
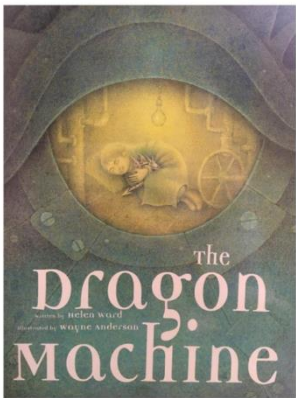


Year group	Term: Spring 1	Topic: Carnival of the Animals SHINE VALUE: Happy (Confidence, Respect, Empathy)			
Subject	National Curriculum	Key texts & web links	Knowledge We know that...	Skills We are able to...	Outcome/s Exit Point
Year 1 English	<b>Fiction:</b> Journey Story				
	<b>Word Aware Words:</b> dusty, surprise, stone, noticed, Grandpa, magic, beauty, noticed, city, crooked, unexpected, tiptoes, concrete, awning, unwanted, boring				
	<p><b>Spoken language:</b> Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role-play, improvisations and debates</p> <p><b>Reading comprehension:</b> Link what is read or heard to own experiences Retell stories and consider their particular characteristics Discuss word meanings, linking new meanings to those already known Draw on what they already know Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussions about what has been read to them Explain clearly their understanding of what is read to them</p> <p><b>Writing composition:</b> Say out loud what is going to be written</p>	<p><b>Grandpa's Gift</b> by <b>Fiona Lumbers</b></p> 	<p><b>Gateway keys</b></p> <ul style="list-style-type: none"> <li>• Compose a sentence orally before writing it</li> <li>• Join words using and</li> <li>• Use plural noun suffixes -s and -es</li> <li>• Punctuate sentences using a capital letter and a full stop</li> <li>• Use capital letters for names of people and places</li> <li>• Leave spaces between words</li> </ul> <p><b>Mastery keys</b></p> <ul style="list-style-type: none"> <li>• Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks</li> <li>• Join words and clauses using and</li> <li>• Some accurate use of the prefix un-</li> <li>• Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est</li> </ul> <p><b>Feature keys</b></p> <ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe new characters</li> <li>• Include and describe the setting</li> <li>• Write simple sentences in sequence (link ideas with pronouns)</li> <li>• Include a beginning, middle and end</li> </ul>		<p><b>Writing outcome:</b> To write a story about a character who finds magic in everyday things based on the structure of the text. Change the main character and the setting.</p> <p><b>Greater depth writing outcome:</b> To write a story about a character who finds magic in everyday things based on the structure of the text. Change both characters and the setting.</p>

	<p>about</p> <p>Compose a sentence orally before writing it Sequence sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense</p> <p>Discuss what has been written with the teacher or other pupils</p> <p>Read writing aloud clearly enough to be heard by peers and the teacher</p> <p>Spell words containing phonemes already taught</p> <p>Spell common exception words</p>			
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<p><b>Year 2 English</b></p>	<p><b>Fiction: Adventure</b></p>			
	<p><b>Word Aware Words:</b> overlook, perch, havoc, troublesome, advice, consult, tragic, lumbered, wreckage, venture, telephone, tulips, sank, water lilies, pond, encyclopaedia, machine, undercarriage, engine, fields</p>			
	<p><b>Spoken language:</b> Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas</p> <p><b>Reading comprehension:</b> Check the text makes sense Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far</p> <p><b>Writing composition:</b> Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence Make simple additions, revisions and corrections</p>	<p><b>The Dragon machine by Helen Ward</b></p> 	<p><b>Gateway keys</b></p> <ul style="list-style-type: none"> <li>• Use subordination (because) and coordination (and)</li> <li>• Write expanded noun phrases to describe and specify</li> <li>• Use punctuation correctly – full stop, capital letters</li> <li>• Add suffixes to verbs where no change is needed to the root (Y1)</li> </ul> <p><b>Mastery keys</b></p> <ul style="list-style-type: none"> <li>• Write sentences with different forms: statement, question, exclamation, command</li> <li>• Use subordination (apply because, introduce when)</li> <li>• Use present and past tenses correctly and consistently (some progressive)</li> <li>• Use punctuation correctly - exclamation marks, question marks</li> </ul>	<p><b>Writing outcome:</b> To write a story based upon the model text using own ideas for a change of character and machine</p> <p><b>Greater depth writing outcome:</b> To write the story in first person from new character's point of view to allow for description of emotions and viewpoint throughout the story</p>

