

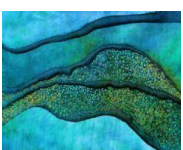


	Autumn Term	Spring Term	Summer Term
SCIENCE	<p>Great fire of London Uses of everyday materials: Must:</p> <ul style="list-style-type: none"> Carry out a simple comparative test to classify a material Name different materials Describe the properties of a material Know that some materials can be changed by squashing, bending, twisting and stretching <p>Should:</p> <ul style="list-style-type: none"> Carry out a comparative test and describe results Classify materials according to their properties Explain why one material is better for a job than another <p>Could:</p> <ul style="list-style-type: none"> Carry out a comparative test e.g. waterproof or not to explain the properties of a material Explain how a material is used because of its properties. <p>Science investigation: Investigation based on the properties of materials.</p>	<p>Chocolate Healthy me. Must:</p> <ul style="list-style-type: none"> Plan and carry out a simple comparative test Classify food into groups Say what they need to eat and drink to stay alive and healthy Choose food that help to keep the body healthy <p>Should:</p> <ul style="list-style-type: none"> Use measurement in an investigation Use measurement to draw conclusions <p>Could:</p> <ul style="list-style-type: none"> Independently carry out and collect simple data <p>Animals including humans Must:</p> <ul style="list-style-type: none"> Explain the animals, including humans have offspring that grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Follow hygiene and safety rules when preparing and cooking food <p>Should:</p> <ul style="list-style-type: none"> Explain how different foods help the body to keep healthy <p>Could:</p> <ul style="list-style-type: none"> Make decisions about how to communicate what they have learned about keeping healthy. <p>Investigative skills (Child led)</p> <p>Children to come up with their own questions and then plan their own investigation.</p>	<p>Pirates Living things and their habitats Must:</p> <ul style="list-style-type: none"> Explain and compare the differences between things that are living, dead and things that have never been alive. Say why most living things live in habitats to which they are suited Describe how different habitats provide for the basic need of different kinds of animals and plants <p>Should:</p> <ul style="list-style-type: none"> Describe how animals and plants depend upon each other Identify and name a variety of plants and animals in their habitats <p>Could:</p> <ul style="list-style-type: none"> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain Identify and name different sources of food <p>Plants Must:</p> <ul style="list-style-type: none"> Ask questions about plants Use data to describe what a plant needs to grow Name vegetable plants, herbs and flowers Describe how a seed germinates Say which materials could be used for plant containers or for a cloche <p>Should:</p> <ul style="list-style-type: none"> Use measurements to prove how a [plant should be grown Explain what would happen if a plant did not have water or light <p>Could:</p> <ul style="list-style-type: none"> Use data and experience from growing seeds to explain how to improve the growth of their plants

ART	<p>Great fire of London Area – Painting and collage, creating a ‘relief’ Media – paint and collage Artist focus – Ben Johnson</p> 	<p>Chocolate Area - Printing Media – stencilling, press printing Artist focus – Aztec art</p> 	<p>Pirates Area – Textiles Media – sewing and batik Artist focus – Elisa Quevedo</p> 
	<p>Great fire of London</p> <p>London’s burning relief- children explore shape and pattern in buildings and other artists’ representations of them. They produce prints and rubbings of patterns found in buildings and develop collage skills to represent buildings.</p> <p>Artist focus: Ben Johnson</p> <p>Must: work with others; use materials and techniques to communicate ideas and experiences; talk about their own and others’ work</p> <p>Should: explore ideas about shape and pattern; create painting based on the shapes of flames; work with others to develop a relief panel building and flame effects on observations of pattern in buildings; say what they think and feel about their own and others’ work</p> <p>Could: investigate and use materials and processes to communicate ideas and meanings about shapes of flames; work with others to design and create a painting based on drawings and other information about buildings; comment on differences in own and others’ work; suggest ways of improving their own work</p>	<p>Chocolate</p> <p>Aztex patterns – printing repeating patterns: children investigate patterns in textiles from different times and cultures. They use ideas from these as a starting point for developing their own designs. They investigate stencilling and print-making techniques and explore ways of combining and organising shapes, colours and patterns to make a decorative textile piece.