge** • Can they point out where the equator, north pole and south pole are on a globe or atlas?		**Human & Physical (Local)** **Why do we love to live where we do?** **Geographical Enquiry** • Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about a locality? **Physical Geography** • Can they tell someone their address? • Can they describe a locality using words and pictures? • Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? **Geographical Knowledge** •Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom? • Can they name a few towns in the south and north of the UK?		**Place & Location Knowledge** **Where would you prefer to live – the UK or Australia?** **Geographical Enquiry** • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about a locality? **Physical Geography** • Can they explain the main features of a hot and cold place? • Can they explain how the weather changes with each season? • Can they describe a locality using words and pictures? **Human Geography** • Can they tell something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? **Geographical Knowledge** • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom?
Art	**COLLAGE/3D SCULPTURE/DRAWING** **Minibeasts (link to Science)**		**3D SCULPTURE/ PAINTING/PRINTING** **Tress (link to Science)** **Eloise Renouf/Andy Goldsworthy**		**TEXTILES (INC. WEAVING)/PAINTING** **Australia** **(link to Geography & DT)** **Bronwyn Bancroft**	
	Drawing • Can they create moods in their drawings? • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil?		**3D** • Can they add texture by using tools? • Can they make different kinds of shapes? • Can they cut, roll and coil materials such as clay, dough or plasticine? **Painting**		**Painting** • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see?	

	3D • Can they add texture by using tools? • Can they make different kinds of shapes? • Can they cut, roll and coil materials such as clay, dough or plasticine? **Collage** • Can they cut and tear paper and card for their collages? • Can they gather and sort the materials they will need?		• Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? • Can they name the primary and secondary colours? **Printing** • Can they print with sponges, vegetables and fruit? • Can they print onto paper and textile? • Can they design their own printing block? • Can they create a repeating pattern?			• Can they name the primary and secondary colours? **Textiles** • Can they sort threads and fabrics? • Can they group fabrics and threads by colour and texture? • Can they weave with fabric and thread?		

(Objectives run throughout all art units of learning)
Knowledge
• Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they ask sensible questions about a piece of art?

DT	**MECHANISMS** **Moving Minibeasts** **(linked to Science)**	**COOKING/NUTRITION** **(Short unit linked to Seasons)** **Gingerbread Men/Pumpkin Soup**	**USES OF MATERIALS (*Linked to Science – short unit)** **HOMES**	**MECHANISMS** **(linked to History/English)** **The Naughty Bus**		**TEXTILES (INC. WEAVING)/PAINTING** **Australia** **(link to Geography & Art)** **Bronwyn Bancroft**
	Mechanisms • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts?	**Cooking & Nutrition** • Can they cut food safely? • Can they describe the texture of foods? • Do they wash their hands and make sure that surfaces are clean? • Can they think of interesting ways of decorating food they have made, eg, cakes?	**Use of Materials** • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be?	**Mechanisms** • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts?		**Textiles** • Can they describe how different textiles feel? • Can they make a product from textiles by gluing?

DT Objectives Covered Throughout All Units of Learning

Developing, planning and communicating ideas • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan?	**Working with tools, equipment, materials and components to make quality products** • Can they explain what they are making? • Can they explain which tools are they using?	**Evaluating processes and products** • Can they describe how something works? • Can they talk about their own work and things that other people have done?

