



Three Bridges
Primary School



Year 2

Topic Overview

<p>Subject Autumn Term</p>	<p>KS1 Geography: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. We are Explorers What would Dora the Explorer/ Ben Ten find interesting about our town? Stunning start: <i>Children receive a visit from Dora or Ben and they need to have a range of questions to ask them about where they want to visit.</i></p>	<p>KS1 Geography: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world England vs. Africa Where would you prefer to live: England or Africa? Stunning start: <i>A visit from African dancers or drummers</i></p>
<p>Learning Challenges</p>	<p>Where could I take *Dora on a special outing in our town? Why would *Dora need to know my postcode to find my house? Where could I take *Dora for a special holiday in the United Kingdom? How would *Dora use her map to find her way to school? Marvellous Middle: What would appear on *Dora's map of our town? – Trip around the town centre. How can we create paintings from our photographs of special places in our town? *Fantastic Finish: How could Dora use our town in one of her TV adventures?</p>	<p>What would you ask? What are <i>African</i> people proud of? What are the main differences in the climate of <i>Africa</i> and England? Which animals would you find living in the wild in <i>Africa</i>? Marvellous Middle: How can you recreate <i>African</i> art? What would your school day be like if you lived in <i>Africa</i>? Do <i>Africans</i> live a healthier life than we do? Can you recreate <i>African</i> music? Fantastic Finish: Can the class create an <i>African</i> exhibition?</p>
<p>Literacy Links</p>	<p>Follow that map – Scot Ritchie Children will have to think of a number of questions they would ask Dora if she appeared in their classroom.</p>	<p>Bringing the rain to Kapiti plain - V Ardeena The Leopard's Drum - Jessica Souhami Children to think of a range of questions they would wish to ask a visitor from Africa (these may be members of a dance or music group invited to school or could be a local person who has strong connections with Africa. Children to carry out research and develop writing opportunities as a result.</p>
<p>Grammar Texts</p>	<p>Katie in London The day the crayons quit</p>	<p>Dear Greenpeace</p>
<p>Literacy</p>	<p>Traditional Story I used a traditional story start I introduced and described the main character I described the setting I introduced the task using direct speech I described the journey of the character I introduced and described another character</p>	<p>Information text My front cover and title give clues to contents I included a contents page to guide reader My first sentence gives the topic and an important fact I used headings and subheadings to organise information I used questions as headings to hook the reader I used the present tense</p>

	<p>I used direct speech when characters met</p> <p>I used repetitive language</p> <p>I resolved the problem well</p> <p>I used a traditional story ending</p> <p>http://www.literacyshed.com/the-lighthouse.html</p> <p>Use this video as a stimulus for a traditional story. These could be turned into iBooks with voice over recorded by the children and added to the digital library.</p>	<p>I used captions to give more information about illustrations</p> <p>I used labelled diagrams to help the reader</p> <p>I included a blurb on the back cover to hook the reader a blurb</p> <p>Alphabetical Order – Glossary</p> <p>I listed the words in alphabetical order</p> <p>I used colour or bold print for the key word</p> <p>I explained the meaning clearly without using the word itself</p> <p>I put the word into a sample sentence</p> <p>I used highlighter or bold print for the key word in the main text</p>
<p>Literacy - What the National Curriculum requires in Literacy at Y2</p>	<p>Writing - transcription</p> <ul style="list-style-type: none"> •spell by: <ul style="list-style-type: none"> ✓ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ✓ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ✓ learning to spell common exception words ✓ learning to spell more words with contracted forms ✓ learning the possessive apostrophe (singular) [for example, the girl's book] ✓ distinguishing between homophones and near-homophones •add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly •apply spelling rules and guidance, as listed in Appendix 1 of the National Curriculum •write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Handwriting</p> <ul style="list-style-type: none"> •form lower-case letters of the correct size relative to one another •start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<p>Writing - composition</p> <ul style="list-style-type: none"> •develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ✓ writing narratives about personal experiences and those of others (real and fictional) ✓ writing about real events ✓ writing poetry ✓ writing for different purposes •consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence •make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ✓ evaluating their writing with the teacher and other pupils ✓ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ✓ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] •read aloud what they have written with appropriate intonation to make the meaning clear. •develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by: <ul style="list-style-type: none"> ✓ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops,

	<ul style="list-style-type: none"> •write Capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters •use spacing between words that reflects the size of the letters. 	<p>Capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <ul style="list-style-type: none"> •learn how to use: <ul style="list-style-type: none"> ✓ sentences with different forms: statement, question, exclamation, command ✓ expanded noun phrases to describe and specify [for example, the blue butterfly] ✓ the present and past tenses correctly and consistently including the progressive form ✓ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ✓ the grammar for year 2 in English Appendix 2 ✓ some features of written standard English •use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
<p>Literacy & British Values</p> 	<p>The Literacy curriculum aims to:</p> <ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence; • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. 	
<p>Reading - What the National Curriculum requires in reading at Y2</p>	<p>Word reading</p> <ul style="list-style-type: none"> •continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent •read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes •read accurately words of two or more syllables that contain the same graphemes as above •read words containing common suffixes •read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<p>Comprehension</p> <ul style="list-style-type: none"> •develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ✓ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ✓ discussing the sequence of events in books and how items of information are related ✓ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ✓ being introduced to non-fiction books that are structured in different ways

