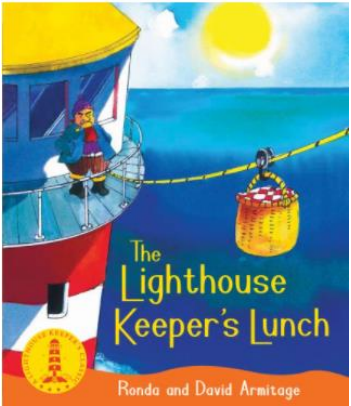


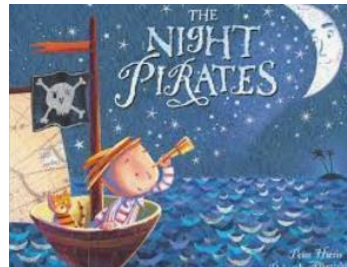
Year group	Term: Summer 1 (5 ½ weeks)	Topic: Ahoy There! SHINE VALUE: Enthusiastic (curiosity, imagination, motivation)			
Subject	National Curriculum	Key texts & web links	Knowledge We know that...	Skills We are able to...	Outcome/s Exit Point
Year 1 English	<b>Narrative:</b> The Lighthouse Keeper's Lunch <b>Non-Fiction:</b> Grace Darling				
	<b>Word Aware Words:</b> narrative, character, setting, sentence				
	<ul style="list-style-type: none"> <li>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>Compose a sentence orally before writing it to combine words to make sentences, including using 'and'</li> <li>Sequence words to form simple sentences</li> <li>Separate words with spaces</li> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</li> <li>To spell simple compound words</li> <li>To read words that they have spelt.</li> <li>Spell known Year 1 common exception words correctly.</li> <li>Use adjectives to describe.</li> <li>Read their writing aloud clearly enough to be heard by their peers and the teacher.</li> <li>Reread their writing to check that it makes sense and to independently begin to make changes.</li> </ul>	<p><b>The Lighthouse Keeper's Lunch by Ronda Armitage</b></p>  <p><b>Grace Darling</b> <a href="https://www.youtube.com/watch?v=xCL1x7wHQLY">https://www.youtube.com/watch?v=xCL1x7wHQLY</a></p>	<ul style="list-style-type: none"> <li>Know that narratives include characters and a setting</li> <li>Know that narratives are fictitious</li> <li>Know that information texts are non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>To orally rehearse a sentence before writing it</li> <li>Use capital letter and full stops accurately</li> <li>Write simple sentence that make sense</li> <li>Use phonemes to spell CVC words</li> <li>Use adjectives to describe</li> <li>Use the conjunction 'and'</li> </ul>	<p>Sequence sentences to write a narrative</p> <p>Write a non-fiction report on Grace Darling</p>
Year 2	<b>Narrative:</b> The Night Pirates <b>Non-Fiction:</b> Around the World				

**English**

**Word Aware Words:** narrative, opening, build up, problem, resolution, ending

- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly
- To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling,
- To spell Y1 and Y2 common exception words correctly
- add -ing, -ed,
- Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks & question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Write narratives about personal experiences and those of others (real and fictional).
- Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary
- Reread to check that their writing makes sense and that the correct tense is used throughout.
- Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly)
- To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.
- To use the present tense and the past tense mostly correctly and consistently.
- To form sentences with different forms: statement, question, command.
- To using co-ordination (or/and/but).
- To use some subordination (when/if/that/because).

**The Night Pirates by Peter Harris**



- Know that narratives include characters and a setting
- Know that a narrative includes an opening, build up, problem, resolution and ending
- Know that narratives are fictitious

- Use coordinative and subordinate conjunctions
- Use expanded noun phrases
- Use past tense correctly
- Edit sentences to ensure that they make sense

Sequence sentences to innovate 5-part narrative.  
  