	<p>Evaluate writing with the teacher and other pupils          Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently          Proof-read to check for errors in spelling, grammar and punctuation          Read aloud with intonation</p>		<p><b>Feature keys</b></p> <ul style="list-style-type: none"> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> <li>• Create and describe settings</li> <li>• Use past tense consistently and correctly</li> <li>• Write in 3rd person</li> <li>• Sequence of events with beginning, middle and end</li> </ul>	
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<b>Year 1 Maths</b>	<b>Place Value:</b> within 20 <b>Addition and Subtraction:</b> within 20
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	<b>Word Aware Words:</b> estimate, compare, double, addition, subtraction, number bond
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	<p><b>Place Value</b>          Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number          Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least          Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s          Read and write numbers from 1 to 20 in numerals and words          Given a number, identify 1 more and 1 less</p> <p><b>Addition and Subtraction</b>          Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs          Add and subtract 1-digit and 2-digit numbers to 20, including zero          Represent and use number bonds and related subtraction facts within 20          Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></p>	<p><b>White Rose Year 1 Spring Block 4 &amp;5</b></p> <p><b>NCETM - teaching for mastery</b></p>	<p><b>Place Value</b>          Count within 20          Understand 10          Understand 11, 12 and 13          Understand 14, 15 and 16          Understand 17, 18 and 19          Understand 20          1 more and 1 less          The number line to 20          Use a number line to 20          Estimate on a number line to 20          Compare numbers to 20          Order numbers to 20</p> <p><b>Addition and Subtraction</b>          Add by counting on within 20          Add ones using number bonds          Find and make number bonds to 20          Doubles          Near doubles          Subtract ones using number bonds          Subtraction - counting back          Subtraction - finding the difference          Related facts          Missing number problems</p>	
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<b>Year 2</b>	<b>Measure:</b> Money <b>Number:</b> Multiplication and division
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<b>Maths</b>	<b>Word Aware Words: change, coin, pound, multiplication, array, divide</b>				
	<p><b>Money</b> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p><b>Multiplication and Division</b> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p>	<p><b>White Rose</b> <b>Year 2</b> <b>Spring Block 4 &amp;5</b></p> <p><b>NCETM - teaching for mastery</b></p>	<p><b>Money</b> Count money – pence Count money - pounds (notes and coins) Count money - pounds and pence Choose notes and coins Make the same amount Compare amounts of money Calculate with money Make a pound Find change Two-step problems</p> <p><b>Multiplication and Division</b> Recognise equal groups Make equal groups Add equal groups Introduce the multiplication symbol Multiplication sentences Use arrays Make equal groups – grouping Make equal groups – sharing The 2 times-table Divide by 2 Doubling and halving Odd and even numbers The 10 times-table Divide by 10 The 5 times-table Divide by 5 The 5 and 10 times-tables</p>		
<b>Year 1</b>	<b>The Big Question: What is a mammal?</b>				
	<b>Word Aware Words: mammal, fur, warm blooded, bird, fish</b>				
<b>Science Computing</b>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets</li> </ul>	<p><a href="https://www.bbc.co.uk/bitesize/topics/z6882hv">https://www.bbc.co.uk/bitesize/topics/z6882hv</a> page which has links to videos: what are mammals? What are birds? What are fish? What do animals eat? What do animals need to survive?</p>	<ul style="list-style-type: none"> <li>Animals are not all the same (focus on mammals, fish and birds).</li> <li>Animals share some characteristics eg number of</li> </ul>	<ul style="list-style-type: none"> <li>Observe closely.</li> <li>Identify and classify Use their observations and ideas to suggest answers to questions.</li> </ul>	<p>Double page spread</p> <p>FS: pit traps, bird feeders, mini beast hunt</p>

