




YEAR 1

	Autumn Term	Spring Term	Summer Term
SCIENCE	<p>Toy story Who am I? Must:</p> <ul style="list-style-type: none"> • Say which parts of the body are linked to each sense • Name basic parts of the body, e.g. head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth. • Observe, identify and sort using all of the senses. • Collect data and place it on a pictogram. <p>Should:</p> <ul style="list-style-type: none"> • Observe using the sense to compare different sounds, sights, tastes, textures and smells. • Name a wider range of parts of the body such as backbone, ribs, skull and internal organs such as heart, lungs, stomach. • Answer questions about the data in a pictogram <p>Could:</p> <ul style="list-style-type: none"> • Explain what happens if one sense is not working. • Explain that we cannot see without light. • Name, position and label a wide range of parts of the human body, eg. hips, spine, ribs, heel, and internal organs such as heart, lungs, stomach, liver and kidneys. <p>Materials (linked to materials in toys):</p> <p>Must:</p> <ul style="list-style-type: none"> • Describe the properties of materials, transparent, translucent, opaque, waterproof, flexible. • Compare and group materials that are transparent, translucent, opaque, waterproof, flexible. • Talk about why they have chosen to use a material. <p>Should:</p> <ul style="list-style-type: none"> • Choose materials that are transparent, translucent, opaque, waterproof. • Use data to help in answering questions • Compare materials and say why one is better to use than the other. <p>Could:</p>	<p>The Adventures of Paddington Animals and protecting the environment Must:</p> <ul style="list-style-type: none"> • Match pictures to name animals • Describe and compare different animals • Describe and compare the structure of a fish with humans • Name animals that are carnivores, herbivores and omnivores • Name animals that are, fish, birds and mammals • Use books to classify animals that are herbivores, carnivores and omnivores. • Identify and name a variety of common animals including fish, birds, invertebrates and mammals that live in the sea, rock pools and on the beach. • Talk about animals with shells that live in the sea • Carry out a simple test and say what happened <p>Should:</p> <ul style="list-style-type: none"> • Use books to name animals. • Describe and compare the structure of a fish with humans and some other animals • identify which animals are carnivores, herbivores and omnivores. • Identify animals that are fish, birds and mammals. • Compare land animals and sea animals – snails and limpets <p>Could:</p> <ul style="list-style-type: none"> • Compare different animals and name parts of the body. • Identify animals that are carnivores, herbivores and omnivores from different habitats. • Name animals that are fish, birds and mammals from different habitats. • Use their understanding of the properties of materials and their possible effect on animals to give for and against reasons for using plastic bags. 	<p>Jack and the Beanstalk Plants Must:</p> <ul style="list-style-type: none"> • Plan and carry out a simple test and collect data. • Match pictures to name plants. • Talk about why they have chosen to use a material. <p>Should:</p> <ul style="list-style-type: none"> • Carry out a simple test and describe what happened using their results. • Use their data to answer their test question. • Use books to name plants. • Compare materials and say why one is better to use than another. <p>Could:</p> <ul style="list-style-type: none"> • Carry out a simple test and collect results that are numbers • Gather and record numerical data in a table. • Use observations and test results to say why certain materials have been used. <p>Child led investigation- What can I find out about plants?</p> <p>Seasonal changes – May to August - weather, changes, what we wear, how long is the day, trees and plants</p>

	<ul style="list-style-type: none"> Suggest how properties of materials such as transparent, translucent, opaque, waterproof, flexible are used in toys Design and carry out own test, for example: Which boat is waterproof? Decide how to collect, record and use their data to answer questions. <p>Investigate- materials to wrap a present</p> <p>Seasonal changes – September to December – weather, changes, what we wear, how long is the day, trees and plants</p>	<p>Child led investigation – What do creatures eat?</p> <p>Seasonal changes – January to April - weather, changes, what we wear, how long is the day, trees and plants</p>	
ART	<p>Toy story Area – Painting (colour mixing) Media – paint Artist focus – Walt Disney</p> 	<p>The Adventures of Paddington Area - Sculpture Media – clay Artist focus – Marcus Cornish</p> 	<p>Roots and shoots/Jack and the Beanstalk Area – Drawing, painting and collage Media – pencil, paint and collage materials Artist focus – Van Gogh</p> 
