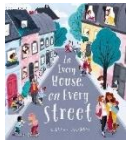
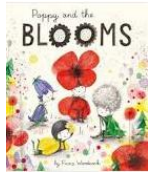
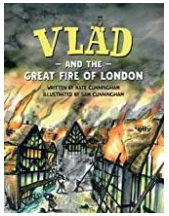
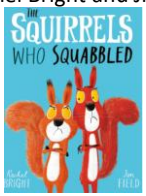
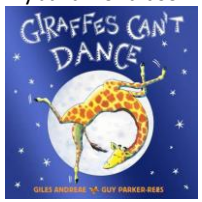
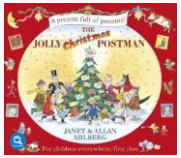
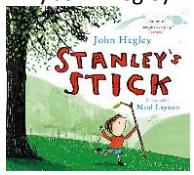
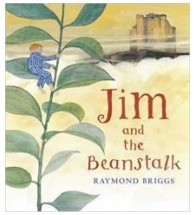
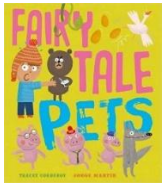
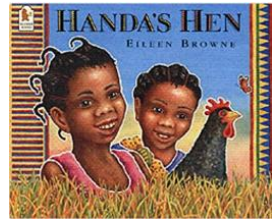
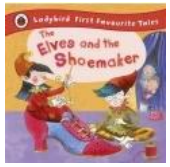
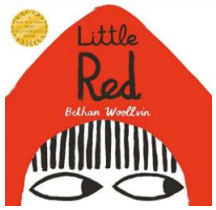
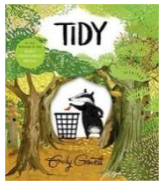
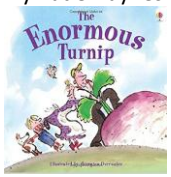
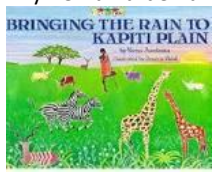
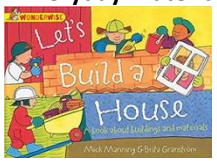
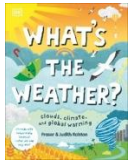
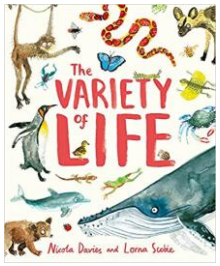
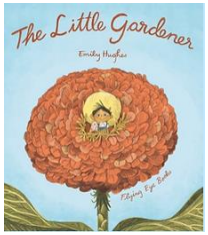
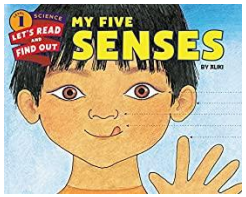
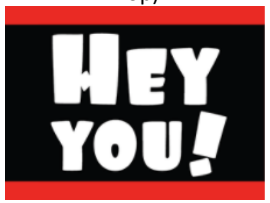
Ernesettle Community School Curriculum Map: Year 1

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Areas of Study	**My School, My Community** A community is a group of people living or working together in the same area. People who live in communities may go to the same school, shop in the same stores and do the same things. An awareness of community is important and in this area of study we will explore the people and places that make up our local area. We will describe our houses, the places we visit, our friends and the hobbies and clubs we take part in.	**History of Homes** Peek into the doors of the past as you discover the history of homes. We will investigate homes then and now by looking at the features of a variety of different types of homes and exploring a timeline of homes in Britain before taking a closer look at what houses were like in Victorian times.	**To Plymouth & Beyond!** We will continue to develop our geographical skills by looking beyond our school and local community to our city, capital, country and continent. You will learn about where Plymouth is in relation to London and the rest of the United Kingdom, our location in Europe and where we are in the world.	**The Great Fire of London** The Great Fire of London of September 1666 was one of the most famous incidents in Stuart England. It was the second tragedy to hit the city in the space of a year. Just as the city was recovering from the Great Plague, the inhabitants had to flee the city once again – this time not because of a disease, but the result of a human accident. We will be looking at what life was like in the 17th Century and comparing it with life now, the key events of the fire, how we know about it and what happened after.	**Worldly Weather** This Wonderful Weather unit will teach us about different types of weather in our immediate environment along with the four seasons. We will then build on our knowledge and learn about hot and cold areas of the world and the impact different weather types can have. We will have opportunities to observe and record the weather as well as present our own weather forecasts.	**Terrific Travel** This area of study will teach you about the development of travel and transport throughout history. Alongside consolidating your understanding of chronology through using timelines and making comparisons between old and new forms of transport, you will focus on early travel methods, through to the invention of cars, trains and aeroplanes.
Enquiry Question	**What is it like near our school?**	**What are homes and how have they changed over time?**	**Where are we in the world?**	**What was The Great Fire of London and how did it change London?**	**What is weather?**	**How has transport changed over time?**
Educational Enrichment *(RE Trips)*	• Children complete field work around the school grounds and local area.	• Sound Collector Walk to Budshead/The Creek.	TBC – Community Event? Brian Pollard – Local Artist? Castle Visit?	• The Fire Service Visitor • The National Marine Aquarium • South West Heritage Visitor	• Weather station & Weather report with a green screen. • Bugs Life • Church/Synagogue Visit.	• Open Top Bus Ride & Mayflower Museum