	<ul style="list-style-type: none"> •read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered •read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation •re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> ✓ recognising simple recurring literary language in stories and poetry ✓ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ✓ discussing their favourite words and phrases ✓ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear •understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ✓ drawing on what they already know or on background information and vocabulary provided by the teacher ✓ checking that the text makes sense to them as they read and correcting inaccurate reading ✓ making inferences on the basis of what is being said and done ✓ answering and asking questions ✓ predicting what might happen on the basis of what has been read so far •participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say •explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
<p>Speaking & Listening – by the end of Year 2</p>	<ul style="list-style-type: none"> •I can ask question to get more information and clarify meaning. •I can talk in complete sentences. •I can decide when I need to use specific vocabulary. •I can take turns when talking in pairs or a small group. •I am aware that formal and informal situations require different language (beginning). •I can retell a story using narrative language and linking words and phrases. •I can hold the attention of people I am speaking to by adapting the way I talk. •I understand how to speak for different purposes and audiences (beginning). •I can perform a simple poem from memory. 	
<p>Maths Links</p>	<p>Links with addresses and number.</p>	

Maths - What the National Curriculum requires in mathematics at Y2

Number and place value

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

Number – addition and subtraction

- solve problems with 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
- 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 ones
 - ✓ a two-digit number and tens
 - ✓ two two-digit numbers
 - ✓ adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Number – multiplication and division

Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$ C); 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 $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of 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.

Geometry – properties of shapes

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry – position and direction

- order and arrange combinations of mathematical objects in patterns and sequences
- 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).

	<ul style="list-style-type: none"> •recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers •calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs •show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot •solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Fractions</p> <ul style="list-style-type: none"> •recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity •write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 	<p>Statistics</p> <ul style="list-style-type: none"> •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. <p>http://mathstoolkit.wix.com/mathstoolkit</p>
<p>Maths & British Values</p> 	<ul style="list-style-type: none"> •All children are encouraged to achieve their maximum potential through Maths lessons and learn the importance of Maths in all aspects of life. Children of all abilities are encouraged to believe they are able to achieve and this builds confidence and self-esteem. •Group work encourages children to work as part of a team and helps them understand how different people solve problems in various ways; this also promotes the British values of mutual respect and support for one another. •Whilst investigating and applying Maths to a range of situations, tolerance and resilience are promoted as children are encouraged to persevere, take risks and try different methods. •Children will learn that Mathematics comes from different cultures. •All children have the right to a safe and secure learning environment and teachers and children have the right to be treated with respect. 	
<p>Science</p>	<p>Living Things & their Habitats</p> <ul style="list-style-type: none"> •Can they match certain living things to the habitats they are found in? •Can they explain the differences between living and non-living things? •Can they describe some of the life processes common to plants and animals, including humans? •Can they decide whether something is living, dead or non-living? 	<p>Animals, including humans</p> <ul style="list-style-type: none"> •Can they describe what animals need to survive? •Can they explain that animals grow and reproduce? •Can they explain why animals have offspring which grow into adults? •Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) •Can they explain the basic needs of animals, including humans for survival? (water, food, air)

	<ul style="list-style-type: none"> •Can they describe how a habitat provides for the basic needs of things living there? •Can they describe a range of different habitats? •Can they describe how plants and animals are suited to their habitat? <p>Extending</p> <ul style="list-style-type: none"> •Can they name some characteristics of an animal that help it to live in a particular habitat? •Can they describe what animals need to survive and link this to their habitats? 	<ul style="list-style-type: none"> •Can they describe why exercise, balanced diet and hygiene are important for humans? <p>Extending</p> <ul style="list-style-type: none"> •Can they explain that animals reproduce in different ways?
<p>Science & British Values</p> 	<p>The Science curriculum aims to promote: Individual liberty of own views; the tolerance and mutual respect of others through the topics where different views / ethics are involved.</p> <p>Rule of law relates to:</p> <ul style="list-style-type: none"> •children following agreed rules for the safety of all •understanding of the need to have speed limits (speed, force, change of momentum) •Practical activities in science require children to engage in team work and show mutual respect for each other. •Resilience and self-esteem are developed through children building independent learning skills, getting answers wrong, learning how to formulate the correct response and responding to target questions 	
<p>History</p>		
<p>History & British Values</p> 	<p>British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. By looking at the achievements of famous British people, children develop an awareness of how they have influenced and shaped the country in which we live.</p>	
<p>Geography</p>	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> •Can they label a diagram or photograph using some geographical words? •Can they find out about their town by using different sources of evidence? •Can they find out about their town by asking some relevant questions to someone else? •Can they say what they like and don't like about their locality and another locality like the seaside? <p>Physical Geography</p> <ul style="list-style-type: none"> •Can they describe some physical features of their town? 	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> •Can they label a diagram or photograph using some geographical words? •Can they find out about a contrasting locality like Africa by using different sources of evidence? •Can they find out about Africa by asking some relevant questions to someone else? •Can they say what they like and don't like about their locality and another locality like Africa? <p>Challenging</p>