	<p>Toy story</p> <p>Toy paintings – children practise drawing and sketching technique, experiment with colour mixing with paint to create different shades. They look at futuristic style images and design a toy in a similar style and paint it using their own mixed colours.</p> <p>Artist focus: Walt Disney</p> <p>Must: use drawing and painting techniques to communicate ideas; mix paint to create different colours; talk about what they think and feel about their own work.</p> <p>Should: investigate and use drawing and painting materials to and techniques to communicate their ideas; understand expected results of mixing colour combinations and mix their own to create desired colours; create their own designs; talk about what think</p>	<p>The Adventures of Paddington</p> <p>The children will investigate the qualities of a variety of natural and made materials in preparation for own Paddington Bear sculpture. They learn skills for using clay and gain sensory experience of materials and an understanding of colour and texture. They learn about sculpture.</p> <p>Artist focus: Marcus Cornish</p> <p>Must: represent ideas in three dimensions; describe what they think or feel about their own and others' work</p> <p>Should: explore ideas about sculpture; investigate and use materials and processes to communicate ideas and meanings in three-dimensional form; comment on similarities and differences between their own and others' work; adapt and improve their own work</p>	<p>Roots and shoots/Jack and the Beanstalk</p> <p>Sunflower collage inspired by Van Gogh- Children will explore art from Van Gogh, considering the distinctive features, experiment with colour, mark making, 2d and 3d work. They investigate a range of drawing materials and techniques and learn how to mix and use colour in painting use a range of materials. They will explore collage and a range of textiles. The will create their own painting adding collage to add detail and texture.</p> <p>Artist focus: Van Gogh</p> <p>Must: use drawing and painting techniques to communicate ideas; use collage to add detail; talk about what they think or feel about their own work</p> <p>Should: explore ideas about art inspired by Van Gogh; investigate and use drawing and painting materials and techniques to communicate their ideas; investigate and use collage to enhance their work; say what they think and feel about their own</p>

	<p>and feel about their own and others' work; suggest ways of improving their work.</p> <p>Could: collect visual information to inform their designs; use drawing and painting to communicate their ideas; understand colour mixing combinations and use this to create desired colours with accuracy; show consistency between design stages and the end product; comment on similarities and differences in their own and others' work; adapt and improve their work.</p>	<p>Could: collect visual and other information for their work; investigate shape, form and texture in materials to create a three-dimensional form; comment on similarities and differences between their own and others' work; adapt and improve their own work</p>	<p>and others' work; suggest ways of improving their own work</p> <p>Could: collect visual and other information to help them develop their work; investigate visual and tactile qualities of media; make picture showing ideas; comment on similarities and differences in their own and others' work; adapt and improve their own work</p>
DT	<p>Toy story Puppets (textiles) - Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. Generate, develop, model and communicate their ideas through talking, drawing, templates. (Designing puppets).</p> <p>must: have made suggestions as to what they intend to do; have created a puppet with support by gluing two pieces of fabric together and added features using appropriate materials and techniques</p> <p>should: have discussed their ideas as they developed and be able to say what their design has to do; have created a puppet that works (ie is the right size and reflects the character) using a given technique; have stitched two pieces of fabric together and added features using appropriate materials and techniques</p> <p>could: have reflected on their own ideas and have worked independently to create their puppet using appropriate techniques to measure, mark out and join the fabric pieces they have selected; have added features to their puppet to capture particular characteristics and expressions; have been able to identify how well the puppet works in relation to simple design criteria</p>	<p>The Adventures of Paddington Food technology – Investigate different breads, and fillings, link to diet and health. Use the basic principles of a healthy and varied diet to plan, prepare, evaluate sandwiches.