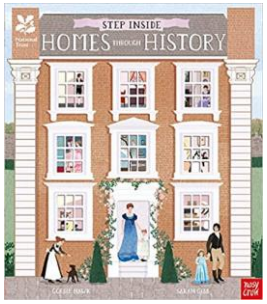
Whole Class Reading	**In Every House, on Every Street** By Jess Hitchman 	**Supertato: Evil Pea Rules** By Sue Hendra 	**The Hibernation Hotel** By John Kelly 	**Poppy and the Blooms** By Fiona Woodcock 	**VLAD** 	**The Squirrels who Squabbled** By Rachel Bright and Jim Field 
	Giraffe's Can't Dance By Julia Donaldson 	**The Jolly Christmas Postman** By Janet and Alan Ahlberg 	**Stanley's Stick** By John Hegley 	**Jim and the Beanstalk** By Raymond Briggs 	**Fairytale Pets** By Tracy Corderoy 	**Handa's Hen** By Eileen Browne 
	Kind By Axel Scheffler 	**The Elves and the Shoemaker** By Loran Read 	**Little Red** By Vera Southgate 	**Tidy** By Emily Gravett 	**The Enormous Turnip** By Katie Daynes 	**Bringing the Rain to Kapiti Plain** By Verna Aardema 
English *(Suggested Texts)*	**<u>Unit 1: Letter Writing</u>** (2weeks) **I want a pet** **<u>Unit 2: Fiction</u>** (2weeks) **The Tiger Who Came to Tea** by Judith Kerr **<u>Unit 3: Traditional Tales</u>** (3weeks) **The Three Little Pigs** by Nicola Baxter	**<u>Unit 4: Poetry</u>** **The Sound Collector** (2weeks) **by Roger McGough** **<u>Unit : Instructional Writing</u>** (3weeks) **How to Catch Santa** by Jean Reagan	**<u>Unit 6: Stories with Repeating Patterns</u>** (3weeks) **We're Going on a Lion Hunt** by David Axtell **<u>Unit 7: Letter Writing</u>** *(3 Weeks)* Hibernation Hotel By John Kelly	**<u>Unit 8: Modern Fiction</u>** **Sally and the Limpet** (3weeks) by Simon James **<u>Unit 9: Traditional Tales</u>** (3weeks) **Jack and the Beanstalk** by TBC	**<u>Unit 10: Modern Fiction</u>** **Lighthouse Keeper's Lunch** (3weeks) by Rhonda and David Armitage **<u>Unit 11: Poetry</u>** (2weeks) **I Love Bugs** by Emma Dodd	**<u>Unit 12: Story From Another Culture</u>** **Anansi the Spider** (3weeks) by Gerald McDermott **<u>Unit 13: Non-Fiction</u>** **Plants** (3weeks)

