

## Year 1 Overview

LITERACY					
AUTUMN		SPRING		SUMMER	
1st Half	2nd Half	1st Half	2nd Half	1st Half	2nd Half
T4W	T4W	T4W	T4W	T4W	T4W
<p><b>The Enormous Turnip</b> (4 weeks) CUMULATIVE TALE <u>Focus:</u> sequencing sentences. <u>Task (writing purpose):</u> write a cumulative tale to apply sequencing skills.</p> <p><b>If I Had Wings by Pie Corbett</b> (2 weeks) POETRY <u>Focus:</u> repetitive structure <u>Task (writing purpose):</u> create an 'If I Had...' poem following the style (repetition).</p>	<p><b>How to Catch a Star</b> (4 weeks) WISHING TALE <u>Focus:</u> sentence structure, conjunctions (focus on 'and' but others introduced). <u>Task (writing purpose):</u> write part of a tale inventing a new way to catch a star.</p> <p><b>How to Catch a Star</b> (3 weeks) INSTRUCTIONS <u>Focus:</u> language of instructions. <u>Task (writing purpose):</u> write instructions for how to make a star catcher.</p> <p><b>The Oxford First Book of Poetry (Page 90 by Ogden Nash) 'Winter Morning'</b> (1 week) POETRY <u>Focus:</u> Using description <u>Task (writing purpose):</u> write their own acrostic poem using description.</p>	<p><b>Handa's Surprise</b> (3 weeks) JOURNEY TALE <u>Focus:</u> sequencing. <u>Task (writing purpose):</u> reverse journey.</p> <p><b>Handa's Hen</b> (3 weeks) INFORMATION TEXT <u>Focus:</u> writing facts and organising the structure of a text. <u>Task (writing purpose):</u> create an information text.</p>	<p><b>Various Food Poems – Slurpy Spaghetti Chapter in The Puffin Book of 'Fantastic First Poems'</b> (2 weeks) POETRY <u>Focus:</u> Selecting appropriate vocabulary e.g. wobbly jelly <u>Task (writing purpose):</u> create food poetry.</p> <p><b>No-Bot, The Robot with no Bottom</b> (4 weeks) LOST AND FOUND TALE <u>Focus:</u> sentence functions (? ! prefixes). <u>Task (writing purpose):</u> write own version of the story.</p>	<p><b>The Storm Whale</b> (3 weeks) FINDING TALE <u>Focus:</u> consolidation of Y1 narrative skills and focusing on resolution and ending. <u>Task (writing purpose):</u> writing a finding tale.</p> <p><b>Big Blue Whale</b> (2 weeks) INFORMATION TEXT <u>Focus:</u> writing factually with correct structure. <u>Task (writing purpose):</u> Non-chronological report.</p>	<p><b>Cinderella</b> (4 weeks) RAGS TO RICHES/ TRANSFORMATION <u>Focus:</u> story language, including sequencing. <u>Task (writing purpose):</u> Write a transformation tale.</p> <p><b>Various Rhyming Poems – The Puffin Book of Fantastic First Poems 'Summer Days' by Anne English and 'Summer Song' by John Ciardi</b> (2 weeks) POETRY <u>Focus:</u> Rhyming. <u>Task (writing purpose):</u> Write own summer-themed poem using rhyme.</p> <p><i>Additional pieces of writing:</i></p> <ul style="list-style-type: none"> <li>• Letter to new teacher.</li> <li>• Recount of their year.</li> </ul>

## MATHEMATICS

AUTUMN		SPRING		SUMMER	
1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
<p><b>Number:</b> 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.</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> <p><b>Counting:</b> Read and write numbers from 1 to 20 in numeral and words.</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>	<p><b>Addition and Subtraction:</b> Represent and use number bonds and related subtraction facts within 20.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p><b>Multiplication and Division: Part 1</b> 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. (Focus on 2, 5 times tables)</p> <p>Recognise and know the value of different denominations of coins and notes (used as a physical resource for multiplication and division).</p>	<p><b>Measure (Mass, Length and capacity)</b> Mass/weight [heavy/light, heavier than, lighter than]</p> <p>Compare, describe and solve practical problems for: Lengths and heights [longer/shorter, tall/short, double/half] Measure and begin to record the following:</p> <p>Capacity and volume [full/empty, more than, less than, half, half full, quarter]</p>	<p><b>Counting – Part 2</b> Read and write numbers from 1 to 20 in numeral and words.</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>	<p><b>Addition and Subtraction – Part 2</b> Given a number, identify one more and one less.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p>	<p><b>Fractions – Part 2</b> Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a half as one of two equals of an object, shape or quantity.</p> <p><b>Measure (Mass, Length and Capacity)</b> Mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>Compare, describe and solve practical problems for:</p> <p>Lengths and heights [for example, longer/shorter, tall/short, double/half]</p> <p>Measure and begin to record the following:</p> <p>Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p>