</p> <p>must: plan a basic sandwich then have prepared a range of ingredients that they have selected, with assistance, to create a sandwich; have discussed how well their sandwich meets the original purpose</p> <p>should: have used information from an evaluation activity to select and prepare a range of sandwich ingredients for a purpose, combining the ingredients to create an appealing sandwich; have considered how well their sandwich meets the original purpose; have an understanding of the 'balanced plate' model for healthy eating and will have applied this to ideas about how the sandwich contributes to a healthy diet. Cut their sandwich with supervision.</p> <p>could: after planning and labelling a sandwich, children will have competently prepared a range of ingredients that they have selected based on information they have gathered; have been able to offer suggestions for modifications and improvements to their original idea. Start to use techniques such as cutting, peeling and grating.</p>	<p>Roots and shoots/Jack and the Beanstalk Investigate simple pulley system at forest schools and in role play area. Design, make and evaluate a mechanism for Jack to lower the golden egg, harp and money down the bean stalk.</p> <p>Must: explore and use pulleys in the classroom/forest. Make a model using a winch following example one shown.</p> <p>Should: explore and use pulleys in the classroom/forest setting and begin to explain how they work. Make a model allowing something (of choice) to move up and down the beanstalk.</p>
HISTORY	<p>Toy story Changes within living memory. Inventors Steiff bears, Hornby. Looking a toys as a baby and now. Visit to toy museum</p>	<p>The Adventures of Paddington Explore how London has changed. Focus on capital cities and industries. e.g river Thames, shipping, coal mines. Historical landmarks- Stonehenge, Hadrian's Wall.</p>	<p>Jack and the Beanstalk Lives of significant individuals in the past, compared to life in different periods Darwin and David Attenborough</p>

	<p><u>What toys do children of different ages play with?</u></p> <ul style="list-style-type: none"> Sort toys according to who would play with them. Say how they have sorted the toys and suggest reasons why. <p><u>What toys did you grandparents and parents play with?</u></p> <ul style="list-style-type: none"> Sort toys according to who would play with them. Say how they have sorted the toys and suggest reasons why. <p><u>Can you say how toys have changed over time?</u></p> <ul style="list-style-type: none"> Hands on experience of looking and touching toys (visit to museum – to look at toys – chronology) Talk about what the toys are made from. Suggest reasons why the materials might have changed. <p>Design and draw a new toy for the future and say who would play/use it.</p>	<p><u>Why are landmarks important to the local area and country?</u></p> <ul style="list-style-type: none"> Identify key landmarks around the UK. Say why the landmarks are important to the community. <p><u>How transport has changed over time?</u></p> <ul style="list-style-type: none"> Identify key transport uses. – buses, boats, cars Identify how the River Thames has been used over time. Look at pictures of places in London and how the cars/building have changed. 	<p><i>The lives of significant individuals in the past who have contributed to national and international achievements, some of whom should be used to compare aspects of life in different periods.</i></p> <p>Children to select their own explorer from the past and research.</p> <p>Who is xxx?</p> <p>When did XXX live?</p> <p>Why is this individual remembered?</p> <p>What were the most important events in his/her life?</p> <p>What were some of the features of the society when he/she lived?</p> <p>What sources of information have been helpful for learning about this individual?</p> <p>How should we remember this individual and why?</p>
GEOGRAPHY	<p>Toy story</p> <p>Visit Valence House Museum-</p> <p>Must: use maps to name and locate the four countries within the UK and name their capital cities. They will be able to recognise and label The English Channel and North Sea. Keep a weather chart.</p> <p>Should: use simple maps to locate the museum within Barking and Dagenham, London, Essex and create simple maps of possible routes to the museum.</p> <p>Could: compare countries of the world through finding out about Christmases around the world</p>	<p>The adventures of Paddington</p> <p>Visit Colchester Zoo and Chelmsford Mosque</p> <p>Pupils take part in Forest Schools- with Mountnessing School Feb –July</p> <p>Pupils have opportunities to continue using simple maps to locate Colchester zoo and Chelmsford mosque before travelling.</p> <p>Through the Paddington topic, pupils consolidate their knowledge of countries within the UK and their capitals. They will also consider the main characteristics of each country.</p>	<p>Jack and the Beanstalk</p> <p>Butterfly Meadow and local area walk –</p> <p>Pupils create simple maps of the Butterfly meadow, the school and the local area.</p> <p>They use a 4 point compass rose and create a key to identify some features.</p> <p>Pupils continue to record the weather and discuss weather related news.</p>