Maths *(Number of Power Maths Sessions)*	**Unit 1:** Numbers to 10 (14) *Number: Number and Place Value* **Unit 2:** Part-whole within 10 (7) *Number: Number and Place Value* **Unit 3:** Addition and Subtraction within 10 (4) *Number: Addition and Subtraction*	**Unit 4:** Subtraction within 10 (8) *Number: Addition and Subtraction* **Unit 5:** 2D and 3D shapes (5) *Geometry: Properties of shape*	**Unit 6:** Numbers to 20 (12) *Number: Number and Place Value* **Unit 7:** Addition and subtraction within 20 (11) *Number: Addition and Subtraction* **Unit 8:** Numbers to 50 (7) *Number: Number and Place Value*	**Unit 8:** Numbers to 50 (7) *Number: Number and Place Value* **Unit 9:** Introducing length and height (4) *Measurement* **Unit 10:** Introducing mass and capacity (7) *Measurement*	**Unit 11:** Multiplication and Division (9) *Number: Multiplication and Division* **Unit 12:** Fractions (4) *Number: Multiplication and Division* **Unit 13:** Position and direction (5) *Geometry: Position and Direction*	**Unit 14:** Numbers to 100 (6) *Number: Number and Place Value* **Unit 15:** Money (5) *Measurement* **Unit 16:** Time (5) *Measurement*
Science	**1.1 Everyday Materials**  Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials based on their simple physical properties	**1.2 Seasonal Changes**  Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies *(Measure rainfall)*	**1.3 Plants** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of common flowering plants, including trees (leaf, flower, petal, blossom, fruit, trunk, branch, stem, roots, bulb, seed)	**1.4 Animals, including Humans**  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores	**1.5 Plants**  Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.	**1.6 Animals, including Humans**  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

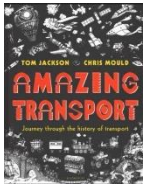
RE	**1.10: What does it mean to belong to a faith or belief community?** **Make Sense of Beliefs** • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving people **Understand the Impact** • Give an account of what happens at a traditional Christian and Jewish welcome ceremony and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married **Make Connections:** • Give examples of ways in which people express their identity belonging within faith communities and other communities responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas	**1.3: Why does Christmas mater to Christians?** **Make sense of belief:** • Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians **Understand the impact:** • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas **Make connections:** • Think, talk and ask questions about Christmas for people who are Christians and for people who are not • Decide what they personally have to be thankful for, giving a reason for their ideas	**1.1: What do Christians believe God is like?** **Make sense of belief:** • Identify what a parable is • 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 • Give clear, simple accounts of what the story means to Christians **Understand the impact:** • 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) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) **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.	**1.5: Why does Easter matter to Christians?** **Make sense of belief:** • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible • 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 **Understand the impact:** • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter **Make connections:** • 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	**1.2: Who do Christians say made the world?** **Make sense of belief:** • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world **Understand the impact:** • Give at least one example of what Christians do to say 'thank you' to God for Creation **Make connections:** • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the	**1.6: Who is a Muslim and how do they live? Part 1.** **Make sense of belief:** • Recognise the words of the *Shahadah* and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the *Shahadah* and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad **Understand the impact:** • Give examples of how Muslims use the *Shahadah* to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action **Make connections:** • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.
SMSC *(Jigsaw)*	**Being Me in My World** Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences	**Celebrating Difference** Similarities and differences Understanding bullying and knowing how to deal with it Making new friends	**Dreams and Goals** Setting goals Identifying successes and achievements Learning styles	**Healthy Me** Keeping Myself healthy Healthier lifestyle choices Keeping clean Being safe	**Relationships** Belonging to a family Making friends/being a good friend Physical contact preferences People who help us	**Changing Me** Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology)

	Owning the Learning Charter	Celebrating the differences in everyone	Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Medicine safety/safety with household items Road safety Linking health and happiness	Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Linking growing and learning Coping with change Transition
Music *(Charanga)*		**Hey You!** (Hey You! by Joanna Mangona – Old School Hip-Hop)  Lesson 1: Listen & appraise 'Hey You!' before learning to sing the song Lesson 2: Listen & appraise 'Me, Myself And I' by De La Soul before learning to sing and play 'Hey You!' Lesson 3: Listen & appraise 'Fresh Prince of Bel Air' by Will Smith before singing, playing and improvising parts in 'Hey You!' Lesson 4: Listen & appraise 'Rapper's Delight' by The Sugarhill Gang before singing 'Hey You! and performing own compositions Lesson 5: Listen & appraise 'U Can't Touch This' by MC Hammer		**In The Groove** (In The Groove by Joanna Mangona – Exploring Genre) Lesson 1: Listen & appraise the Blues version of 'In The Groove' and 'How Blue Can You Get' by B.B. King before learning to sing 'In The Groove' Lesson 2: Listen & appraise the Baroque version of 'In The Groove' and 'Let The Bright Seraphim' by Handel before learning to sing and play 'In The Groove' Lesson 3: Listen & appraise the Latin version of 'In The Groove' and 'Livin' Da Vida Loca' by Ricky Martin before singing, playing and improvising parts in 'In The Groove' Lesson 4: Listen & appraise the Bhangra version of 'In The Groove'		**Round and Round** (Round and Round by Joanna Mangona - Bossa Nova Latin) Lesson 1: Listen & appraise 'Round and Round' before learning to sing the song Lesson 2: Listen & appraise 'Livin' La Vida Loca'' by Ricky Martin before learning to sing and play 'Round and Round' Lesson 3: Listen & appraise 'The Imperial March' by John Williams before learning to sing and improvise in 'Round and Round' Lesson 4: Listen & appraise 'It Had Better Be Tonight' by Michael Buble before learning to sing and play 'Round and Round' Lesson 5: Listen & appraise 'Why Don't You' by Gramophonedzie before practising for a performance of 'Round and Round'