<p><b>Addition and subtraction</b></p> <p>Given a number, identify one more and one less.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>	<p><b>Fractions – Part 1</b></p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a half as one of two equals of an object, shape or quantity.</p>	<p><b>Time – Part 1</b></p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months, years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Time [for example, quicker, slower, earlier, later]</p> <p><b>Number – Part 2</b></p> <p>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. Read and write numbers from 1 to 20 in numerals and words.</p>	<p><b>Geometry</b></p> <p>Recognise and name common 2-D and 3-D shapes, including:</p> <p>2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>Recognise, find and name a half as one of two equal parts of an object or shape.</p> <p>3-D [for example, cuboids (including cubes), pyramids and spheres].</p>	<p><b>Multiplication and Division – Part 1</b></p> <p>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. (Focus on 2, 5 times tables)</p> <p>Recognise and know the value of different denominations of coins and notes (used as a physical resource for multiplication and division).</p>	<p><b>Time – Part 2</b></p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months, years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Time [for example, quicker, slower, earlier, later]</p>
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## SCIENCE

AUTUMN		SPRING		SUMMER	
1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
<p><b>Seasons, changes to our body</b></p> <p><u>Overview</u></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><b>Weather patterns and seasons</b></p> <p><u>Overview</u></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Categorising animals, staying healthy and seasons</b></p> <p><u>Overview</u></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p><b>Materials</b></p> <p><u>Overview</u></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><b>Growing plants, classifying plants and animals, seasons</b></p> <p><u>Overview</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Habitats, mini-beasts and seasons</b></p> <p><u>Overview</u></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>

## HISTORY & GEOGRAPHY

AUTUMN	SPRING	SUMMER
<p><b>Our Local Area (local area maps)</b></p> <p><u>Wow factor</u> – walk around local area.</p> <p><u>Outcomes:</u> Children to understand features of their local area (Bury Park/Luton and compare to a seaside town.)</p> <p><u>Vocabulary:</u> physical, human, geography, local area, beach, cliff, coat, sea, town, house, office, port, harbour, shop, Luton, Poole, factory, map, road, pavement, playground, classroom, school.</p> <p><b><u>Black History Month</u></b> <i>Lives of significant individuals</i> Past and present famous people.</p> <p><b><u>Remembrance Day</u></b> <i>Events beyond living memory.</i> Cross-curricular: Art- making poppies.</p> <p><b><u>Why people celebrate Bonfire Night and Guy Fawkes</u></b> <i>Events beyond living memory.</i></p> <p><b><u>Columbus and why he is important</u></b> <i>Lives of significant individuals</i></p> <p><u>Wow factor:</u> Columbus Day</p>	<p><b>Africa (continent study)</b></p> <p><u>Wow factor</u> – Woburn Safari Park.</p> <p><u>Outcomes</u> Children will be able to talk about the physical and human features of urban and rural areas in Africa and then compare this to their locality – Luton.</p> <p><u>Vocabulary:</u> <i>deserts, rainforests, mountains, savannah, weather, compare, similar and different, feature</i></p> <p><b><u>Toys</u></b> Understanding how toys have changed over time. Looking at similarities and differences <i>changes within living memory</i></p>	<p><b>At the Farm</b></p> <p><u>Wow factor</u> – trip to the farm.</p> <p><u>Outcomes</u> Children will understand what a farm is, some of the physical and human features of a farm and how a farm is different to where they live.</p> <p><u>Vocabulary:</u> <i>farm, physical, human, town, office, house, field, barn, farmhouse, animals, countryside, crops, produce, rural, urban.</i></p> <p><b><u>Homes in the Past</u></b> How household items have changed over time- <i>significant historical events, people and places in their own locality.</i></p>

**COMPUTING****AUTUMN****SPRING****SUMMER****1<sup>st</sup> Half****2<sup>nd</sup> Half****1<sup>st</sup> Half****2<sup>nd</sup> Half****1<sup>st</sup> Half****2<sup>nd</sup> Half****Getting Started** Introducing children to login and sing and technology.

Recognising common uses of information technology. Logging in and saving work on their own account.

Knowing what to do if they have concerns about content or contact online. Understanding of how to create digital art using an online paint tool.

Learning to locate where keys are on the keyboard.

**Programming Bee Bots**

Using Bee-Boots to construct a simple algorithm.

Learning how to explore and tinker with hardware to find out how it works. Constructing a series of instructions into a simple algorithm. Applying computing concepts to real world situations in an unplugged activity.

**Algorithms Unplugged**

Learning how computers handle information.