	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>		<ul style="list-style-type: none"> <li>legs, arms, habitats, food.</li> <li>Humans are mammals</li> <li>Use Apps Popplet, Pic Collage</li> <li>Use AR</li> </ul>	<ul style="list-style-type: none"> <li>Insert text and images</li> <li>Organise text and pictures for others to read</li> <li>Store and retrieve photos, videos, images and presentations</li> </ul>	
<b>Year 2</b>  <b>Science</b> <b>Geography</b> <b>Computing</b>	<b>The Big Question: Why don't animals wear clothes?</b>				
	<b>Word Aware Words: mammal, bird, fish, reptile, amphibian, scales, fur, feathers</b>				
	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical features, including: season and weather.</li> </ul> <p><b>Computing: inc. E-safety</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Recognise common uses of information technology beyond school</li> </ul>	<p><a href="https://www.bbc.co.uk/bitesize/topics/z6882hv">https://www.bbc.co.uk/bitesize/topics/z6882hv</a> page which has links to videos:  what are mammals?  What are amphibians? What are fish? What are birds? What are reptiles? What are mini-beasts? What do animals eat? What do animals need to survive?</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z6882hv/resources/1">https://www.bbc.co.uk/bitesize/topics/z6882hv/resources/1</a>  About amphibians</p>	<ul style="list-style-type: none"> <li>Animals are not all the same.</li> <li>Animals live in different areas/climates.</li> <li>Animals have habitats.</li> <li>Know that living things can be put into groups</li> <li>Know how I can use the internet to find things out.</li> <li>identify devices I could use to access information on the internet.</li> <li>Give simple examples of how to find information (e.g. search engines, voice activated searching).</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Make observations of how humans and animals are similar</li> <li>Identify that most living things live in habitats to which they are suited</li> <li>Describe how different habitats provide for the basic needs of different kinds of animal</li> </ul>	<p>Double page spread</p> <p>FS: bug hotels, bird watch, park game</p>
<b>Computing</b>	<b>Programming 1: Algorithms unplugged</b>				

**Word Aware Words:** algorithm, bug, debug, input, instructions, programming, problem, sequence, steps

<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs</p>	<p>Kapow</p>	<p>To understand that an algorithm is when instructions are put in an exact order.</p> <p>To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing.</p> <p>To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing.</p> <p>To know that we call errors in an algorithm 'bugs' and fixing these 'debugging'.</p>	<p>Recognise that some devices are input devices and others are output devices.</p> <p>Learn that decomposition means breaking a problem down into smaller parts. Use decomposition to solve unplugged challenges.</p> <p>Develop the skills associated with sequencing in unplugged activities.</p> <p>Follow a basic set of instructions.</p> <p>Assemble instructions into a simple algorithm.</p> <p>Learn to debug instructions when things go wrong.</p> <p>Learn to debug an algorithm in an unplugged scenario.</p>	<p>Explain what an algorithm is.</p> <p>Write clear algorithms.</p> <p>Follow an algorithm.</p> <p>Explain what inputs and outputs are.</p> <p>Create an achievable program.</p> <p>Decompose a design into steps.</p> <p>Identify bugs in an algorithm and how to fix them.</p>
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**Word Aware Words:** abstraction, algorithm, correct, data, decompose, error, loop, predict

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

Create and debug simple programs  
Use logical reasoning to predict the behaviour of simple programs'

**Kapow**

To understand what machine learning is and how it enables computers to make predictions.

To know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times.

To know that abstraction is the removing of unnecessary detail to help solve a problem.

Developing confidence with the keyboard and the basics of touch typing.

Articulating what decomposition is.