		before choosing a composition Lesson 6: Listen & appraise 'It's Like That' by Run DMC before delivering end-of-unit performance		and 'Jai Ho' by A.R. Rahman before singing 'In The Groove' and performing compositions from throughout the song Lesson 5: Listen & appraise the Folk version of 'In The Groove' and 'Lord of the Dance' by Ronan Hardiman before choosing a composition Lesson 6: Listen & appraise the Funk version of 'In The Groove' and 'Diggin' On James Brown' by Tower of Power before delivering end-of-unit performance		Lesson 6: Listen & appraise 'Oye Como Va' by Santana before delivering end-of-unit performance
Geography	**My School, My Community** Ask simple geographical questions e.g. What is it like to live in this place? **(Geographical skills and fieldwork)** Use simple observational skills to study the geography of the school and its grounds. **(Geographical skills and fieldwork)** Use locational and directional language (e.g. near and far; left and right)		**To Plymouth & Beyond** Use world maps, atlases and globes to identify the United Kingdom and its countries **(Geographical skills & field work)** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. **(Locational knowledge)**		**Worldly Weather** Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. **(Human and physical geography)**	

	to describe the location of features and routes. **(Geographical skills and fieldwork)** Make simple maps and plans e.g. pictorial place in a story. **(Geographical skills and fieldwork)** Understand how some places are linked to other places e.g. roads, trains. **(Locational knowledge)** Name, describe and compare familiar places. **(Place knowledge)** Link their homes with other places in their local community. **(Place knowledge)**					
History		**History Of Homes**  **Pupils should be taught about changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.**		**Great Fire of London** **Pupils should be taught about events beyond living memory that are significant nationally.** Show an awareness of the past, using common words and phrases relating to the passing of time.		**Terrific Travel** **Pupils should be taught about significant events, people and places in their own locality.** **Pupils should be taught about events beyond living memory that are significant nationally and globally.** Place known events and objects in chronological order. (**Chronological understanding)** Use common words and phrases relating to the passing

		Children to investigate their own history, looking at memories, stories and photos. **(Chronological understanding)** Children to look at Medieval Castles and buildings and make comparisons to buildings now. **(Chronological understanding)** Use common words and phrases relating to the passing of time. **(Chronological understanding)** What would it have been like to live during the stone age? Or medieval times? **(Historical enquiry)** Look at pre-historic artefacts and pictures of buildings. **(Historical enquiry)** Encourage and prompt children to ask their own questions. **(Historical enquiry)** Children will explain their historical understanding through a range of both practical and written activities. **(Organisation & communication)**		**(Chronological understanding)** Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. **(Chronological understanding)** Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. **(Historical enquiry)** Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. **(Historical enquiry)** Use a wide vocabulary of everyday historical terms. **(Organisation & communication)** Speak about how he/she has found out about the past. **(Organisation & communication)** Record what he/she has learned by drawing and writing.		of time. **(Chronological understanding)** Find answers to some simple questions about the past from simple sources of information. **(Historical enquiry)** Describe some simple similarities and differences between artefacts. **(Historical Enquiry)** Relate his/her own account of an event and understand that others may give a different version. **(Historical interpretations)** Sort artefacts from 'then' and 'now'. **(Historical enquiry)** Ask and answer relevant basic questions about the past. **(Historical enquiry)** Talk, draw or write about aspects of the past. **(Organisation and communication)** Understand key features of events. **(Understanding of events, people & changes)** Identify some similarities and differences between ways of life in different periods. **(Understanding of events, people & changes)**

