

PE - Gymnastics

Copies and explores basic movements with some control and coordination.

Can perform different body shapes

Performs at different levels

Can perform 2 footed jump

Can use equipment safely

Balances with some control

Can link 2-3 simple movements

Explores and creates different pathways and patterns.

Uses equipment in a variety of ways to create a sequence

Link movements together to create a sequence

Music - Rhythm

Repeat and investigate simple beats and rhythms

Create a sequence of long and short sounds with help, including clapping longer rhythms.

Sing with a sense of the shape of a melody.

Perform simple patterns and accompaniments keeping to a steady pulse.

Recognise and explore how sounds can be organised.

Respond to starting points that have been given

Create short musical patterns.

Investigate long and short sounds

Wider Curriculum Focus:

Oceans



ICT

Video Editing

Sound and video: Pupils record and edit media to create a short sequence

use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Art - Texture – Linda Caverley

Weaving, collage

Sort mediums according to specific qualities

Overlapping and overlaying to create effects

Use large eyed needles – running stitches

Simple appliqué work

Start to explore other simple stitches

PSHE- LifeWise 10,11,26,27,28,29

- Fight or Flight

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.

Children can demonstrate that they can manage some feelings in a positive and effective way.

- Water Safety

Children can describe ways of keeping safe in familiar situations

- Our environment

Forest School –

Shelters, Navigations & Maps. Habitats & Minibeasts, Rhythm & drumming, Textures rubbing & weaving.

Rights Respecting Schools

Article 42- knowledge of rights

Article 23- children with disabilities

Article 29- goals of education

Article 27- adequate standard of living

Article 2- non-discrimination

Article 14- freedom of thought, belief and religion

Article 19- protection from violence, abuse and neglect

Writing Outcomes

- Information Text
- Discussion
- Description
- Story
- Explanation/discussion

DT – Design, make, evaluate: A machine to observe underwater life

Design purposeful, functional, appealing products for themselves and other users based on design criteria

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Evaluate their ideas and products against design criteria

Science-

Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment ☑
- performing simple tests ☑
- identifying and classifying ☑ using their observations and ideas to suggest answers to questions ☑
- gathering and recording data to help in answering questions.

Living Things & Habitats

Key Questions

- ➔ Why are our oceans important?
- ➔ Why are the oceans under threat?
- ➔ How can we protect our oceans?

Geography – Locational and Place Knowledge

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Name and locate the world's seven continents and five oceans. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

RE- Judaism

Who is Jewish and how do they live?
What makes places sacred to believers?
What does it mean to belong to a faith community?