</p> <p>Artist focus: Aztec art, designs from different cultures</p> <p>Must: explore shape, colour and pattern; use stencilling and print-making techniques to make a printed pattern; talk about the differences between their own and others’ work; suggest improvements for their own work</p> <p>Should: explore how shape and colour can be organised and combined to create patterns for different purposes; collect visual information; experiment with stencilling and print-making techniques to make a printed pattern; comment on similarities and differences between their own and others’ work; adapt and improve their own work, according to its purpose</p> <p>Could: explore relationships between shape, colour and pattern and textile materials and processes; collect visual and other information with a purpose in mind; choose and experiment with materials and techniques to suit their intentions; compare the ideas, methods and approaches used in their own and others’ work; improve and adapt their own work according to its purpose</p>	<p>Pirates</p> <p>In this unit children explore line, shape, colour and texture to create a pirate inspired textile image. They make observations from images and use their observations as the basis for textile design. They use their experience of resist techniques to make a fabric image and learn and colour layering techniques. They use simple sewing techniques to add interest and texture.</p> <p>Artist focus: Elisa Quevedo</p> <p>Must: Use batik materials and processes to communicate ideas; use simple running stitch with support, describe what they think or feel about their own and others' work</p> <p>Should: investigate and use drawing, batik process and simple sewing skills to communicate ideas about line, shape and colour; comment on differences in others' work; suggest ways of improving their own work</p> <p>Could: collect visual and other information for their work; investigate shape, pattern and texture; use batik materials and techniques to communicate ideas and experiences; use sewing skills including adding buttons/sequins/beads for effect, comment on similarities and differences between their own and others' work; adapt and improve their own work</p>

DT	<p>Great fire of London</p> <p>Bread baking – investigate different breads and dietary strengths/weaknesses, use the basic principles of a healthy and varied diet to prepare dishes. understand where food comes from and investigate how methods of baking have changed between great fire of London time and now.</p> <p>Big focus on evaluations, children compare the bread they have made to other pre-made bread</p> <p><i>must:</i> Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Understand how to name and sort foods into the five groups in 'The Eat well plate.' Plan and follow instructions to make bread with an added ingredient and make comparisons between bread tasted and their own and explain what they liked and disliked about the bread.</p> <p><i>should:</i> children will have competently prepared a range of ingredients that they have selected based on information they have gathered and follow instructions to make bread. They can offer suggestions for modifications and improvements to their original idea after comparing against others tasted.</p> <p><i>could:</i> children will have competently prepared a range of ingredients that they have selected based on information they have gathered and follow instructions to make bread. They can explain why they have made their choices. They can offer suggestions for modifications and improvements to their original idea after comparing against others tasted and confidently explain the process of making bread and explain how it has changed over time.</p>	<p>Chocolate</p> <p>Using links with Ford, children will design, make and evaluate cars which move and will be designed for Umpa Lumpas to get around the chocolate factory. Explore and evaluate a range of existing products, then design a car from a show box, with dowelling and wooden wheels. A lot of work will be done on measuring and discussions of accuracy so the car can move straight. Ford engineers will come in to assist and will choose winning groups. Children will then take their cars to Ford to enter a competition against other schools.</p> <p><i>must:</i> children must make a car that can move unaided when left at the top of a ramp. The car must be designed to show a link to Umpa Lumpas. Children must be able to talk about how they could improve their car.</p> <p><i>should:</i> children must make a car that can move unaided when left at the top of a ramp. The car should be designed to with Umpa Lumpas in mind and they should be able to explain the features of the car. Children must be able to use a jig to accurately measure. Children must be able to talk about why the car did or didn't move well and suggest a way for improvement.