	<ul style="list-style-type: none"> •Can they explain what makes their town special? •Can they describe some places which are not near the school? •Can they describe the key features of a place, using words like, 'forest', 'hill', 'mountain', 'valley'? <p>Human Geography</p> <ul style="list-style-type: none"> •Can they describe some human features of their town, such as the jobs people do? •Do they think that people ever spoil the area? How? •Do they think that people try to make the area better? How? •Can they explain what facilities a town or village might need? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> •Can they find where they live on a map of the UK? <p>Challenging</p> <ul style="list-style-type: none"> •Can they find the longest and shortest route using a map? •Can they use a map, photographs, film or plan to describe <a contrasting locality> outside Europe? •Can they point out the North, South, East and West associated with maps and compass? 	<ul style="list-style-type: none"> •Can they make plausible predictions about what the weather may be like in different parts of the world? <p>Physical Geography</p> <ul style="list-style-type: none"> •Can they explain what makes a locality special? •Can they describe a place outside Europe using geographical words? •Can they describe the key features of a place, using words like, 'beach', 'coast', 'forest', 'hill', 'mountain', 'ocean', 'valley'? <p>Challenging</p> <ul style="list-style-type: none"> •Can they find the longest and shortest route using a map? •Can they use a map, photographs, film or plan to describe Africa? <p>Human Geography</p> <ul style="list-style-type: none"> •Can they explain how the jobs people do may be different in different parts of the world? •Do they think that people ever spoil the area? How? •Do they think that people try to make the area better? How? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain how the weather affects different people? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> •Can they name the continents of the world and find them in an atlas? •Can they name the world's oceans and find them in an atlas? <p>Challenging</p> <ul style="list-style-type: none"> •Can they locate some of the world's major rivers and mountain ranges? •Can they point out the North, South, East and West associated with maps and compass?
<p>British Values & Geography</p> 	<p>Students learn about British Values through Geography lessons by exploring how places have been changed by the contexts and processes that have shaped them. It helps pupils to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds.</p> <p>Geography also helps pupils to understand society better e.g. less economically developed countries and more developed countries. Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities.</p> <p>These values are also encouraged and rewarded in our day-to-day teaching, showing that tolerance, mutual respect, teamwork, resilience, are valued as we aim to build pupil's self esteem. This includes, for example, respecting each other and the rules as well as adhering to the spirit of fair play when taking part in quizzes and other competitions.</p>	
<p>Art</p>	<p>Drawing</p>	<p>3D Textiles</p>

	<ul style="list-style-type: none"> •Can they use three different grades of pencil in their drawing (4B, 8B, HB)? •Can they use Charcoal, pencil and pastels? •Can they create different tones using light and dark? •Can they show patterns and texture in their drawings? •Can they use a viewfinder to focus on a specific part of an artefact before drawing it? <p>Painting</p> <ul style="list-style-type: none"> •Can they mix paint to create all the secondary colours? •Can they mix and match colours, predict outcomes? •Can they mix their own brown? •Can they make tints by adding white? •Can they make tones by adding black? <p>Knowledge</p> <ul style="list-style-type: none"> •Can they say how other artists have used colour, pattern and shape? •Can they create a piece of work in response to another artist's work? <p>Sketch books</p> <ul style="list-style-type: none"> •Can they begin to demonstrate their ideas through photographs and in their sketch books? •Can they set out their ideas, using 'annotation' in their sketch books? •Do they keep notes in their sketch books as to how they have changed their work? 	<p>Can they make a clay pot? Can they join two finger pots together? Can they add line and shape to their work? Can they join fabric using glue? Can they sew fabrics together? Can they create part of a class patchwork?</p> <p>Printing</p> <p>Can they create a print using pressing, rolling, rubbing and stamping? Can they create a print like a designer?</p>
<p>British Values & Art</p> 	<p>The Art curriculum delivers British values through having a sense of enjoyment and fascination in learning about the world around them and participating children actively in artistic and creative activities.</p> <p>Pupils have the opportunity to work independently and as a team to build resilience and self esteem through tasks, sharing ideas and resources, peer-assessment and encouraging children to support each other.</p> <p>Discussing and working in the style and using the techniques of a wide variety of artists and designers. British art is promoted in all year groups.</p> <p>We promote tolerance through different people's ideas, creative responses and understanding of different cultures and styles within art.</p>	
<p>DT</p>	<p>Developing, planning and communicating ideas</p> <p>Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words?</p>	