Computing (Purple Mash)	**Online Safety & Exploring Purple Mash** **Unit 1.1** **(4 weeks)** -To login safely. -To know how to find saved work and teacher comments. -To know how to search Purple Mash	**Grouping & Sorting** **Unit 1.2** **(2 weeks)** -To sort items using a range of criteria. -To sort items on the computer using the 'Grouping' activities.	**Pictograms** **Unit 1.3** **(3 weeks)** -To understand that data can be represented in picture format -To contribute to a class pictogram -To use a pictogram to record the	**Lego Builders** **Unit 1.4** **(3 weeks)** -To emphasise the importance of following instructions. -To follow and create simple instructions on the computer. -To consider how the order of	**Maze Explorers** **Unit 1.5** **(3 weeks)** -To understand the functionality of the basic direction keys. -To be able to use the direction keys to complete the challenges.	**Animated Story Books** **Unit 1.6** **(5 weeks)** -To be introduced to e-books and to 2Create a Story. -To continue a previously saved story. -To add animation to a story. -To add sound to a story.	**Coding** **Unit 1.7** **(6 weeks)** -To understand what coding means. -To create unambiguous instructions. -To build one- and two-step instructions using the printable code cards.	**Spreadsheets** **Unit 1.8** **(3 weeks)** -Introduction to spreadsheets. Adding images to a spreadsheet and using the image toolbox. -Using the 'speak' and 'count' tools in	**Technology Outside School** **1.9** **(2 weeks)** -To walk around the local community and find examples of where technology is used. -To record examples of technology outside school.

			results of an experiment.	instructions affects the result.	-To understand how to create and debug a set of instructions (algorithm). -To use the additional direction keys as part of their algorithm. -To understand how to change and extend the algorithm list. -To create a longer algorithm for an activity.	-To work on a more complex story including adding backgrounds and copying and pasting pages.	-To use the 2Code program to create a simple program. -To use Design Mode to add and change backgrounds and characters. -To use the Properties table to change the look of the objects. -To design a scene for a program. -To use code blocks to make the characters move. -To explore the When Key and When Swiped commands (on tablets if available). -To use the Stop button. -To explore a method to code interactivity between objects. -To use Collision Detection to make objects perform actions. -To use the sound property.	2Calculate to count items.	
-To become familiar with the types of resources and icons -To start to add pictures and text to work. -To explore the Tools section of Purple Mash To explore the Games section on Purple Mash. -To understand the importance of logging out.									

E-Safety   **(Purple Mash)**
E-Safety   **(Google Legends)**

PSHE (Jigsaw)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PSHE Knowledge EYFS/Y1	• **Know they have a right to learn and play, safely and happily** • **Know that some people are different from themselves** • **Know that hands can be used kindly and unkindly** • Know special things about themselves	• **Know what being unique means** • **Know the names of some emotions such as happy, sad, frightened, angry** • **Know why having friends is important** • **Know some qualities of a positive friendship** • **Know that they don't have to be 'the same as' to be a**	• **Know what a challenge is** • **Know that it is important to keep trying** • **Know what a goal is** • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do	• **Know what the word 'healthy' means** • **Know some things that they need to do to keep healthy** • **Know the names for some parts of their body** • **Know when and how to wash their hands properly** • **Know how to say no to**	• **Know what a family is** • Know that different people in a family have different responsibilities (jobs) • **Know some of the characteristics of healthy and safe friendships** • **Know that friends sometimes fall out**	• **Know the names and functions of some parts of the body (see vocabulary list)** • **Know that we grow from baby to adult** • **Know who to talk to if they are feeling worried** • Know that sharing how they feel can help solve a worry