</p> <p><i>could:</i> children must make a car that can move unaided when left at the top of a ramp, they should be able to make adjustments or suggest adjustments to make the car go faster. The car should be designed to with Umpa Lumpas in mind and they should be able to explain the features of the car. They should also recognise safety features and include these such as seatbelts. Children must be able to use a jig to accurately measure and may also use a ruler. Children must be able to talk eloquently about why the car did or didn't move well and suggest a way for improvement.</p>	<p>Pirates</p> <p>Pneumatics- children to create sharks using a pneumatic system where the sharks open their mouths.</p> <p><i>must:</i> have developed a limited understanding of simple pneumatic systems; have needed support in working with others to design and make a model shark with a moving part controlled by a pneumatic system</p> <p><i>should:</i> have developed an understanding of simple pneumatic systems; have worked as part of a team to design and make a model shark with a mouth that opens when balloon pumped with air.</p> <p><i>Could:</i> have developed an understanding of simple pneumatic systems relating their work in the classroom to products in the wider world and compare their product to existing products.</p>
HISTORY	Great fire of London	Chocolate	Pirates

	<p>Great Fire of London: significant historical events in our own locality and events beyond living memory that are significant nationally.</p> <p>Link with Yr 1 – Paddingtons – looking at key building and use of river Thames.</p> <p><u>What happened to London during the fire of 1666?</u></p> <p><u>What was Stuart London like?</u> Can the children:</p> <ul style="list-style-type: none"> Identify characteristic features of a period Create a factual description that identifies characteristic features of Stuart London <p><u>Could anyone have stopped what happened on 2 September 1666?</u> Can the children:</p> <ul style="list-style-type: none"> Show some understanding that the past has been interpreted in different ways Recognise that there may be different view- points about what or who caused the fire <p><u>What did people do first?</u> Can the children:</p> <ul style="list-style-type: none"> Begin to realise that there are reasons why people acted as they did <p><u>What was it like at the height of the fire?</u> Can the children:</p> <ul style="list-style-type: none"> Describe the event studied in structured work Create an account of what the fire was like <p><u>What was left of London?</u> Can the children:</p> <ul style="list-style-type: none"> Select and combine information from different sources Select examples to demonstrate what they think might be significant <p><u>What did the King do to make London better?</u> Can the children:</p> <ul style="list-style-type: none"> Give reasons for and results of changes Explain why choices were made when rebuilding London 	<p>link with Aztecs - To understand the nature of expansion and dissolution of empires. To identify similarities and differences between ways of life in areas of the world (Aztecs v Spanish).</p> <p><u>Who are the Aztecs?</u> Can the children:</p> <ul style="list-style-type: none"> Show Aztecs on timeline Know where and when Aztecs lived Say what events happened before and after Aztec times. <p><u>Why did the Aztecs move around? Why did they choose the site for their city?</u> Can the children:</p> <ul style="list-style-type: none"> Compare modern city to Aztec city Explain key features of Aztec city Explain why Aztecs settled <p><u>How did the everyday lives of Aztecs differ to our own?</u> Can the children:</p> <ul style="list-style-type: none"> Describe Aztec life Compare modern lives to Aztec lives Talk about how artefacts tell us about Aztec lives <p><u>What was the importance of chocolate to the Aztecs?</u> Can the children:</p> <ul style="list-style-type: none"> Locate facts linking chocolate to the Aztecs Describe why chocolate was important in Aztec life <p>Infer how the Aztecs showed the value of chocolate in their lives</p>	<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> – Christopher Columbus, Grace O'Malley, Blackbeard <u>Can I mind map what I know about pirates?</u></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> <p>Could: How should we remember this individual and why?</p>
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GEOGRAPHY	<p>Great fire of London</p> <p>Local Visit- Fire station and Hydrant Hunt</p> <p>Must: use maps to show the location of London and its relative sizes at the time of the Great Fire and now. Learn how the structure and geographical features of London have changed since the 1600's e. g. buildings made from brick, metal and glass instead of wood and thatch; buildings are bigger/higher; roads are wider and have bus and cycle lanes, traffic is a problem; drainage is better.</p> <p>Create maps to follow, to reach Brentwood Fire Station; add a compass rose and key to features passed on the route.</p> <p>Take part in a Hydrant Hunt on the roads around the school, add each hydrant found to a simple map and keep a tally of the type of hydrant found.