	<p>Working with tools, equipment, materials and components to make quality products Can they join things (materials/ components) together in different ways?</p> <p>Evaluating processes and products What went well with their work? If they did it again, what would they want to improve?</p> <p>Use of materials Can they measure materials to use in a model or structure? Can they join material in different ways? Can they use joining, folding or rolling to make it stronger?</p>	
	<p>Cooking and Nutrition – possible trip to Tesco to buy products Can they describe the properties of the ingredients they are using? Can they explain what it means to be hygienic? Are they hygienic in the kitchen?</p>	<p>Textiles Can they measure textile? Can they join textiles together to make something? Can they cut textiles? Can they explain why they chose a certain textile?</p>
<p>British Values & DT</p> 	<p>Pupils are taught about the moral choices facing designers and manufacturers when deciding on materials. Pupils focus on recycling in food and how to manage portion sizes to minimise waste and help pupils to connect with the dilemmas of those who do not have an abundance of food. Pupils develop an awareness of Health & Safety for themselves and others within their work area. Pupils are taught the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment. They are taught to challenge each other's behaviour or practices if they fall short of the collective expectations of the group.</p> <p>Exploring how products contribute to lifestyle and consumer choices. Understanding how products evolve according to users' and designers' needs, beliefs, ethics, and values.</p> <p>Resistant materials: Pupils study iconic British designer and art & design movements</p> <p>Food: Pupils look at cultural influences on the food we cook and the diversity of ingredients for us to cook with. They also learn about staple foods of other countries.</p>	
Computing	<p>Data Retrieving and Organising Can they capture images with a camera? Can they print out a photograph from a camera with help? Can they record a sound and play it back? Can they enter information into a template to make a graph? Can they talk about the results shown on a graph?</p> <p>Challenging Can they record pupils' voices as a voice over?</p>	
Computing & British Values	<p>Within Computing we promote tolerance through different people's ideas that may be built on cultural diversity which promotes mutual respect. Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks. When working in groups children are expected to share ideas and resources and encourage and support each other. By promoting high expectations through the setting of ground rules, pupils are rewarded for positive behaviour using Class Dojo.</p>	



E-Safety	Knowledge and Understanding Can they understand the different methods of communication (e.g. email, online forums etc)? Do they know you should only open email from a known source? Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site? Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet? Do they know that personal information should not be shared online? Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet? Skills Can they follow the school's safer internet rules? Can they use the search engines agreed by the school? Can they act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they send and receive email as a Class? Can they recognise advertising on websites and learn to ignore it? Can they use a password to access the secure network?	
Music		Performing Do they sing and follow the melody (tune)? Do they sing accurately at a given pitch? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/Clap a pulse increasing or decreasing in tempo? Challenging Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?
Music & British Values	The curriculum promotes tolerance and understanding of other cultures by incorporating music from many parts of the world.	

		
PE	<p>Dance</p> <p>Can they explore and perform basic body actions? Do they use different parts of the body singly and in combination? Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance? Do they choose appropriate movements for different dance ideas? Can they remember and repeat short dance phrases and simple dances? Do they move with control? Do they vary the way they use space? Do they describe how their lungs and heart work when dancing? Do they describe basic body actions and simple expressive and dynamic qualities of movement?</p> <p>Games</p> <p>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? Can they kick in different ways?</p>	<p>Gym</p> <p>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 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?</p> <p>Games</p> <p>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? Can they kick in different ways?</p>
PE & British Values 	<p>Within the PE Curriculum children have the opportunity to develop their teamwork and resilience and must demonstrate a mutual respect to their peers. Children need to work with their peers in all aspects of PE and Sport and demonstrate good teamwork in order to succeed. This also means being gracious in defeat and showing sportsmanship and respect both on and off the pitch. Resilience and self-esteem are developed on a lesson by lesson basis, with the development of new skills only being enhanced by new experiences and learning to try again.</p> <p>Rule of law and democracy are essential in PE and Sport as everyone has to play by the rules.</p>	
PSHE	<p>Self Awareness/ Keeping safe and healthy</p> <p>I can talk about how I am the same and different from my friends I can say what I'm good at or what I enjoy doing at school or as a hobby I can explain why I like or dislike something I can talk and write about special or important events and occasions in my life</p>	

	<p>I can describe my favourite place and say why it's special to me</p> <p>I can describe my family and the place where I live</p> <p>I can describe how to keep safe at home</p> <p>I can describe how to keep safe 'out and about', including road safety rules</p> <p>I can describe rules for special occasions, e.g. Bonfire Night</p> <p>I can describe healthy and unhealthy food</p> <p>I can explain how to keep fit</p> <p>I can explain the importance of washing my hands before I eat</p> <p>I can explain the importance of cleaning my teeth</p> <p>I can explain why I disagree with something</p> <p>I can work well on my own for short amounts of time and ask for help when needed</p>
<p>British Values & PSHE</p> 	<p>We endeavour to ensure that all pupils:</p> <ul style="list-style-type: none"> ✓ Are reflective about their own beliefs and perspectives on life, and the extent to which they are the same as/ different to others' faith, feelings and values. ✓ Show an interest in investigation and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others. ✓ Have a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic, sporting or cultural activities. ✓ Recognise the difference between right and wrong, understanding that actions have consequences, and apply this in their own lives by respecting the law. ✓ Cooperate well, celebrate diversity and resolve conflicts effectively. ✓ Engage positively with life in a democracy. ✓ Understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared experience of life in modern Britain.