	• Know how happiness and sadness can be expressed • Know that being kind is good	**friend** • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself	when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal	**strangers** • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know what to do if they get lost	**Know some ways to mend a friendship** **Know that unkind words can never be taken back and they can hurt** • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry	• Know that remembering happy times can help us move on
PSHE Skills EYFS/Y1	• **Identify feelings associated with belonging** • **Skills to play co-operatively with others** • **Be able to consider others' feelings** • Identify feelings of happiness and sadness • Be responsible in the setting	• **Recognise emotions when they or someone else is upset, frightened or angry** • **Identify and use skills to make a friend** • **Identify some ways they can be different and the same as others** • **Identify and use skills to stand up for themselves** • Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Recognise similarities and differences between their family and other families	• **Understand that challenges can be difficult** • **Resilience** • **Recognise some of the feelings linked to perseverance** • **Recognise how kind words can encourage people** • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Feel proud • Celebrate success	• **Can explain what they need to do to stay healthy** • **Recognise how exercise makes them feel** • **Can give examples of healthy food** • **Can explain what to do if a stranger approaches them** • Can explain how they might feel if they don't get enough sleep • Recognise how different foods can make them feel	• **Can identify what jobs they do in their family and those carried out by parents/carers and siblings** • **Can suggest ways to make a friend or help someone who is lonely** • Can use different ways to mend a friendship • **Can recognise what being angry feels like** • Can use Calm Me when angry or upset	• **Recognise that changing class can elicit happy and/or sad emotions** • **Can say how they feel about changing class/ growing up** • **Can identify how they have changed from a baby** • Can say what might change for them they get older • Can identify positive memories from the past year in school/home
R.E.	**1.1 What do Christians believe God is like? (God)**	**1.3 Why does Christmas matter to Christians? (Incarnation)**	**1.2 Who do Christians say made our world? (Creation)**	**1.6 Who is a Muslim and how do they live?**	**1.9 How should we care for others and the world, and why does it matter?**	
	Make sense of belief: • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians **Understand the impact:** • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as	**Make sense of belief:** • Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians **Understand the impact:** • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas **Make connections:** • Think, talk and ask questions about Christmas for people who are Christians and for people who are not	**Make sense of belief:** • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world **Understand the impact:** • Give at least one example of what Christians do to say 'thank you' to God for Creation **Make connections:**	**Make sense of belief:** • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad **Understand the impact:** • Give examples of how Muslims use the Shahadah to	**Make sense of belief:** • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world **Understand the impact:** • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world **Make connections:**	

	welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) **Make connections:** • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make.	• Decide what they personally have to be thankful for, giving a reason for their ideas.	• Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action **Make connections:** • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	• Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	

Music	**Hey You!** Old School Hip-Hop	**Rhythm in the Way We Walk and Banana Rap** Reggae Music and Hip Hop	**In the Groove** Blues, Latin, Folk, Funk, Baroque, Bhangra	**Round and Round** Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	**Your Imagination** Pop	**Reflect, Rewind, Replay** Western Classical Music
	Performing • Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they use instruments to perform? • Do they look at their audience when they are performing? • Can they clap short rhythmic patterns? • Can they copy sounds? **Composing** • Can they make different sounds with their voice? • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they change the sound? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures? **Appraising** • Can they respond to different moods in music? • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns? • Can they follow instructions about when to play or sing?					
P.E./Games	**Games** • Can they throw underarm? • Can they roll a piece of equipment? • Can they hit a ball with a bat? • Can they move and stop safely? • Can they catch with both hands? • Can they throw in different ways?		**Games** • Can they throw underarm? • Can they roll a piece of equipment? • Can they hit a ball with a bat? • Can they move and stop safely? • Can they catch with both hands? • Can they throw in different ways?		**Gymnastics** • Can they make their body tense, relaxed, curled and stretched? • Can they control their body when travelling? • Can they control their body when balancing? • Can they copy sequences and repeat them?	

	• Can they kick in different ways? **Dance** • Can they move to music? • Can they copy dance moves? • Can they perform some dance moves? • Can they make up a short dance? • Can they move around the space safely?	• Can they kick in different ways? **Gymnastics** • Can they roll in different ways? • Can they travel in different ways? • Can they balance in different ways? • Can they climb safely? • Can they stretch in different ways? • Can they curl in different ways?			
	Acquiring and developing skills • Can they copy actions? • Can they repeat actions and skills? • Can they move with control and care? **Evaluating and improving** • Can they talk about what they have done? • Can they describe what other people did? **Health and fitness** • Can they describe how their body feels before, during and after an activity?				

GLOBAL CITIZENSHIP	• Embedding Rights Respecting • Eco-Council • British Values					
CURRICULUM ENRICHMENT	Hello Yellow Anti-Bullying PCSO Safety Assemblies	World Toilet Day Christmas Production Visit to local Community Centre Boulder Bunker	Children In Need	Just One Tree Project Eco-Summit Day World Book Day	Cultural Champion Visit Summer Production	Y2 Residential