</p> <p>Should: recognise that Greater London and the City of London are two different areas and that the former is comprised of Boroughs; recognise what makes London the capital- and what its functions are. Royal Family live there, government offices, head offices of companies etc.</p> <p>Follow the course of the River Thames from its source/spring at Chicklade to its mouth/estuary at Southend using digital maps; compare development along the Thames for each century from 1600 to the present day</p> <p>Display information as a large class map and the implications for home safety discussed.</p> <p>Could: map where family members may live/have lived within Greater London.</p>	<p>Chocolate</p> <p>Must: revisit naming the seven continents, oceans and seas; locate the Equator and describe where the hot and cold countries are situated and why. Identify on maps the countries where cocoa is grown; compare life in a small/town village in St Lucia with life in Shenfield through the eyes of a child.</p> <p>Should: trace the route of a cocoa bean from plant to point of sale; look in particular at the countries which are located in the tropics and what the climate is like in these places; look at maps and using a key to identify features as well as comparing climate and facilities/ features.</p> <p>Pupils will identify where the Aztecs lived.</p>	<p>Pirates</p> <p>Visit Chatham Docks-Pirate Day.-</p> <p>Must: look at maps prior to the visit and identify the route to be taken (Essex-Kent). They will re-visit the course of Thames and where it will be crossed.</p> <p>Create a map of a treasure island and use 4 figure grid references to locate features on it; could include beach, cliff, coast, forest, hill, lake, pond, mountain, river, valley, marsh, swamp, etc; include a compass rose and key.</p> <p>Use the language of direction to locate features: near, far, left, right, etc.</p> <p>Investigate the cargoes that pirates wanted to take and why.</p> <p>Should: use world maps to identify where pirates were operating.</p> <p>Could: locate the River Medway and Chatham on the Thames. Explain why pirates were operating in specific areas of the world.</p>
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MUSIC	<p>THE GREAT FIRE OF LONDON</p> <p><u>Hands, Feet, Heart</u> Listen to and appraise music from South Africa. Continue to find and internalise the pulse using movement with increasing accuracy at keeping in time with the music. Focus on introducing basic but musical language when describing music. Use the words pulse, rhythm and tempo.</p> <p><u>Christmas production</u> Singing – Focus on singing with good diction and a sense of rhythm, pulse and pitch. Introduce singing in harmony. Learning about the importance of breathing in phrases when singing.</p>	<p>CHOCOLATE</p> <p><u>I Wanna Play In A Band</u> Listen to and appraise rock music. Compose using computer block notation. Improvise simple rhythms over the pulse, understanding the difference between rhythm and pulse.</p> <p><u>Friendship song-</u> Listen to and appraise a range of songs in different styles with a friendship theme. Focus on the words pitch and dynamics (and continue using the musical terms pulse, rhythm and tempo.)</p>	<p>PIRATES</p> <p><u>Recorders – Charanga Jane Sebba lessons</u> Introduce the recorder and learn the notes B,A and G, ensuring the recorder is held correctly and the holes are fully covered to produce the correct sound. Introduce the musical stave, treble clef and notation for the notes learnt.</p> <p><u>End of Year 2 production</u> Focus on singing showing awareness of pitch, clear diction and dynamics. Reinforce the dynamics f and p and develop the understanding of crescendo (getting louder) and diminuendo (getting quieter) and how dynamics are used in music to create different moods and effects. Continue to develop 2-part singing in harmony.</p>
	<p>Sing a variety of songs with good posture, clear diction and increasing accuracy of pitch. Hold the glockenspiel beaters correctly and play the notes with the correct technique. Echo short sung melodic phrases. Identify if pitch is getting higher/lower/staying the same. Copy short rhythmic phrases. Play instruments with control e.g. maintaining a steady beat, getting faster/louder. Clap the beat of a piece of music, keeping in time. Compose short melodic phrases. Compose repeated rhythmic patterns [ostinati]. Recognise different qualities of sound [timbre]. Find and play the notes G, A, B and C on the glockenspiel. Perform a rhythm accompaniment to a song, keeping in time to the music.</p>	<p>Sing words clearly and breathing at the end of phrases. Identify the sound and names of instruments used in rock and pop music. Convey the mood or meaning of the song. Perform a sequence of sounds using a graphic score. Make up short rhythmic phrases. Work and perform in smaller groups. Understand the difference between improvising and composing. Follow a leader (teacher) starting and stopping together. Compose music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups.</p>	<p>Sing with a sense of awareness of dynamics [volume] and tempo [speed]. Hold the recorder correctly and make a clear sound. Recognise a treble clef. Identify the time signature, bar lines and treble clef. Play the notes B,A and G on the recorder. Demonstrate some confidence in performing as a group and as an individual. Compose a piece of music that has a beginning, middle and end [structure]. Compose music that conveys different moods. Respond through movement/dance to different musical characteristics and moods [angrily, sadly, cheerfully, daintily etc.] Recognise and respond to the mood of a piece of music: begin to use music terminology when describing how the mood is created [i.e. the mood is sad because the music is played very slowly and quietly] Improvise using the notes B, A and G.</p>
RE	<p><u>Christianity</u></p> <p>Creation – learn about the week of creation, looking after God’s creation, how would God feel about how our</p>	<p><u>Christianity</u></p> <p>Gospel – what is the good news Jesus brings? Stories from the Bible showing link with concept of ‘Gospel’ or</p>	<p><u>Christianity</u></p> <p>Pentecost – Mementos are given to people to remind them of special people or times, how do you</p>

	<p>world is looked after, how can Christians look after the world, what rules might God create to look after our world?</p> <p>Incarnation</p> <p>Why is Jesus special to Christians?</p> <p>What makes a good king? Three gifts the kings gave and their symbolism.</p> <p>Reflecting on the life that Jesus would lead and what Christians learn from this, what gifts can we give to others?</p> <p>Islam</p> <p><i>At start of first lesson recap what they have learnt previously in earlier year group)</i></p> <p>Learn about what it means to be a Muslim through birth ceremonies, weddings and how they dress (Ihram-2 pieces of plain white cloth worn during pilgrimage to Mecca)</p> <p>Stories about Muhammed and animals-e.g. Muhammed is saved by a spider, Muhammed and a nesting dove, Muhammed and the thirsty camel, Muhammed and the ants.</p> <p>Story of creation-Muslims believe that signs of Allah's creation are seen in the natural world.</p> <p>Crescent Moon- symbol</p> <p>Qiblah compass-to show direction of Mecca.</p> <p>Clocks to show prayer times. Pictures of the Ka'bah.</p>	<p>'Good News', what Bible texts mean to Christians, Jesus gives instructions for how people should behave (forgiveness and peace and bringing Good News to the friendless), how Christians put Jesus' teaching into practice</p> <p>Parables of the lost sheep, prodigal son, paralysed man and Zacchaeus</p> <p>Salvation – Why does Easter matter to Christians?</p> <p>Recognise incarnations and salvation are part of a 'Big Story' of the Bible, Stories of the Holy Week and Easter from the Bible, what Christians learn from them and their link with salvation. How Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. What does the story of Easter say to Christians about sadness, hope or heaven?</p> <p>Sikhism</p> <p><i>At start of first lesson recap what they have learnt previously in earlier year group)</i></p> <p>Stories about the young Guru Nanak e.g. Nanak and the mysterious shadow, Nanak and the cows, Nanak and the snake (avoid those looked at in Year 1)</p> <p>Naming Ceremonies. Amrit Pahul/Amrit Sanskar</p> <p>Festivals- Divali/Bani Chhorh Divas Sikh festival of light. (celebrating how Guru Har Gobind rescued 52 princes from imprisonment)</p> <p>The Gurdwara-a place of worship and The Golden Temple in Amritsar.</p> <p>How the gurdwara is used as a community centre as well as a place of worship.</p>	<p>remember people? What gift would you give to a friend who you are not going to see for a long time? Understand why Jesus sent the Holy Spirit to his friends after he had left them. Story of Ascension. How do Christians believe the Holy Spirit could help people?</p> <p>Mementos are given to people to remind them of special people or times, how do you remember people? What gift would you give to a friend who you are not going to see for a long time?</p> <p>Understand why Jesus sent the Holy Spirit to his friends after he had left them. Story of Ascension.</p> <p>How do Christians believe the Holy Spirit could help people?</p> <p>Could: ?</p>
COMPUTING	<p>Great fire of London</p> <p>We are photographers</p>	<p>Chocolate</p>	<p>Pirates</p> <p>We are zoologists</p>