<p>Subject Spring Term</p>	<p>KS1 History: events beyond living history that are significant nationally or globally The Great Fire What's that smell? Stunning start: <i>visit from a theatre group.</i></p>
<p>Learning Challenges</p>	<p>What can your grandparents tell you? What can we learn about the past by looking at photographs or artefacts? Who was Samuel Pepys? Marvellous Middle: How do we make fire? What was the Great fire and why do we talk about it today? Why is the fire called great? Fantastic Finish: set the city that they created on fire and have the fire brigade to put it out.</p>
<p>Literacy Links</p>	<p>Writing play scripts - Children make their own puppets and write scripts for their own act based on the Great Fire of London. Ask the children to make a list of adjectives to describe the fire then use the adjectives to write poems. Read some of the original quotes given below and then ask children to write a diary extract about the Fire of London. Pupils could try using quill pens. Alternatively pupils could write a letter to the puppeteer using quills. Create a 'What we know about the Great Fire of London' book. Add a contents page and page numbers. Ask children to imagine they are a Londoner in early Stuart times whose house has been burnt down by fire. Write a story describing what they managed to save and why. Compare pictures of modern and Stuart houses. List the similarities and differences. Make models of Tudor houses out of cardboard boxes and create a model of London before the Great Fire. Some schools like to ceremonially burn these in the play ground and film their own Great Fire (make sure pupils are happy for their models to be burnt to create this film and that you can safely contain the blaze).</p> <ul style="list-style-type: none"> ✓ Samuel Pepys' diary '...we were forced to pack up our own goods and prepare for the removal....and I did remove my money and Iron-chests into my cellar – as thinking that the safest place. And got my bags of gold ready to carry away, and my chief papers of accounts and my tallies into a box by themselves.' ✓ Samuel Pepys' diary 'About 4 a-clock in the morning, my Lady Batten sent me a cart to carry away all my money and plate and best things to Sir W Ridders at Bennall Greene; which I did, riding myself in my nightgown in the Cart; and Lord to see how the

	<p>streets and the highways crowded with people, running and hiding and getting carts at any rate to fetch away things. I am eased at my heart to have my treasure so well secured.'</p> <ul style="list-style-type: none"> ✓ Samuel Pepys' diary '...I walked into the town and found Fenchurch Street, Gracious Street and Lombard Street all in dust. The Exchange a sad sight, nothing standing there, of all the statues or pillars, but Sir Thomas Gresham's picture (statue) in the corner...I also did see a poor cat taken out of a hole in the chimney, joining to the wall of the Exchange, with hair all off the body, and yet still alive.' ✓ Samuel Pepys' diary 'Jane called us up, about 3 in the morning, to tell us of a great fire they saw in the City. So I arose and slipped on my nightgown and went to her window.....but being unused to such fires as followed, I thought it far enough off, and so went back to bed.' ✓ Samuel Pepys' diary 'With ones face in the wind you were almost burned with a shower of fire drops – this is very true' ✓ Samuel Pepys' diary 'It made me weep to see it. The churches, houses, and all on fire and flaming at once, and the horrid noise the flames made, and the cracking of houses at their ruin.' ✓ Samuel Pepys' diary '...our feet ready to burn, walking through the town among red hot coals.' ✓ John Evelyn's diary 'I went towards Islington and Highgate where one might have seen two hundred thousand people of all ranks and degrees, dispersed and laying along by their heaps of what they could save from the fire, deploring their loss and ready to perish from hunger and destitution.'
Grammar texts	The Bear and The Piano
Literacy	<p>Explanation text</p> <ul style="list-style-type: none"> I used the present tense I used a heading in a large, clear font My main text is written in the order that things happen I used illustrations and diagrams with labels and captions I used arrows to show the order things happen I used subheadings to give extra information I used sentences beginning with a capital letter and ending with a full stop <p>Presenting information</p> <ul style="list-style-type: none"> My front cover and title give clues to contents I included a contents page to guide reader My first sentence gives the topic and an important fact I used headings and subheadings to organise information I used questions as headings to hook the reader I used the present tense I used captions to give more information about illustrations I used labelled diagrams to help the reader I included a blurb on the back cover to hook the reader a blurb