Double page spread

**Year 1 Maths**

**Number:** Multiplication and Division, Fractions

**Measure:** money, time

**Word Aware Words:** multiply, divide, fraction

	<ul style="list-style-type: none"> <li>• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> <li>• recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> <li>• Recognise and know the value of different denominations of coins and notes</li> <li>• Compare, describe and solve practical problems for measurement and begin to record the following: time [for example, quicker, slower, earlier, later]</li> <li>• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>	<p><b>NCETM</b> Spine 2 – teaching for mastery          Spine 2: Multiplication and Division          2.1 Counting, unitising and coins</p> <p><b>White Rose:</b> Fractions</p> <p><b>NCETM</b> Spine 3 – teaching for mastery (guidance)</p> <p><b>I see Reasoning</b></p> <p><b>NRICH</b></p>	<ul style="list-style-type: none"> <li>• Count in 2s, 10s, 5s</li> <li>• Make equal groups</li> <li>• Add equal groups</li> <li>• Makes doubles</li> <li>• Make arrays</li> <li>• Find a half</li> <li>• Find a quarter</li> <li>• Recognise coins</li> <li>• Count using coins</li> <li>• Tell time to the hour</li> <li>• Tell time to the half hour</li> </ul>
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<p><b>Year 2 Maths</b></p>	<p><b>Number:</b> Solving Problems      <b>Measure:</b> Mass, capacity, temperature, time      <b>Statistics</b></p>
	<p><b>Word Aware Words:</b> capacity, temperature, mass, scale</p>

	<ul style="list-style-type: none"> <li>• Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers. U&amp;A.</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>• a two-digit number and ones</li> <li>• a two-digit number and tens</li> <li>• two two-digit numbers</li> <li>• adding three one-digit numbers</li> </ul> </li> <li>• Use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit</li> <li>• Use rulers, scales, thermometers and measuring vessels solve simple problems in a practical context.</li> <li>• Solve problems involving addition and subtraction of money of the same unit, including giving change</li> <li>• 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</li> </ul>	<p><b>White Rose:</b> Measure: Mass, Capacity and Temperature</p> <p><b>White Rose:</b> Measure: Time</p> <p><b>White Rose:</b> Number: Consolidation and solving problems</p> <p><b>I see Reasoning</b></p> <p><b>NRICH</b></p>	<ul style="list-style-type: none"> <li>• Solve 1 step and 2 step number problems</li> <li>• Measure length</li> <li>• Compare length and height</li> <li>• Order length</li> <li>• Measure mass</li> <li>• Measure capacity</li> <li>• Read a scale</li> <li>• Interpret data</li> </ul>
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<p><b>Year 1 Geography</b></p>	<p><b>The Big Question:</b> What would a seagull discover at the coast?</p>	<p><b>Word Aware Words:</b> material, axel, wheel, coast, cliff, sea, land, sand, beach, seaside</p>
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<p style="text-align: center;"><b>DT</b></p> <p style="text-align: center;"><b>Computing Science</b></p> <p style="text-align: center;">4 weeks</p>	<p><b>In Geography:</b></p> <p style="text-align: center;"><b>Exploring the UK: Features of the seaside</b></p> <p style="text-align: center;"><b>Locational knowledge</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p style="text-align: center;"><b>Physical knowledge</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p style="text-align: center;"><b>Human and physical geography</b></p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean and human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.</p> <p><b>In Computing:</b></p> <p style="text-align: center;"><b>Algorithms (unplugged)</b></p> <p style="text-align: center;"><b>Technology in the world around us</b></p> <ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</li> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul> <p><b>In DT: Moving vehicles</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<p>Google maps: <a href="https://www.google.co.uk/maps/@52.5850067,-0.2321658,14z">https://www.google.co.uk/maps/@52.5850067,-0.2321658,14z</a></p> <p>Beach cams: <a href="https://www.thebeachguide.co.uk/webcams">https://www.thebeachguide.co.uk/webcams</a></p> <p>Globes, maps &amp; atlases</p>	<ul style="list-style-type: none"> <li>Know that not all places are the same</li> <li>Know that there are places beyond our street</li> <li>Understand that Peterborough has a different landscape to Hunstanton</li> <li>Understand the terms wheel and axle</li> <li>Know how to use iPad Apps: Popplet, Pic Collage</li> <li>Use Augmented Reality technology</li> <li>Identify different materials</li> </ul>	<ul style="list-style-type: none"> <li>Locate places on a map using symbols</li> <li>Use positional and directional language to reach a destination</li> <li>Compare and contrast</li> <li>Insert an image</li> <li>Add text</li> <li>Change the font style, size and colour</li> <li>Save and retrieve digital content</li> <li>Design, make and evaluate when creating a purposeful product</li> </ul>	<p>Double page spread about the seaside</p>
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	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria Technical knowledge</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <p><b>In Science:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• Describe the simple physical properties of a variety of everyday materials</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>				
<p><b>Year 2 Geography</b></p>	<p><b>The Big Question:</b> Where is the best place to live in the world?</p>				
<p><b>Word Aware Words:</b> equator, continent, ocean, climate, North, South</p>					