		Whole Class Discussion will take place. **(Organisation & communication)** They will draw pictures, use drama and role play, build models and time lines. **(Organisation & communication)**		**(Organisation & communication)**		
Art		**Skill: Sculpture** **Curriculum Link: Seasons** **Artist:** Andy Goldsworthy Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		**Skill: Painting** **Curriculum Link:** Geography To Plymouth and Beyond **Artist**: Local artist, Brian Pollard Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and		**Skill**: Drawing  **Artist**: Tom Mould Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

		Explain what a sculpture is. Experiment how drawings can be turned into 3D models using wire. Explore the artist Andy Goldsworthy and Richard Long and use their art works as an inspiration for their own. Explain what they like about the work of others. *To use simple geometric shapes when drawing.* *To learn to draw the shapes of objects and develop shading tones neatly.*		similarities between different practices and disciplines, and making links to their own work. Explore the art works of local artist Brian Pollard and use his paintings as inspiration. Learn about colour mixing – making secondary colours and creating different shades, tones and tints. Explore making marks with paint brushes of different sizes. Develop their ability to draw shapes with greater precision. Explain what they like about the work of others.		Learn about and experiment with a variety of drawing tools. Explore mark making with a variety of tools. Learn about shading and creating light and dark tones.
Design Technology	**Skill: Structures** **Focus: Free Standing Structures** **Links: 3 little pigs**		**Skill: Mechanisms** **Focus: Sliders and Levers** **Link: English – We're Going on a Lion Hunt**		**Skill: Cooking and Nutrition** **Focus: Preparing Fruit & Vegetables** **Link: SMSC (Term 4)**	

	Product: Create a home fit for purpose **Designing** Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking, mock-ups and drawings. **Making** Plan by suggesting what to do next. Select and use tools, skills and techniques, explaining their choices. Select new and reclaimed materials to build their structures. **Evaluating** Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. **Technical knowledge and understanding** Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project.		**Product: Moving storyboard** **Designing** Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper. **Making** Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating. **Evaluating** Explore a range of existing books and everyday products that use simple sliders and levers. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. **Technical knowledge and understanding** Explore and use sliders and levers. Understand that different mechanisms produce different types of movement.		**English: Lighthouse Keeper's Lunch** **Product: Healthy Salad/Kebab** **Designing** Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings. **Making** Use simple utensils and equipment. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. **Evaluating** Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose. **Technical knowledge and understanding** Understand and use basic principles of a healthy and varied diet to prepare dishes, including how	

	Explore what a home is and how they can differ in appearance.		Know and use technical vocabulary relevant to the project.		fruit and vegetables are part of The Eatwell Guide. Know and use technical and sensory vocabulary relevant to the project.	
Computing *IT, Digital Literacy and Computer Science.*	**NCCE Teach Computing** **Computing Systems and Networks** Lesson 1 – Technology in our classroom Lesson 2 – Using technology Lesson 3- Developing mouse skills Lesson 4 – Using a computer keyboard Lesson 5 – Developing keyboard skills Lesson 6 - Using a computer responsibly		**NCCE Teach Computing** **Creating Media – Digital Painting** Lesson 1 – How can we paint using computers? Lesson 2 – Using shapes and lines Lesson 3 – Making careful choices Lesson 4 – Why did I choose that? Lesson 5 – Painting all by myself Lesson 6 – Comparing computer art and painting		**NCCE Teach Computing** **Programming – Moving a Robot** Lesson 1 –Buttons Lesson 2- Directions Lesson 3 – Forwards and backwards Lesson 4 – Four directions Lesson 5 – Getting there Lesson 6 - Routes	**NCCE Teach Computing** **Data and information** Lesson 1 – Label and match Lesson 2 – Group and count Lesson 3 – Describe an object Lesson 4 – Making different groups Lesson 5 – Comparing groups Lesson 6 – Answering questions
PE	**Fundamentals** **Lesson 1:** To explore balance, stability and landing safely. **Lesson 2:** To explore how the body moves differently when running at different speeds. **Lesson 3:** To explore changing direction and dodging. **Lesson 4:** To explore jumping, hopping, and skipping actions. **Lesson 5:** To explore co-ordination and combining jumps.	**Ball Skills** **Lesson 1:** To develop control and co-ordination when dribbling a ball with your hands. **Lesson 2:** To explore accuracy when rolling a ball. **Lesson 3:** To explore throwing with accuracy towards a target.	**Gymnastics** **Lesson 1:** To explore travelling movements using the space around you. **Lesson 2:** To develop quality when performing gymnastic shapes. **Lesson 3:** To develop stability and control when performing balances.	**Dance** **Lesson 1:** *Counting* To explore travelling actions and use counts of 8 to move in time with the music. **Lesson 2:** *Trees and Leaves* To remember and repeat actions and respond imaginatively to a stimulus. **Lesson 3:** *Pirates* To copy, remember and repeat actions that represent the theme.	**Invasion** **Lesson 1:** To develop dribbling towards a goal. To understand what being 'in possession' means. **Lesson 2:** To develop passing to a teammate with your feet. To understand who to pass to and why when playing against a defender. **Lesson 3:** To develop dribbling a ball with hands.	**Athletics** **Lesson 1:** To learn to move at different speeds for varying distances. **Lesson 2:** To develop a foundation for balance and stability. **Lesson 3:** To develop agility and co-ordination. **Lesson 4:** To explore hopping, jumping and leaping for distance.