	<p>http://www.literacyshed.com/the-history-shed.html - for still pictures</p> <p>http://www.dailystar.co.uk/news/latest-news/349460/VIDEO-Students-win-prize-for-designing-3D-virtual-tour-of-17th-century-London or YouTube for moving pictures</p>
Maths Links	
Science	<p>Changing materials</p> <p>Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)</p> <p>Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam)</p> <p>Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses?</p> <p>Can they explain how things move on different surfaces?</p> <p>Challenging</p> <p>Can they explain how materials are changed by heating and cooling?</p> <p>Can they explain how materials are changed by bending, twisting and stretching?</p> <p>Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?</p>
History	<p>Chronological understanding</p> <p>Can they use words and phrases like: <i>'before I was born'</i>, <i>'when I was younger'</i></p> <p>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</p> <p>Can they use the words 'past' and 'present' correctly?</p> <p>Can they use a range of appropriate words and phrases to describe the past?</p> <p>Challenging</p> <p>Can they sequence a set of events in chronological order and give reasons for their order?</p> <p>Can they sequence a set of objects in chronological order and give reasons for their order?</p> <p>Can they sequence events about their own life?</p> <p>Can they try to work out how long ago an event happened?</p> <p>Knowledge and interpretation</p> <p>Can they recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later?</p> <p>Can they give examples of things that are different in their life from that of their grandparents when they were young?</p> <p>Can they explain why Britain has a special history by naming some famous events and some famous people?</p> <p>Can they explain what is meant by a parliament?</p> <p>Challenging</p> <p>Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as 1666?</p> <p>Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?</p> <p>Can they explain what is meant by a democracy and why it is a good thing?</p> <p>Historical enquiry</p> <p>Can they find out something about the past by talking to an older person?</p>

	<p>Can they answer questions by using a specific source, such as an information book?</p> <p>Can they research the life of a famous Briton from the past using different resources to help them?</p> <p>Can they research about a famous event that happens in Britain and why it has been happening for some time?</p> <p>Challenging</p> <p>Can they say at least two ways they can find out about the past, for example using books and the internet?</p> <p>Can they explain why eye-witness accounts may vary?</p>
Geography	<p>Can they name the continents of the world and find them in an atlas?</p> <p>Can they name the world's oceans and find them in an atlas?</p> <p>Can they name the major cities of England, Wales, Scotland and Ireland?</p> <p>Can they find where they live on a map of the UK?</p>
Art	<p>Collage</p> <p>Can they create individual and group collages?</p> <p>Can they use different kinds of materials on their collage and explain why they have chosen them?</p> <p>Can they use repeated patterns in their collage?</p> <p>Use of IT</p> <p>Can they create a picture independently?</p> <p>Can they use simple IT mark-making tools, e.g. brush and pen tools?</p> <p>Can they edit their own work?</p> <p>Can they take different photographs of themselves displaying different moods?</p> <p>Can they change their photographic images on a computer?</p>
DT	<p>Developing, planning and communicating ideas</p> <p>Can they think of ideas and plan what to do next?</p> <p>Can they choose the best tools and materials? Can they give a reason why these are best?</p> <p>Can they describe their design by using pictures, diagrams, models and words?</p> <p>Working with tools, equipment, materials and components to make quality products</p> <p>Can they join things (materials/ components) together in different ways?</p> <p>Evaluating processes and products</p> <p>What went well with their work?</p> <p>If they did it again, what would they want to improve?</p> <p>Use of materials</p> <p>Can they measure materials to use in a model or structure?</p> <p>Can they join material in different ways?</p> <p>Can they use joining, folding or rolling to make it stronger?</p>
Computing	<p>Algorithms and Programs</p> <p>Can they predict the outcomes of a set of instructions?</p> <p>Can they use right angle turns?</p> <p>Can they use the repeat commands?</p>

	<p>Can they test and amend a set of instructions? Can they write a simple program and test it? Can they predict what the outcome of a simple program will be? Challenging Can they create a presentation in a small group and record the narration? Can they record sounds into software and playback? Can they insert pre recorded sounds into a presentation? Can they capture still and moving images?</p>	
E-Safety	<p>Knowledge and Understanding Can they understand the different methods of communication (e.g. email, online forums etc)? Do they know you should only open email from a known source? Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site? Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet? Do they know that personal information should not be shared online? Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet? Skills Can they follow the school's safer internet rules? Can they use the search engines agreed by the school? Can they act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they send and receive email as a class? Can they recognise advertising on websites and learn to ignore it? Can they use a password to access the secure network?</p>	
Music	<p>Composing Can they order sounds to create a beginning, middle and end? Can they create music in response to <different starting points>? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds? Challenging Can they use simple structures in a piece of music? Do they know that phrases are where we breathe in a song?</p>	
PE	Dance	Gym

	<p>Can they perform body actions with control and co-ordination? Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling? Can they link actions? Can they remember and repeat dance phrases? Can they perform short dances, showing an understanding of expressive qualities? Can they describe the mood, feelings and expressive qualities of dance? Can they describe how dancing affects their body? Do they know why it is important to be active? Can they suggest ways they could improve their work?</p> <p>Challenging</p> <p>Can they create, improve and perform more complex dance phrases? Do they perform short dances, linking actions fluently and with control? Can they use dynamic and expressive qualities clearly in their dance? Can they use some simple dance vocabulary to describe and interpret dance? Do they know how particular activities can help them to be healthy?</p> <p>Skipping</p>	<p>Can they plan and show a sequence of movements? Can they use contrast in their sequences? Are their movements controlled? Can they think of more than one way to create a sequence which follows a set of 'rules'? Can they work on their own and with a partner to create a sequence?</p> <p>Playground Games</p>
<p>PSHE</p>	<p>Environmental awareness and Global Citizenship</p> <p>I can describe how people live in different parts of the world I can describe how people can be similar or different I can describe how people in different parts of the world may depend on each other I can describe how we can care for our surroundings or what may spoil them I can suggest sensible rules for our school or classroom I can talk about the network of people who help us in the local area and in my community I can talk about the different jobs people may have</p>	