<p style="text-align: center;"><b>DT Computing Science</b></p> <p style="text-align: center;">4 weeks</p>	<p><b>In Geography:</b>  <b>Exploring the World:          Continents &amp; Seas          North and South</b></p> <p style="text-align: center;"><b>Locational knowledge</b></p> <p>Name and locate the world's seven continents and five oceans.</p> <p style="text-align: center;"><b>Human and physical geography</b></p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: sea, ocean.</p> <p style="text-align: center;"><b>Geographical skills and fieldwork</b></p> <p>Use world maps, atlases and globes to identify continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Recognise landmarks using aerial photographs</p> <p>Understand geographical similarities and differences of a small area in the UK and a contrasting country</p> <p><b>In Computing:</b>  <b>Algorithms using laptops and Beebots (debugging &amp; reasoning)</b></p> <p style="text-align: center;"><b>Presentation skills</b></p> <ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> </ul> <p><b>In DT: Mechanisms: levers and sliders          Pop-up Pirates</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> </ul>	<p>Google maps:  <a href="https://www.google.co.uk/maps/@52.5850067,-0.2321658,14z">https://www.google.co.uk/maps/@52.5850067,-0.2321658,14z</a></p> <p>Globes, maps &amp; atlases</p>	<ul style="list-style-type: none"> <li>Name and locate the world's 7 continents and 5 oceans</li> <li>Understand that the equator effects the climate of different parts of the world</li> <li>Know how I can use the internet to find things out.</li> <li>Use Augmented Reality technology</li> <li>Know the difference between transparent, translucent, and opaque materials</li> </ul>	<ul style="list-style-type: none"> <li>Read a map              Locate places on maps, globes, and atlases</li> <li>Use symbols on a map</li> <li>Devise a simple map</li> <li>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> <li>Compare and contrast</li> <li>Use video to record events</li> <li>Insert text to annotate a video</li> <li>Save and retrieve digital content</li> <li>Design, make and evaluate when creating a purposeful product</li> <li>Identify and compare the suitability of a variety of everyday materials</li> </ul>	<p>Double page spread to include levers and sliders</p>
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	<ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <p><b>In Science:</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials</li> <li>Observe closely, using simple equipment.</li> <li>Perform simple tests.</li> </ul>				
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<b>Year 1</b>	<b>Musical Vocabulary</b> <b>Theme:</b> By The Sea
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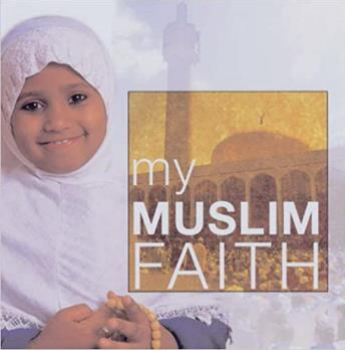
Music	<b>Word Aware Words:</b> pitch, timbre, vocal, dynamics, tempo
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<p>Weekly</p>	<ul style="list-style-type: none"> <li>Use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality (live) and recorded music</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p><b>Kapow Primary</b></p> 	<ul style="list-style-type: none"> <li>To understand that music can be used to represent an environment</li> <li>To understand that music can be used to represent the changes in the environment</li> <li>To understand the terms; pitch, timbre, tempo and dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Match instruments with seaside sounds</li> <li>Use my body to create seaside sounds</li> <li>Recognise and use dynamics and tempo</li> <li>Play loud and quiet sounds on an instrument and with my voice</li> <li>Play fast and slow sounds on an instrument and with my voice</li> <li>Say how the volume (dynamics) and speed (tempo) changes the mood</li> <li>Create a simple graphic score (picture based)</li> </ul>	<p>Create seaside soundscape by writing music and performing from what has been written</p>
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<p>Year 2 Music</p> <p>Weekly</p>	<p><b>British Sounds and Songs Theme: On This Island</b></p>				
<p><b>Word Aware Words: dynamics, pitch, structure, texture, timbre, tempo</b></p>					
<ul style="list-style-type: none"> <li>Use voices expressively and creatively by singing songs and speaking chants and rhyme</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high quality (live) and recorded music</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p><b>Kapow Primary</b></p> 	<ul style="list-style-type: none"> <li>To understand the terms; pitch, timbre, tempo and dynamics, duration and texture</li> <li>To understand that the structure of a piece of music has a beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a song confidently</li> <li>Create a musical soundscape</li> <li>Use musical vocabulary to talk about the music I hear and play</li> <li>I can find multiple ways of making the same sound</li> <li>Compose a piece of music with structure (beginning, a middle and an end).</li> <li>Evaluate a group composition</li> </ul>	<p>Compose and perform a structured soundscape (seaside – country -city) confidently and accurately as part of a group.</p>	<p>Compose and perform a structured soundscape (seaside – country -city) confidently and accurately as part of a group.</p>