	<p>Children will be using technology to create and manipulate digital content. They will be making a stop motion animation using imovie and windows move maker to make a short film about the great fire of London.</p> <p>Final Product: Short film using movie making apps.</p> <p>Final product: Create a stop motion movie on imovie</p> <p>Can the children:</p> <ul style="list-style-type: none"> • Use a digital camera or camera app on ipad • Take digital photographs • Review and reject or pick the image they take • Input images into imovie and make a short film • Crop and straighten digital photos • Review other's photos, considering their technical merits • Use image editing software to manipulate and edit pictures • Explain how they produced their final images 	<p>As this is the first topic using scratch they will have an introduction unit explaining each part of the programme.</p> <p>The children will use Scratch JNr to explore what blocks do by carrying out an informative cycle of predict>test>review. They will programme a familiar story and an animation of an animal, make their own musical instrument by creating buttons and recording sounds and follow an algorithm to record a joke.</p> <p>Can the children:</p> <ul style="list-style-type: none"> • Explore a new application • Know that ScratchJr is a coding application • Predict what they think something new will do • Create an animation • Design a musical instrument • Explain what an algorithm is • Use the programming blocks to recognise a loop in programming • Use programming skills to represent an animal moving using code • Use characters as buttons • Sequence blocks appropriately • Chose the code to match an algorithm • Independently select appropriate blocks for a purpose • Use an algorithm to help with programming • Explain what each block in the programme does • Use an algorithm to write a computer programme. <p>We are game testers</p> <p>Children will be able to play simple games in scratch. They will be able to assess whether they are suitable for the intended audience and share their favourite game with the class. They will be able to explore how games are made in Scratch and the algorithms used to make it work.</p>	<p>Children will go on a bug hunt, recording and identifying the small animals they find. They will organise the data they have collected, record it using Excel and interpret the graph to answer questions about the animals.</p> <p>Final product: Create a branching data base and graph (Excel).</p> <p>Final product: Create an excel graph from inputted data.</p> <p>Can the children:</p> <ul style="list-style-type: none"> • Take digital photographs of bugs • Create charts to show the data they collect • Create a branching data base (physically) to sort animals • Use classification keys to identify a class of things from questions about their properties • Input data into a spreadsheet • Add titles to charts and label the axes • Explore options in charting software (Excel)e.g. type of graph, colours • Use a graph to interpret data
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		<p>Final product: After assessing a range of games explain which is their favourite and use this to create their own game.</p> <p>Can the children:</p> <ul style="list-style-type: none"> • Understand that computer games are made up of precise instructions for the computer to follow • Understand that computer games have implemented many algorithms in making a computer game • Use logical reasoning to make predictions about what might happen next • Suggest ways in which simple computer games could be improved • Conduct tests to check their predictions • Notice common features in several game algorithms • Explore the scratch source code for simple computer games • Make changes to the scratch code for simple computer games 	
PE	<p>Great Fire of London <u>INDOOR</u> <u>Boot Camp</u>: 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 practised; complete a circuit with balance and co-ordination.</p> <p><u>Must</u>: understand how to prepare the body for exercise; start to memorise stretches to help the body warm up; understand what fitness means; complete a range of circuit-based activities and understand the reason for doing them.</p> <p><u>Should</u>: think about the range of circuit-based activities and list reasons for doing them; think about the exercises and recognise which parts of the body they would be helping; understand what happens to the</p>	<p>Chocolate <u>INDOOR</u> <u>Groovy Gymnastics</u>: remember and repeat simple gymnastic actions with control; balance on isolated parts of the body using the floor and hold balance; develop a range of gymnastic moves; particularly balancing; link together a number of gymnastic actions into a sequence; explore ways of travelling around on large apparatus; choose and use a variety of gymnastic actions to make a sequence.</p> <p><u>Must</u>: remember and repeat simple gymnastic actions with control; balance on isolated parts of the body using the floor; hold balances for a given time; develop a range of gymnastic moves.</p> <p><u>Should</u>: link together a number of gymnastic actions into a sequence; use repetition to enhance sequences; explore ways of travelling around on a large apparatus.</p>	<p>Pirates <u>INDOOR</u> <u>Cool Core (Strength)</u>: develop and improve core strength and agility; learn how to maintain a good bridge using core strength; improve plank techniques; maintain a wheelbarrow walk for a longer period of time; perform a crunch and understand what it does; perform an activity/game which uses the abdominals; perform a squat and diagonal body twist and understand why they are valuable exercises to do; footwork patterns using a hoop; develop hoop skills that will aid core strength and balance.</p> <p><u>Must</u>: develop strength within the core through a range of exercises; learn how to maintain a good bridge using core strength; improve plank techniques by revisiting front and back support; perform an activity/game which uses the abdominals.</p> <p><u>Should</u>: maintain a wheelbarrow walk for a longer period of time; perform a squat and diagonal body</p>