		<p>Pupils name and locate the continents of the world and show where the Equator lies. They will learn where the hot and cold places on the Earth are. They will be able to locate Peru and discuss its climate and characteristics.</p> <p>Pupils will have the opportunity to record the weather and compare the seasons changes which occur.</p>	
MUSIC	<p>TOY STORY Music - Hey You- Focus on the use of pulse and rhythm in raps and the addition of pitch to make songs. Sing songs/raps together in a group. Marching, clapping, tapping knees and moving to find and internalise the pulse. Improvisation using two notes, learning that this is when you make up your own tune or rhythm which is not written or notated. Learn how to respond to simple musical cues such as starting and stopping. Learn how to follow a leader/conductor.</p> <p><u>Rhythm In The Way We Walk and The Banana Rap</u> Singing and rapping. Mixed styles: Reggae, pop, classical, hiphop. Copy back simple rhythms and pitches.</p> <p>Christmas nativity – singing skills focusing on singing as part of a group being aware of diction and tempo.</p>	<p>THE ADVENTURES OF PADDINGTON BEAR Music - In The Groove Play/sing in different styles and learn about those styles. Styles focused on: Blues, Baroque, Latin, Bhangra, Folk and Funk, Bollywood, Irish. Start to recognise simple style indicators and different instruments used. Start to use basic musical language to describe music they are listening to and feelings towards it. Children record their responses to music listened to verbally and pictorially.</p> <p><u>Round and Round</u></p> <p>Easter- singing skills focus on singing as part of a group being aware of volume, diction and tempo. Introduce the term ‘dynamics’. Focus on forte and piano (f and p).</p>	<p>JACK AND THE BEANSTALK Music – Your Imagination Listen to songs/music about using imagination and listen to film music, focussing on how dramatic effect is achieved. Create lyrics and compose music, learning that composition is creating very simple rhythms and melodies that are notated or recorded in some way. Use 1-3 notes. Notate music in different ways, using graphic/pictorial notation, video/ICT. Drumming and using percussion instruments exploring sound, pitch and tempo to create sound effects for parts of the Jack and the Beanstalk story for performance and appraisal of others compositions.</p>
	<p>Speak and chant short phrases together. Sing songs in front of an audience. Find their singing voice and begin to develop a sense of pitch over a small range of notes. Sing a variety of songs both accompanied and unaccompanied. Play instruments and sound-makers by shaking, scraping, rattling and tapping. Start and stop together.</p>	<p>Name some classroom instruments. Recognise the sounds of the percussion instruments used in the classroom and identify and name them. Begin to develop a sense of pulse using instruments or body sounds. Respond to symbols or hand signs. Play loudly, quietly, fast, slow. Copy a simple rhythm pattern or number of beats played on an instrument.</p>	<p>Play and name a range of classroom instruments. Make changes in their voices to express different moods /feelings. Play along to music showing a developing awareness of the beat. Play with a sense of purpose and enjoyment. Create a sequence of different sounds in response to a given stimuli.</p>

	<p>Keep in time to the music when tapping, clapping or moving to the pulse.</p>	<p>Add chosen sound effects at an appropriate moment in a story or song.</p> <p>Begin to identify and describe key features or extreme contrast within a piece of music.</p>	<p>Respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs.</p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/lower) when responding to music.</p> <p>Identify and describe changes in tempo, pitch and mood in music heard.</p>
RE	<p><u>Christianity</u> God and Creation story. – Who made the world? Incarnation – Christmas Why is Christmas important for Christians. Harvest, Remembrance Christian Values Bible story – Daniel and the Lions Den. (OT)</p> <p><u>Flower of Faiths</u></p> <p><u>Symbols and People</u></p> <p>A basic introduction to the 6 main religions including Christianity (not a focus), Buddhism- Buddha, Sikhism- Guru Nanak, Judaism- Moses, Islam- Muhammad</p> <p><u>What do I know about key figures from different religions?</u></p> <p>Name key figures from each religion.</p> <p>Retell a story about a key person</p> <p>How has the person influenced the religion?</p> <p>How is the person celebrated/ worshipped?