<p>Subject Summer Term</p>	<p>KS2History: the lives of significant individuals in Britain's past who have contributed to our nation's achievements Looking Back Why were Christopher Columbus and Neil Armstrong very brave people? Stunning start: Have a spaceman and a pirate appear in the classroom and the children could prepare questions to ask them</p>	<p>KS2Geography: identify seasonal and daily weather patterns in the United Kingdom —human and physical features of a small area of the United Kingdom Fish and Chips Why do we love to be beside the seaside? Stunning start: A visit to a local seaside resort.</p>
<p>Learning Challenges</p>	<p>What would we need to take with us on a voyage of discovery? Who was Christopher Columbus and why do we talk about him today? What would it be like to be a spaceman? Who do you know that's famous and what can you find about them? Marvellous Middle: Can you create a space painting or a painting of an old ship sailing on the sea? Why would Christopher Columbus's voyages have been very dangerous? How did Christopher Columbus and Neil Armstrong make our world a better place? What would you like to become famous for and why? Fantastic Finish: art/ work gallery to share learning with other year groups.</p>	<p>Where do you go to on holiday and why? What attracts visitors to seaside resorts? What do you notice about the coast and how is it different to your town? What can we learn about lifeboats and lighthouses? What was Brighton like in the past? Marvellous Middle: Can you create your own digital postcards? What can you find in rock pools? Fantastic Finish: Working in groups children will create a presentation on 'What makes a seaside special?' – could be a green screen presentation.</p>
<p>Literacy</p>	<p>Instructions I used a 'How to' heading I used an introduction to hook the reader I used a 'You will need' subheading I gave two lists: equipment and materials I used numbered instructions in the right order</p>	<p>Story with a familiar setting My story begins with direct speech I wrote in the past tense I used direct speech to carry the story forward I started a new line when a new character speaks I used time phrases to move the story on</p>

	<p>I used a 'bossy' verb in the present tense to begin each instruction</p> <p>I used an impersonal tone (no 'you' or 'I')</p> <p>I linked diagrams to instructions</p> <p>I used labels, arrows, lines and keys</p> <p>I included a short conclusion to suggest the next action</p>	<p>My story has a clear beginning, middle and ending</p> <p>I have 'hidden' my title at the beginning and end of my story</p> <p>Bubbles by Gabriela Zapata</p> <p>http://www.literacyshed.com/the-fantasy-shed.html</p>
Literacy Links	<p>On the moon – Anna Milbourne & Benji Davies</p> <p>The Pirate Cruncher – Jonny Duddle</p>	<p>Billy's Bucket – Kes Gray & Garry Parsons</p> <p>Tiddler – Julia Donaldson</p> <p>Seahorse – John Butterworth</p>
Grammar texts	<p>Florence Nightingale</p> <p>The Paperbag Princess</p>	<p>Press here</p> <p>We're in the wrong book</p>
Science	<p>Classifying and grouping materials</p> <p>Can they describe the simple physical properties of a variety of everyday materials?</p> <p>Can they compare and group together a variety of materials based on their simple physical properties?</p> <p>Challenging</p> <p>Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.?</p> <p>Can they sort materials into groups and say why they have sorted them in that way?</p> <p>Can they say which materials are natural and which are manmade?</p>	<p>Plants</p> <p>Can they describe what plants need to survive?</p> <p>Can they observe and describe how seeds and bulbs grow into mature plants?</p> <p>Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy?</p> <p>Challenging</p> <p>Can they describe what plants need to survive and link it to where they are found?</p> <p>Can they explain that plants grow and reproduce in different ways?</p>
History	<p>Chronological understanding</p> <p>Can they use words and phrases like: '<i>before I was born</i>', '<i>when I was younger</i>'?</p> <p>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</p> <p>Can they use the words 'past' and 'present' correctly?</p> <p>Can they use a range of appropriate words and phrases to describe the past?</p> <p>Can they sequence a set of events in chronological order and give reasons for their order?</p> <p>Challenging</p> <p>Can they sequence a set of objects in chronological order and give reasons for their order?</p>	

	<p>Can they sequence events about the life of a famous person? Can they try to work out how long ago an event happened?</p> <p>Knowledge and interpretation</p> <p>Can they recount the life of someone famous from outside Britain who lived in the past giving attention to what they did earlier and what they did later? Can they recount some interesting facts from an historical event?</p> <p>Challenging</p> <p>Can they explain why someone in the past acted in the way they did? Can they explain what is meant by a democracy and why it is a good thing?</p> <p>Historical enquiry</p> <p>Can they find out something about the past by talking to an older person? Can they answer questions by using a specific source, such as an information book? Can they research the life of a famous non-Briton from the past using different resources to help them?</p> <p>Challenging</p> <p>Can they say at least two ways they can find out about the past, for example using books and the internet? Can they explain why eye-witness accounts may vary? Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?</p>	
<p>Geography</p>		<p>Geographical Enquiry</p> <p>Can they label a diagram or photograph using some geographical words? Can they find out about these aside by using different sources of evidence? Can they find out about the seaside by asking some relevant questions to someone else? Can they say what they like and don't like about their locality and another locality like the seaside?</p> <p>Physical Geography</p>