Understanding how to create algorithms. Learning that computers need information to be presented in a simple and clear way. Understanding how to break a computational thinking problem into smaller parts in order to solve.

**Digital Imagery**

Taking and manipulating digital imagery.

Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Knowing what to do if they have concerns about content or contact online. Using logical reasoning to predict the behaviour of simple programs. Using cameras or tablets to take photos.

**Introduction to Data**

Learning how data is used.

Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Selecting software appropriately. Recognising uses of technology beyond school.

**Rocket to the Moon**

Appreciating the value of computers.

Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Selecting software appropriately.

**RELIGIOUS EDUCATION**

SPRING		SPRING		SUMMER
1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	
<p>What do Christians believe God is like?</p> <p><b><u>Make sense of belief</u></b> Identify what a parable is.</p> <p>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p> <p><b><u>Understand the impact</u></b> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others).</p> <p>Give an example of how Christians put their beliefs into practice in worship (e.g. by saying 'sorry' to God).</p>	<p>Why does Christmas matter to Christians? How and why do we celebrate significant times?</p> <p><b><u>Make sense of belief</u></b> Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p><b><u>Understand the impact</u></b> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</p> <p><b><u>Make connections</u></b> Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</p> <p>Decide what they personally have to be thankful for, giving a reason for their ideas.</p>	<p>What makes some places significant? What makes some places sacred to believers?</p> <p><b><u>Make sense of belief</u></b> Recognise that there are special places where people go to worship, and talk about what people do there.</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p>	<p>Why does Easter Matter to Christians?</p> <p><b><u>Make sense of belief</u></b> Recognise that incarnation and salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people) recognise that Jesus gives instructions about how to behave.</p> <p><b><u>Understand the impact</u></b> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p><b><u>Make connections</u></b> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>	<p>Who is a Muslim? What do they believe and how do they live?</p> <p><b><u>Make sense of belief</u></b> Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims.</p> <p>Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean.</p> <p>Give examples of how stories about the Prophet Muhammad show what Muslims believe about him.</p> <p><b><u>Understand the impact</u></b> Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them.</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).</p> <p>Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using <i>subhah</i> beads).</p> <p><b><u>Make connections</u></b> Think, talk about and ask questions about Muslim beliefs and ways of living.</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>

**Make connections**

Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

*Give a reason for the ideas they have and the connections they make.*

**Make sense of belief**

Recognise a special time pupils celebrate and explain simply what celebration means.

Identify and name at least three different religious festivals, giving two facts about each one.

Identify a belief that connects to a festival, e.g. 'they do it because they believe ...'

**Understand the impact**

Give simple examples of the ways a festival makes a difference, e.g. to emotions, to families.

Talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences.

Notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness.

**Make connections**

Think, talk and ask good questions about big days in different religions.

Talk about links between how people celebrate today and old stories.

Notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts.

**Understand the impact**

Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.

Give simple examples of how people worship at a church, mosque or synagogue.

Talk about why some people like to belong to a sacred building or a community.

**Make connections**

Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas.

Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.



**ART & DESIGN & TECHNOLOGY**

**AUTUMN**



**Colour Creations**

Learn about primary colours and creating secondary colours.

Outcome: Create artwork based on Kandinsky's style.

**Homes**

Overview

- To explore different types of houses and identify shapes and features.
- To investigate how to join and combine shapes to make a house.
- To investigate ways of creating the interior features of a house.
- To be able to design a house.
- To be able to follow a design and create a house.
- To be able to evaluate a finished product.

**SPRING**

**Paper Art**

Learn about the ways in which paper can be used to create artwork.

Outcome: Pupils will study stained glass windows and re-create their own windows using tissue paper. They will create bracelets using paper and make sculptures using papier mache.

**Moving Pictures**

Overview

- To be able to create a sliding mechanism and find out what a moving mechanism is.
- To be able to use levers to create a moving mechanism.
- To investigate and create wheel mechanisms.
- To be able to design a picture with a moving mechanism.
- To be able to make a moving picture based on a design.
- To be able to evaluate a moving picture.

**SUMMER**

**Andy Goldsworthy**  
**(British sculptor and photographer)**

The children will investigate the colours, shapes etc. that Andy Goldsworthy uses in his work.

Outcomes: Recreate his works of art by selecting appropriate materials and creating artwork using collage, pastels and/or paint.

**Eat More Fruit and Vegetables**

Overview

- To find out the favourite fruits and vegetables in the class and present the data in a pictogram.
- To examine, taste and describe a variety of fruits and vegetables.
- To find out how to handle and prepare a variety of fruits and vegetables.
- To be able to design a recipe to include fruit and/or vegetables.
- To be able to make and evaluate a food product based on a design.