</p>	<p><u>Christianity</u> Incarnation – Christmas Why is Christmas important for Christians. Epiphany Salvation- Why does Easter matter to Christians</p> <p>St Georges day Christian Values</p> <p>Bible story – Story of Joseph (OT) Jesus calling disciples (NT)</p> <p><u>Flower of Faiths</u></p> <p><u>How do they worship?</u></p> <p>Place of worship Mosque, temple, Gurdwara, Synagogue, shrines</p> <p>Important elements</p> <p>Days of worship</p> <p>Worship leaders</p> <p><u>How do different faiths congregate and worship?</u></p> <p>Name different places of worship</p> <p>Compare different places of worship</p> <p>How is the place used during worship?</p>	<p><u>Christianity</u> Pentecost.</p> <p>Christian Values</p> <p>Bible story – Prodigal Son (NT) Wise and foolish man (NT) The Sower (NT)</p> <p><u>Flower of Faiths</u></p> <p><u>Special Books</u></p> <p>How it's treated, written, displayed, names, appearance.</p> <p>Torah, Quran, Veda, Guru Granth Sahib.</p> <p>Stories from other faiths and cultures.</p> <p><u>How are special books and texts used?</u></p> <p>Name special books for each religion.</p> <p>Identify how it is written and treated</p> <p>Retell story or event from holy text</p> <p>Compare key texts identifying similarities within stories.</p> <p>How is the text used within every day religious practises?</p>

		<p>How place is the place of worship used within festivals?</p> <p>Key places around the world focus for pilgrimages? e.g. Mecca. Jerusalem,</p>	
COMPUTING	<p>Toy story We are treasure hunters Children are introduced to problem solving and what an algorithm is. They create their own sequence of movements and then have to solve a 'given code bug'.</p> <p>Final product: Beebots- programming</p> <p>Can the children:</p> <ul style="list-style-type: none"> Understand that a programmable toy can be controlled by inputting a sequence of instructions Program a toy step by step Develop and record sequences of instructions as an algorithm Program the toy to follow their algorithm Debug a problem Predict how their programs will work 	<p>The Adventures of Paddington We are collectors Children use web search engines to collect pictures of different types of animals. They explore how pictures can be put in Powerpoint and then have text added.</p> <p>Final product: PowerPoint creating a page which includes text and pictures</p> <p>Can the children:</p> <ul style="list-style-type: none"> Find and use pictures on the web Know what to do if they encounter pictures that cause concern Copy information and type into PowerPoint Input a picture from the internet using copy and paste 	<p>Roots and shoots/Jack and the Beanstalk We are painters Children are able to make their own digital content. They are making it using paint software to create and manipulate digital content.</p> <p>Final product: Creating own picture in paint and adding text to the digital media.</p> <p>Can the children:</p> <ul style="list-style-type: none"> Use the web safely to find ideas for an illustration Select and use painting tools to create images on the computer Create an illustration for a particular purpose Select and use painting tools to change and manipulate images on the computer Know how to save, retrieve and change their work <p>Reflect on their work and act on feedback to alter their work.</p>
PE	<p>Toy Story INDOOR Mighty Movers: explore running at a variety of speeds and in a variety of styles; run at different speeds and in different directions with control; understand the purpose of a circuit and how it can improve fitness; explore running at different speeds.</p> <p>Must: run at a variety of speeds: jogging, running, sprinting; think about the term 'pacing' and which speed would be needed for different races; run in different directions with control; use turning effectively to change direction.</p>	<p>The Adventures of Paddington INDOOR Gymfit Circuits: identify techniques to improve balance; practise a range of gymnastic skills through a series of circuits; perform a range of gymnastic skills with increased accuracy; perform a sequence of gymnastic moves within a circuit; perform a sequence of moves at each station within a circuit with increased accuracy; evaluate my performance of gymnastic moves within a circuit.</p> <p>Must: understand the term 'balance' and identify techniques to improve this skill; practise a range of gymnastic skills through a series of circuits; link two or three movements together to create a short sequence.</p>	<p>Jack and the Beanstalk INDOOR Cool Core (Strength): identify techniques to improve core strength and agility; learn how to support body weight; perform movements which demonstrate core control; work through ladder activities to improve co-ordination and accuracy; use core to improve balance whilst running; support body weight on hands using the core muscles; demonstrate good posture and balance; learn the front and back support.</p> <p>Must: identify the core muscles and where they are in the body; understand the purpose of core muscles; use core muscles to improve posture and balance;</p>