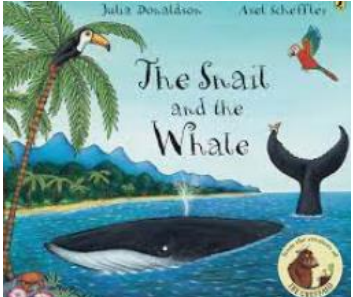
<p>Year 1 RE</p>	<p><b>The Ultimate Question: How does being a Muslim make a difference to a family?</b></p>				
<p><b>Word Aware Words: Muslim, Islam, family, faith, Adhan, Qur'an, prayer, mosque</b></p>					

<p>Weekly</p>	<p><i>(inc. The Mosque)</i></p> <p><b>AT1:</b></p> <ul style="list-style-type: none"> <li>To begin to name the different beliefs and practices of Islam.</li> <li>To show how different people celebrate aspects of religion.</li> <li>To become familiar with key words and vocabulary related to Islam.</li> </ul> <p><b>AT2:</b></p> <ul style="list-style-type: none"> <li>To begin to talk about and find meanings behind different beliefs and practices of Islam.</li> <li>To ask or respond to questions about what individuals and faith communities do.</li> </ul>	<p><b>My Muslim Faith by Khadijah Knight</b></p> 	<ul style="list-style-type: none"> <li>Know how Muslims welcome babies and reflect on how names can be part of a person's identity and beliefs.</li> <li>Know that Muslim children learn how to behave from their religion and reflect on who teaches them how to behave and live a good life.</li> <li>Explain some of the religious aspects of a Muslim's daily life including wudu, prayer, reading the Qur'an and going to Mosque.</li> <li>Reflect on what is important to Muslims and themselves.</li> <li>Know the Mosque is a special place for Muslims and consider other places that are special to others and why.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions.</li> <li>Talk about Muslim beliefs and practices.</li> </ul>	<p>Reflections</p>
<p>Year 2 RE</p> <p>Weekly</p>	<p><b>The Ultimate Question:</b> How do Christians, Muslims and Sikhs celebrate weddings?</p>				
<p><b>Word Aware Words:</b> Christian, Muslim, Sikh, celebrate, wedding, symbol, marriage</p>					
	<p><i>(inc. symbols, clothes etc)</i></p> <p><b>AT1</b></p> <ul style="list-style-type: none"> <li>Name the different beliefs and practices of Christianity, Sikhism and Islam.</li> <li>Begin to use key words and vocabulary.</li> </ul> <p><b>AT2</b></p> <ul style="list-style-type: none"> <li>Talk about and find meanings behind different beliefs and practices.</li> <li>Ask and respond to questions about what individuals and faith communities do.</li> <li>Express their own ideas creatively.</li> </ul>		<ul style="list-style-type: none"> <li>Know why people get married.</li> <li>Know how Christians, Sikhs and Muslims celebrate weddings.</li> <li>Understand the different practices.</li> <li>Understand why marriage is important to Christians, Sikhs and Muslims.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions.</li> <li>Compare the similarities and differences in Christian, Islamic and Sikh weddings.</li> <li>Identify religious symbols associated with these weddings and say what they mean.</li> </ul>	<p>Reflections</p>
<p>Year 1 PSHE</p>	<p><b>People Who Care For Me: Families</b></p>				
<p><b>Word Aware Words:</b> family, love, respect, care</p>					