Decomposing a game to predict the algorithms used to create it.

Learning that there are different levels of abstraction.

Explaining what an algorithm is.

Following an algorithm.

Creating a clear and precise algorithm.

Learning that programs execute by following precise instructions.

Incorporating loops within algorithms.

Using logical thinking to explore software, predicting, testing and explaining what it does.

Using an algorithm to write a basic computer program.

Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.

Decompose a game to predict the algorithms.

Give a definition for 'decomposition'.

Write clear and precise algorithms.

Create algorithms to solve problems.


Use loops in their algorithms to make their code more efficient.


Explain what abstraction is.

**Year 1**  
Art

**Artist: The Art of Benin**

**Word Aware Words:** clay, push, squeeze, twist, evaluate

	<p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p><b>Web links:</b>          Art of Benin  <a href="https://www.bbc.co.uk/bitesize/topics/zpvckqj/articles/z84fvcw">https://www.bbc.co.uk/bitesize/topics/zpvckqj/articles/z84fvcw</a></p> <p>Images:  </p>	<ul style="list-style-type: none"> <li>• Know that the people of Benin made different types of art</li> <li>• Know that Benin art used clay, wood, metal and leather</li> <li>• Benin art was of people, animals and Gods.</li> <li>• Understand that Benin art represented life in Benin</li> </ul>	<ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences</li> <li>• Explore and develop painting and sculpture techniques</li> <li>• Evaluate and analyse creative works using the language of art, craft and design</li> </ul>	<p>To create a clay 3D model in the style of the art of Benin.</p>
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<p><b>Year 2</b> Art</p>	<p><b>Artist: Clarice Cliffe</b></p>				
	<p><b>Word Aware Words:</b> clay, sculpture, shape, nature, evaluate</p>				
<p><b>Clarice Cliffe</b>  <b>Clay pots using natural materials</b>  <b>(Forest Schools)</b></p> <p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>Web links:</b>          The Colour Room trailer  <a href="https://www.youtube.com/watch?v=gQPFloejuCQ">https://www.youtube.com/watch?v=gQPFloejuCQ</a></p> <p>Images:  </p> <p><a href="https://www.tate.org.uk/kids/explore/who-is/who-andy-warhol">https://www.tate.org.uk/kids/explore/who-is/who-andy-warhol</a></p>	<ul style="list-style-type: none"> <li>• Know that Clarice Cliffe was a ceramic artist.</li> <li>• Know that Clarice Cliffe was inspired by shapes and nature</li> <li>• Understand that her artwork inspires designers today</li> </ul>	<ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences</li> <li>• Become proficient in painting and sculpture techniques</li> <li>• Evaluate and analyse creative works using the language of art, craft and design</li> </ul>	<p>To create a Clarice Cliffe style clay pot.</p>	

<p><b>Year 1</b> Music</p> <p>Weekly</p>	<p><b>Classic Music:</b> dynamics and tempo</p>				
	<p><b>Word Aware Words:</b> fast, slow, quiet, dynamics, tempo, musical composition</p>				
<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs</li> <li>• Combine sounds using the inter-related dimensions of music – <i>Duration</i>.</li> </ul>	<p><b>Kapow Primary</b>  <b>Theme: Animals</b></p>	<ul style="list-style-type: none"> <li>• To understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise basic tempo, dynamic and pitch changes.</li> <li>• Describe the character, mood, or 'story'</li> </ul>	<p>Observe others and try to play appropriately.</p> <p>Sing in time from memory, with some accuracy.</p>	