	<p>Should: understand the purpose of a circuit and how it can improve fitness; explore different ways of moving in fitness circuits.</p> <p>Could: evaluate fitness levels from the start to the end of the unit; think about how activities have helped with fitness; notice changes both inside and outside the body which may have changed due to increased fitness.</p> <p>Boot Camp: understand how to prepare the body for exercise, understand what fitness means; complete a range of circuit-based activities and understand the reason for doing them, understand what happens to the heart rate during exercise; complete a circuit that includes activities practices with balance and co-ordination.</p> <p>Must: understand how to prepare and stretch the body before fitness; explore different ways of stretching the body appropriately; understand what fitness means; complete a range of circuit-based activities; develop balance and co-ordination skills.</p> <p>Should: reflect on what happens to the heart rate during exercise; complete circuit-based activities and understand the reason for doing them.</p> <p>Could: think carefully about which parts of the body would be affected during different exercises; understand why the heart pumps harder during exercise.</p> <p>OUTDOOR Story Time Dance: change direction during travelling moves, link travelling moves that change direction and level; link moves together, use a variety of moves; explore basic body patterns and movements to music; use a variety of moves that change speed and direction; link together dance moves with gestures and changing direction in time to music.</p> <p>Must: explore different ways of travelling moves; link the travelling moves together which change direction and</p>	<p>Should: practise a range of gymnastic skills with increased accuracy; perform a sequence of moves at each station within a circuit with increased accuracy.</p> <p>Could: evaluate progress throughout the work in the unit; offer advice and constructive criticism in order to help others in their performance.</p> <p>Groovy Gymnastics: explore movement actions with control and link them together with flow; explore gymnastic actions and shapes; explore travelling on benches; explore movement actions with control, and to link them together with flow; choose and use simple compositional ideas by creating and performing sequences, repeat and link combination of gymnastic actions, link combinations of movements and shapes with control.</p> <p>Must: explore gymnastic actions and movements; think about which parts of the body need to be used for different movements; use movements with increasing control and accuracy; explore safe travelling on and across benches.</p> <p>Should: link gymnastic actions and movements together so that they flow; choose and use simple compositional ideas by creating and performing short sequences.</p> <p>Could: repeat and link combinations of gymnastic actions and movements; fine tune and rehearse sequences ready for performance.</p> <p>OUTDOOR Skip to the Beat: develop foot patterns that aid skipping; develop skipping skills; improve agility, balance and co-ordination.</p> <p>Must: develop co-ordination and balance in order to skip; bounce on the balls of the feet without a skipping rope initially; mime skipping actions in order to train the brain to think about using arms and legs simultaneously;</p>	<p>apply the core muscles to learn the front and back support movements.</p> <p>Should: think about using core muscles when balancing and performing muscles; feel core muscles working inside the body; work through ladder activities to improve co-ordination and accuracy; support body weight on hands using the core muscles.</p> <p>Could: demonstrate good posture and balance when performing the core movements; demonstrate a good sense of core control.</p> <p>Fitness Frenzy: complete a circuit that includes activities learned throughout the year; explore running at different speeds; improve agility, balance and co-ordination; evaluate performance of gymnastic moves within a circuit; identify techniques to improve core strength and agility; use techniques already learned to improve performance.</p> <p>Must: complete a circuit that includes activities learnt throughout the year; explore running at different speeds, improve skills which use ABC (agility, balance and co-ordination.)</p> <p>Should: evaluate performance and increasing levels of fitness; identify different moves and the reasons as to why they need to be performed; identify techniques to improve core strength.</p> <p>Could: use techniques in order to improve performance; maximise opportunities to improve fitness levels.</p> <p>OUTDOOR Throwing and Catching (Field Games): 3 Tees Cricket – learn skills for striking and fielding games; practise basic striking, sending and receiving; use throwing and catching skills in a game; practise accuracy of throwing and consistent catching; strike with a racket</p>