	<p>heart rate during exercise; complete a circuit that includes activities which are practised; repeat exercises each week to build stamina.</p> <p>Could: complete a circuit whilst developing balance and co-ordination; be responsible for deciding different exercises each week; pay attention to the different exercises and which parts of the body they would help in order to inform decisions for the whole class' benefit.</p> <p><u>Ugly Bug Ball Dance</u>: explore different levels and speeds of movement; compose and perform simple dance phrases, show contrasts in simple dances with good body shape and position; develop a range of dance movements and improve timing; work to music, creating movements that show rhythm and control.</p> <p>Must: explore different movements thinking about levels and speeds; think about using the space more effectively; compose and perform simple dance phrases; show contrasts in simple dances with good body shape and position.</p> <p>Should: develop a range of dance movements and improve timing; develop musicality skills by thinking about which movements may suit different rhythms or beats; work to music, creating movements that show rhythm and control.</p> <p>Could: build upon choreography skills; lead a group to perform a dance; evaluate people's performances; think about starting and finishing positions; build in performance elements: facial expressions, pointed toes etc.</p> <p><u>OUTDOOR</u> <u>Mighty Movers (Running)</u>: run efficiently using the arms; demonstrate running with balance and co-ordination; understand the purpose of a circuit and how it can improve fitness.</p>	<p>Could: choose and use a variety of gymnastic actions to make a sequence; build upon links and transitions to allow sequences to flow.</p> <p><u>Gymfit Circuits</u>: 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 performance of gymnastic moves within a circuit.</p> <p>Must: 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.</p> <p>Should: perform a sequence of moves at each station within a circuit with increased accuracy; evaluate performance of gymnastic moves within a circuit.</p> <p>Could: choose different gym circuits to allow the class to perform them.</p> <p><u>OUTDOOR</u> <u>Skip to the Beat</u>: perform skipping moves with agility, balance and co-ordination; explore different ways of jumping/hopping with balance and accuracy; skip with control and balance.</p> <p>Must: revisit skipping techniques learnt in the previous year group; learn to skip with increasing speed and agility.</p> <p>Should: develop skills in skipping with balance and co-ordination; explore different ways of jumping/hopping with balance and accuracy.</p> <p>Could: skip with control and balance; skip whilst travelling.</p>	<p>twist and understand why they are valuable exercises to do; introduce a hoop to help with working the abdominals.</p> <p>Could: develop hoops skills that will aid core strength and balance; articulate which exercises help with core strength and why; have an understanding of the muscle names within the core (abdominals/oblique muscles)</p> <p><u>Fitness Frenzy</u>: complete a circuit of activities; understand the purpose of a circuit and how it can improve fitness; skip with control and balance; improve core strength, balance and agility; evaluate performance of gymnastic moves within a circuit.</p> <p>Must: complete a circuit of activities; understand the purpose of a circuit and how it can improve fitness; skip with control and balance.</p> <p>Should: understand which muscles are working when completing each exercise; evaluate performance of gymnastic moves within a circuit.</p> <p>Could: maximise efforts when completing different activities; think about the progress in stamina and fitness made over a period of time.</p> <p><u>OUTDOOR</u> <u>Throwing and Catching (3 Tees Cricket)</u>: learn skills for playing striking and fielding games; position the body to strike a ball, practise striking a small ball; develop catching skills; throw a ball for distance; practise throwing skills in circuit; play a game fairly and in a sporting manner, use fielding skills to play a game. Must: learn skills for playing striking and fielding games; position the body to strike a ball, practise striking a small ball; develop catching skills; throw a ball for distance.</p>
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PSHE	See separate plan		