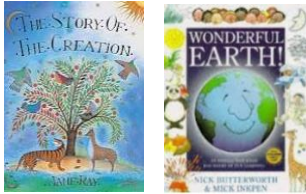
			<ul style="list-style-type: none"> <li>To know that sounds can help tell a story.</li> <li>To know that tempo is the speed of the music.</li> <li>To know that dynamics means how loud or soft a sound is.</li> </ul>	<ul style="list-style-type: none"> <li>of music they listen to</li> <li>Describe the differences between two pieces of music.</li> <li>Express a basic opinion about music (like/dislike).</li> <li>Listen to and repeating short, simple rhythmic patterns.</li> <li>Select and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>Combine instrumental and vocal sounds within a given structure.</li> <li>Choose dynamics, tempo and timbre for a piece of music.</li> </ul>	<p>Play either a call and/or a response role in time with another pupil. Keep a steady pulse. Improvise, using their instrument, to a given stimulus.</p>
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<p><b>Year 2</b> Music</p> <p>Weekly</p>	<p><b>Investigating Timbre, Tempo, Duration, Pitch &amp; Dynamics</b></p>				
	<p><b>Word Aware Words:</b> piano, forte, tempo, pitch</p>				
	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs.</li> <li>Play tuned (ocarinas) and untuned instruments musically.</li> </ul>	<p><b>Action Songs:</b> Daddy's Taking us to the Zoo Tomorrow. The Animals Went in Two By Two Jump, Jump, Kangaroo Brown Tingalayo Who Built the Ark?</p> <p><b>Recorded Music:</b> Carnival of the Animals - Saint-Saens</p>	<ul style="list-style-type: none"> <li>To be aware that music can be used to create and reflect moods and feelings</li> <li>To understand what is meant by pitch (high and low) and tempo (fast and slow)</li> <li>Understand the terms piano and forte and use them correctly</li> <li>Understand the terms crescendo and diminuendo</li> </ul>	<ul style="list-style-type: none"> <li>Identify and respond to changes in pitch and tempo</li> <li>Play instruments with care and control to reflect changes in pitch and tempo</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<p>To be able to incorporate timbre, tempo, duration, pitch and dynamics using sounds and instruments to create effects in response to the images suggested by Saint-Saens in 'Carnival of the Animals'</p>

			<ul style="list-style-type: none"> <li>Understand the terms stacatto, legato</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>Evaluate a piece of music</li> </ul>	
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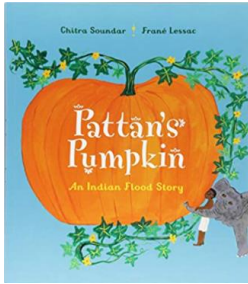
**Year 1 RE** **The Ultimate Question: Why is the world special?**

**Word Aware Words: creation, special, world, day, God**

Weekly	<p><b>AT1</b> Retell some of the religious and moral stories from the Bible and at least one other religious text or special books.</p> <p>Begin to use key words and vocabulary.</p> <p><b>AT2</b> Suggest meanings of some religious and moral stories.</p> <p>Talk about and find meanings behind different beliefs and practices.</p> <p>Express own ideas, opinions and talk about their work creatively using a range of different medium.</p> <p>Ask and respond to questions about what individuals and faith communities do.</p>	<p><b>Christian &amp; Islam Creation stories</b></p> <p><b>The Story of the Creation/ Wonderful Earth</b></p> 	<ul style="list-style-type: none"> <li>Know where life began according to different religions.</li> <li>Use key words with meaning.</li> <li>Understand why the creation is important to people of faith.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions.</li> <li>Compare creations.</li> <li>Retell religious stories.</li> </ul>	Reflections
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**Year 2 RE** **The Ultimate Question: Why is the world special?**