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	<p>levels; link the moves together to build or create a simple sequence; explore moves which incorporate different parts of the body, that change direction and speed.</p> <p>Should: move in time to the music, make conscious decisions in using choreography (changing direction or levels or speed in time with the music); perform a simple routine.</p> <p>Could: choreograph a set of movements with a partner to create a short routine; think about body patterns in time with the music; introduce formations into the routine so dancers can be seen by audience.</p> <p>Multi-Skills: explore static balancing and understand the concept of bases; combine a number of co-ordination drills, using upper and lower body movements; aim a variety of balls and equipment accurately, time running to stop or intercept the path of a ball; travel in different ways, showing clear transitions between movements; travel in different directions (side to side, up and down) with control and fluency; practise ABC (agility, balance and co-ordination) at circuit stations.</p> <p>Must: explore static balancing using feet; complete a number of co-ordination drills using upper and lower body movements; use a variety of balls in a range of small activities; use equipment appropriately; travel in different ways; practise ABC (agility, balance and co-ordination) at circuit stations.</p> <p>Should: aim a variety of balls at a range of targets; practise throwing with control; experiment with running to stop or intercept the path of a ball; travel in different directions.</p> <p>Could: successfully aim a variety of balls at a range of targets; travel in different directions with control and fluency; apply ABC in order to think of own circuit-based activities.</p>	<p>introduce a rope and apply skipping actions at a slow pace.</p> <p>Should: develop foot patterns that aid skipping; develop skipping skills to skip at a quicker speed; improve agility by skipping forward and possibly skipping backwards.</p> <p>Could: skip in a range of directions: forwards, backwards, whilst running, with obstacles etc; use skills to teach others (lead and learn).</p> <p>Brilliant Ball Skills (Football): master basic sending and receiving techniques, develop balance, agility and co-ordination; make use of co-ordination, accuracy and weight transfer; develop receiving skills; use ball skills in game-based activities.</p> <p>Must: be able to dribble the ball in a straight line; dribble the ball through or around obstacles; make use of co-ordination and accuracy; master sending and receiving skills; pass a ball to a partner.</p> <p>Should: learn about how spacing can affect passing; look for spaces when playing a small-sided game; understand the role of an attacker and a defender.</p> <p>Could: apply ball skills in game-based activities, make use of weight transfer in order to dribble, pass and change direction with the ball.</p>	<p>or bat; play a game fairly and in a sporting manner, use fielding skills to play a game.</p> <p>Must: learn skills for striking and fielding games; practise basic striking skills using a bat and a ball; strike with a bat of appropriate length of player; practise throwing and catching skills at a basic level.</p> <p>Should: use throwing and catching skills in a game; throw and catch from increasing distances; throw and catch with increasing accuracy; play a game fairly in a sporting manner.</p> <p>Could: develop and use tactics when striking a ball; defend an area accurately by finding a space away from other players; work and communicate as a team in a game.</p> <p>Active Athletics: use varying speeds when running; explore footwork patterns; to explore arm mobility, explore different methods of throwing; practise short distance running; practise taking off from different positions; complete an obstacle course with control and agility.</p> <p>Must: use varying speeds when running; apply different speeds for different races; explore arm mobility and think carefully about how arms can help when running; explore different methods of throwing with different equipment or balls; practise short distance running/sprinting; complete a basic obstacle course.</p> <p>Should: work with a partner or small team to complete a running race (obstacle/relay), use equipment accurately; develop balance when using equipment.</p> <p>Could: move with increasing speed when using or balancing objects or overcoming obstacles; develop co-ordination skills when performing more than one skill at a time.</p>
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