		<p>Can they describe some physical features of own locality? Can they explain what makes the seaside special? Can they describe some of the features associated with an island? Can they describe the key features of a place, using words like, 'beach', 'coast', forest', 'hill', 'mountain', 'ocean', 'valley'?</p> <p>Human Geography Can they describe some human features of the seaside, such as the jobs people do? Can they explain how the jobs people do may be different in different parts of the world? Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How? Can they explain what facilities a town or village might need?</p> <p>Geographical Knowledge Can they name the major cities of England, Wales, Scotland and Ireland? Can they find where they live on a map of the UK?</p> <p>Challenging Can they find the longest and shortest route using a map? Can they explain how the weather affects different people? Can they point out the North, South, East and West associated with maps and compass?</p>
Art		<p>Drawing Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings?</p> <p>Painting Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black?</p> <p>Knowledge</p>

		<p>Can they link colours to natural and man-made objects? Can they say how other artists have used colour, pattern and shape? Can they create a piece of work in response to another artist's work? Sketch books Can they begin to demonstrate their ideas through photographs and in their sketch books? Can they set out their ideas, using 'annotation' in their sketch books? Do they keep notes in their sketch books as to how they have changed their work?</p>
DT	<p>Developing, planning and communicating ideas Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words? Working with tools, equipment, materials and components to make quality products Can they join things (materials/ components) together in different ways? Evaluating processes and products What went well with their work? If they did it again, what would they want to improve?</p>	
	<p>Mechanisms – children could make moving ship/ rocket Can they join materials together as part of a moving product? Can they add some kind of design to their product?</p>	<p>Use of materials – children could make 3D beach huts Can they measure materials to use in a model or structure? Can they join material in different ways? Can they use joining, folding or rolling to make it stronger? Construction Can they make sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they incorporate some type of movement into models? Can they consider how to improve their construction?</p>
Computing	<p>Communicating Do they recognise what an email address looks like? Have they joined in sending a class email? Can they use the '@' key and type an email address? Can they word process ideas using a keyboard?</p>	

	<p>Can they use the spacebar, back space, enter, shift and arrow keys?</p> <p>Can they print out a page from the internet?</p>	
E-Safety	<p>Knowledge and Understanding</p> <p>Can they understand the different methods of communication (e.g. email, online forums etc)?</p> <p>Do they know you should only open email from a known source?</p> <p>Do they know the difference between email and communication systems such as blogs and wikis?</p> <p>Do they know that websites sometimes include pop-ups that take them away from the main site?</p> <p>Do they know that bookmarking is a way to find safe sites again quickly?</p> <p>Can they begin to evaluate websites and know that everything on the internet is not true?</p> <p>Do they know that it is not always possible to copy some text and pictures from the internet?</p> <p>Do they know that personal information should not be shared online?</p> <p>Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet?</p> <p>Skills</p> <p>Can they follow the school's safer internet rules?</p> <p>Can they use the search engines agreed by the school?</p> <p>Can they act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)?</p> <p>Can they use the internet for learning and communicating with others, making choices when navigating through sites?</p> <p>Can they send and receive email as a class?</p> <p>Can they recognise advertising on websites and learn to ignore it?</p> <p>Can they use a password to access the secure network?</p>	
Music	<p>Appraising</p> <p>Can they improve their own work?</p> <p>Can they listen out for particular things when listening to music?</p> <p>Challenging</p> <p>Do they recognise sounds that move by steps and by leaps?</p>	
PE	<p>Athletics</p> <p>Can they show how to exercise safely?</p> <p>Can they describe how their body feels during different activities?</p> <p>Can they explain what their body needs to keep healthy?</p> <p>Tennis</p>	<p>Athletics</p> <p>Can they show how to exercise safely?</p> <p>Can they describe how their body feels during different activities?</p> <p>Can they explain what their body needs to keep healthy?</p> <p>Striking & Fielding</p> <p>Can they stay in a 'zone' during a game?</p> <p>Can they decide where the best place to be is during a game?</p> <p>Can they use one tactic in a game?</p> <p>Can they follow rules?</p>

PSHE

Social skills, Empathy and Motivation

I can talk about how I should behave and how my behaviour impacts on other people

I can describe why I think things are fair or unfair

I can describe what bullying is and what to do if I think I am being bullied or a friend is being bullied

I can describe my feelings in words and pictures

I can listen to other people when they are talking to me or to my class

I can share my ideas with my group or with my class

I can describe how to be kind to other people and help them

I can talk about how to help my friends if they feel lonely or upset

I can talk about how to be polite and respectful

I can talk about what I could do to improve a piece of work

I can describe what helps me to learn and work well