	Lesson 6: To explore combination jumping and skipping in an individual rope **Target Games** **Lesson 1:** To develop underarm throwing towards a target. **Lesson 2:** To develop throwing for accuracy. **Lesson 3:** To develop underarm and overarm throwing for accuracy. **Lesson 4:** To develop throwing for accuracy and distance using underarm and overarm. **Lesson 5:** To select the correct technique for the situation. **Lesson 6:** To develop throwing for accuracy and distance..	**Lesson 4:** To explore catching with two hands. **Lesson 5:** To explore control and co-ordination when dribbling a ball with your feet. **Lesson 6:** To explore tracking a ball that is coming towards me. **Net and Wall** **Lesson 1:** To defend space, using the ready position. **Lesson 2:** To play against an opponent and keep the score. **Lesson 3:** To develop control when handling a racket. **Lesson 4:** To develop racket and ball skills. **Lesson 5:** To develop sending a ball using a racket. **Lesson 6:** To develop hitting over a net.	**Lesson 4:** To develop technique and control when performing shape jumps. **Lesson 5:** To develop technique in the barrel, straight and forward roll. **Lesson 6:** To link gymnastic actions to create a sequence. **Fitness** **Lesson 1:** To develop knowledge about how exercise can make you feel. **Lesson 2:** To develop knowledge about how exercise can make you strong and healthy. **Lesson 3:** To develop knowledge about how exercise relates to breathing. **Lesson 4:** To develop my understanding of how exercise helps my brain. **Lesson 5:** To develop my understanding of how exercise helps my muscles. **Lesson 6:** To begin to understand the importance of daily exercise.	**Lesson 4:** *Pirates* To copy, repeat, create and perform actions that represent the theme. **Lesson 5:** *The Lost Toy* To use expression and create actions that relate to the story. **Lesson 6:** *The Lost Toy* To use a pathway when travelling. **Lesson 7:** *Puddles* To copy, repeat and choose actions that represent the theme. **Lesson 8:** *Puddles* To show changes in expression, level and shape. **Yoga** **Lesson 1:** To explore yoga and mindfulness. **Lesson 2:** To be able to copy and remember poses. **Lesson 3:** To develop flexibility when holding poses. **Lesson 4:** To develop balance whilst holding poses. **Lesson 5:** To create yoga poses using a hoop. **Lesson 6:** To create a yoga flow with a partner.	To move towards a goal with the ball. **Lesson 4:** To develop throwing to a teammate. To support a teammate when in possession. **Lesson 5:** To move into space showing an awareness of defenders. **Lesson 6:** To be able to stay with a player when defending. **Striking and Fielding** **Lesson 1:** To develop underarm throwing and catching and put this into small sided games. **Lesson 2:** To develop overarm throwing. **Lesson 3:** To develop striking a ball with my hand and equipment. **Lesson 4:** To retrieve a ball when fielding. **Lesson 5:** To understand how to get a batter out. **Lesson 6:** To develop decision making and understand how to score points.	**Lesson 5:** To develop throwing for distance. **Lesson 6:** To develop throwing for accuracy. **Team Building** **Lesson 1:** To co-operate and communicate with a partner to solve challenges. **Lesson 2:** To explore and develop teamwork skills. **Lesson 3:** To develop communication skills. **Lesson 4:** To use communication skills to lead a partner. **Lesson 5:** To plan with a partner and small group to solve problems. **Lesson 6:** To communicate with a group to solve challenges.