**PSHCE**

AUTUMN		SPRING		SUMMER	
1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
<p><b>Physical health and wellbeing:</b> <b>Fun times</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•about food that is associated with special times in different cultures</li> <li>•about active playground games from around the world</li> <li>•about sun-safety</li> </ul>	<p><b>Keeping safe and managing risk:</b> <b>Feeling safe</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•safety in familiar situations</li> <li>•about personal safety</li> <li>•about people who keep us safe</li> </ul>	<p><b>Identity, society and equality:</b> <b>Me and others</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•about what makes themselves and others special</li> <li>•about roles and responsibilities at home and school</li> <li>•about being co-operative with others</li> </ul>	<p><b>Drug, alcohol and tobacco education:</b> <b>What do we put into and on to bodies?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•about what can go into bodies and how it can make people feel</li> <li>•about what can go on to bodies and how it can make people feel</li> </ul>	<p><b>Mental health and emotional wellbeing:</b> <b>Feelings</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•about different types of feelings</li> <li>•about managing different feelings</li> <li>•about change or loss and how this can feel</li> </ul>	<p><b>Careers, financial capability and economic wellbeing:</b> <b>My money</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>•about where money comes from and making choices when spending money</li> <li>•about saving money and how to keep it safe</li> <li>•about the different jobs people do</li> </ul> <p><b>Additional lessons:</b> <b>Relationships and Sex Education</b> Pupils will be taught the school's RSE scheme of work.</p>

**PE & GAMES**

AUTUMN		SPRING		SUMMER	
1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
<p><b>Rugby</b></p> <ul style="list-style-type: none"> <li>To develop basic handling skills</li> <li>To understand and develop different methods of movements focusing on agility</li> <li>To introduce the basic rules of rugby</li> <li>To be able to apply learning in a games environment</li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>Explore different ways of using a ball</li> <li>Explore ways to send and receive a ball</li> <li>Retrieve and stop a ball using different parts of the body</li> <li>Play a variety of team games</li> <li>Develop simple attacking and defending techniques</li> <li>Pass and receive with accuracy and control</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Explore gymnastic actions and shapes</li> <li>Explore travelling on the floor and benches</li> <li>Explore and perform basic sequences</li> <li>Repeat and link gymnastics actions</li> <li>Perform travelling sequences with shapes and balances</li> </ul>	<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>To understand basic methods of passing</li> <li>To develop basic coordination through passing and receiving</li> <li>To develop basic shooting techniques with accuracy</li> <li>To understand the basic rules of netball</li> <li>To be able to apply learning in a games environment</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>To understand basic health and safety</li> <li>To develop basic understanding of how to hold and perform using a hockey stick</li> <li>To develop control with a hockey stick</li> <li>To explore different ways to send and receive a ball</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>To explore basic body moves and patterns</li> <li>To use a variety of moves and speed to change direction</li> <li>To understand basic rhythm to perform movement to music</li> <li>To develop a dance routine working in partners and groups</li> <li>To perform a dance routine with music following rhythm with a start and finish</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>To explore different running speeds</li> <li>To practise short and long distance running</li> <li>To explore different methods of throwing</li> <li>To practise different methods of throwing</li> <li>To explore different methods of jumping</li> <li>To practise different methods of jumping</li> </ul> <p><b>Mini Tennis</b></p> <ul style="list-style-type: none"> <li>To understand the basic methods of net and wall games</li> <li>To develop basic sending and receiving using a tennis racket</li> <li>To be able to perform an 'over the net' return</li> <li>To develop accuracy of a return</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>To understand basic methods of striking and fielding games</li> <li>To develop basic striking, sending and receiving.</li> <li>To develop accuracy of throws and consistency of catching</li> <li>To develop striking using a bat</li> <li>To understand basic fielding skills in a games environment</li> </ul>

**MUSIC**

AUTUMN		SPRING		SUMMER	
1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
<p><b>Hey You! (Old School Hip Hop)</b></p> <p><b>Hey You!</b> is written in an old school hip hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen to and appraise other old school hip hop tunes.</p>	<p><b>Rhythm in the Way We Walk and Banana Rap (Reggae, Hip Hop)</b></p> <p>Learning is focused around two songs: Rhythm in the Way We Walk (reggae style) and The Banana Rap (Hip Hop style). Children will listen to and appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p>	<p><b>In the Groove (Blues, Latin, Folk, Funk, Baroque, Bhangra)</b></p> <p>This material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc.) singing and playing instruments are all linked.</p>	<p><b>Round and Round (Latin, Bossa Nova)</b></p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p><b>Your Imagination (composition)</b></p> <p>This includes listen and appraise apps; progressive warm-up games, flexible games and improvisation resources, and a new compose tool.</p>	<p><b>Reflect, Rewind and Replay</b></p> <p>This consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the history of music and the beginnings of the language of music.</p>