**Word Aware Words: creation, special, earth, heaven, universe, responsible**

Weekly	<p><b>AT1</b> Retell some of the religious and moral stories from the Bible and at least one other religious text or special books.</p> <p>Begin to use key words and vocabulary.</p> <p><b>AT2</b> Suggest meanings of some religious and moral stories.</p> <p>Talk about and find meanings behind different beliefs and practices.</p> <p>Express own ideas, opinions and talk about their work creatively using a range of different medium.</p>	<p><b>Creation stories/beliefs inc. Hinduism and Sikhism</b></p> 	<ul style="list-style-type: none"> <li>Know where life began according to different religions</li> <li>Use key words with meaning</li> <li>Understand why the creation is important to people of faith</li> <li>Understand how to be responsible for the world</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>Compare creations</li> <li>Retell religious stories</li> </ul>	Reflections
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	Ask and respond to questions about what individuals and faith communities do.				
Year 1 PSHE  Weekly	<b>Caring Friendships: What makes a good friend?</b>				
	<b>Word Aware Words:</b> friend, respect, trust, kindness, safe, healthy, happy				
	<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends. <i>'What are friends for?'</i></li> <li>The characteristics of friendships, including mutual respect, truthfulness, kindness, trust, sharing interests and experiences. <i>'What friends do best'</i></li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <i>'Playing in the park'</i></li> </ul> <p>Recognise when a friendship is making them feel unhappy or uncomfortable. <i>Rainbow Fish</i> Know how to seek help or advice from others, if needed.</p>				
Year 2 PSHE  Weekly	<b>Caring Friendships: What makes a good friend?</b>				
	<b>Word Aware Words:</b> friendship, forgiveness, uncomfortable, unhappy, conflict				
	<ul style="list-style-type: none"> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. (Conflicts) <i>'Will you forgive me?'</i></li> <li>How to recognise when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <i>'Is it right to fight?'</i></li> </ul>				
Year 1 PE  Weekly	<b>Games: Multi-skills</b>				
	<b>Word Aware:</b> dribble, hitting, kicking, grip				
	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<b>Cambridgeshire Scheme of Work for Primary Schools</b> Year 1	<ul style="list-style-type: none"> <li>Fundamentals of how to dribble a ball and the technique of keeping it on the ground.</li> <li>Kicking the ball - introduce a target to aim at.</li> <li>How to grip and a hold a tennis racket</li> <li>Balancing a ball on the tennis racket without it falling it off</li> <li>Use a tennis racket to bounce a ball</li> <li>Use a tennis racket to hit a ball (on the floor)</li> </ul>		
	<b>Gymnastics: Jumping</b>				
	<b>Word Aware:</b> take off, power, landing, shapes, tuck				

	Develop balance, agility and co-ordination	<b>Premier Sports Coach</b>	<ul style="list-style-type: none"> <li>• Take off and landing - focus on how to ensure a safe landing.</li> <li>• Shapes - focus on formation of shapes.</li> <li>• Bunny hopping</li> <li>• Creating and performing a sequence including balancing and jumping on the floor.</li> <li>• Creating and performing a sequence on the apparatus with balancing and jumping</li> </ul>
<b>Year 2</b> <b>PE</b>  Weekly	<b>Games: Multi-skills</b>		
	<b>Word Aware: send, pass, receive, target, kick, strike, dribble, score, defend</b>		
	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<b>Cambridgeshire Scheme of Work for Primary Schools</b> Year 2	<ul style="list-style-type: none"> <li>• Dribbling and kicking – striking the ball</li> <li>• Introduce the uni-hocs and how to hold the stick</li> <li>• Use the uni-hocs to dribble the ball.</li> <li>• Use the uni-hocs to strike a ball.</li> <li>• Use the uni-hocs to strike and receive.</li> <li>• Play small games involving use of uni-hocs.</li> </ul>
	<b>Gymnastics: Jumping</b>		
	<b>Word Aware: leap, turn, twist, flight, straddle</b>		
Develop balance, agility and co-ordination	<b>Premier Sports Coach</b>	<ul style="list-style-type: none"> <li>• Take off and landing – focus on making different shapes including rocket, star, tuck (previously taught)</li> <li>• Teach straddle jump in flight</li> <li>• Turns and twists - jumping and turning halfway round and whole way round. Look at how to get power in jumps to ensure enough momentum</li> <li>• Leaping - taking off on one foot and landing on one foot.</li> <li>• Create and perform a sequence on the floor</li> <li>• Create and perform a sequence on the apparatus with balance</li> </ul>	