<p>Weekly</p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <div data-bbox="398 225 1003 438"> </div>
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<p>Year 2 PSHE</p> <p>Weekly</p>	<p><b>People Who Care For Me: Families</b></p>		
<p><b>Word Aware Words: family, different, relationship, commitment</b></p>			
<ul style="list-style-type: none"> <li>• Re-cap that all families can be different.</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>			
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<p>Year 1 PE</p> <p>Weekly</p>	<p><b>Invasion Games</b></p>		
<p><b>Word Aware: pace, attack, defend, speed</b></p>			
<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-</li> </ul>		<p><b>Premier Sports Coach</b></p>	<ul style="list-style-type: none"> <li>• To reinforce agility, balance and co-ordination skills with a focus on developing:             <ul style="list-style-type: none"> <li>○ balancing</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>ordination, and begin to apply these in a range of activities.</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>		<ul style="list-style-type: none"> <li>pace and speed and being agile</li> <li>ball skills into a game</li> <li>coordination, sending and dribbling skills</li> </ul>
<b>Dance: Interpretive Dance – Under The Sea</b>			
<b>Word Aware: Slow, fast, pace, high, low, levels</b>			
	<ul style="list-style-type: none"> <li>Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>Perform dances using simple movement patterns.</li> </ul>	<p><b>The Snail and the Whale</b> by Julia Donaldson</p> 	<ul style="list-style-type: none"> <li>Explore moving in unison</li> <li>Follow and copy a partner</li> <li>Move and freeze with control and coordination</li> <li>Choose different movements to tell a story</li> <li>Create a simple dance motif.</li> <li>Observe and talk about each other's dances.</li> </ul>
			<ul style="list-style-type: none"> <li>Perform a dance using simple movement patterns</li> </ul>
<b>Year 2</b>	<b>Athletics</b>		
<b>PE</b>	<b>Word Aware: throw, aim, control, agility</b>		
<b>Weekly</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Premier Sports Coach</b>	<ul style="list-style-type: none"> <li>Perform learnt skills with increasing control.</li> <li>Compete against self and others</li> </ul>
<b>Dance: Interpretive Dance – Pirates</b>			
<b>Word Aware: motif, action, transition, levels, unison</b>			
	<ul style="list-style-type: none"> <li>Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>Perform dances using simple movement patterns.</li> </ul>		<ul style="list-style-type: none"> <li>Use and change direction</li> <li>Understand and perform simple basic travelling skills on feet</li> <li>Explore moving in unison</li> <li>Copy and develop a range of actions</li> <li>Combine actions together into a short movement phrase, creating a simple motif</li> <li>Observe a partner and give feedback.</li> </ul>
			<ul style="list-style-type: none"> <li>Perform a dance using simple movement patterns</li> </ul>