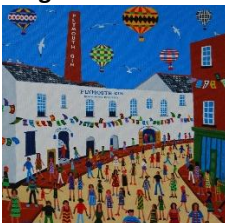
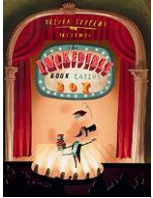
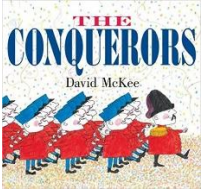
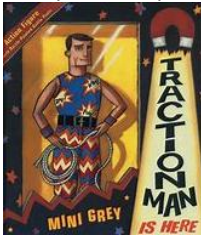
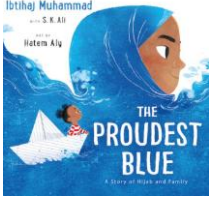
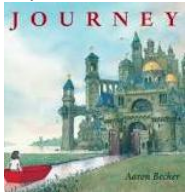
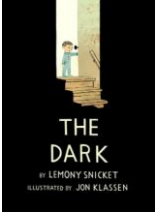
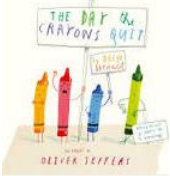
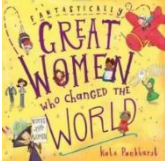
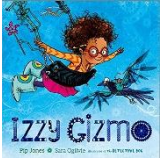
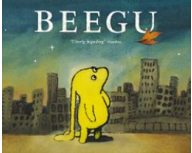
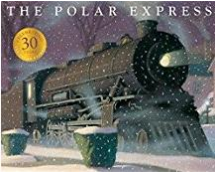
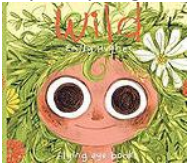
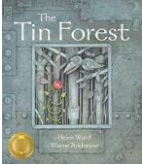
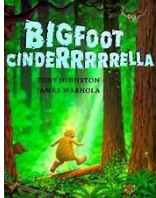
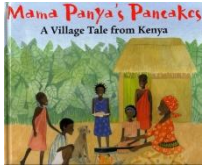
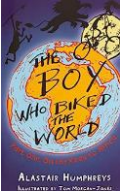
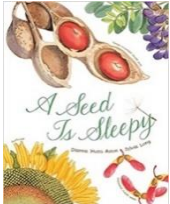
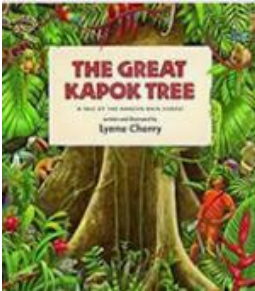
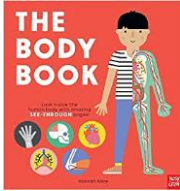


Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Areas of Study	What a Wonderful World Building on our geographical knowledge from Year 1, we will take a closer look at the seven continents and the oceans and seas that surround them. We will find out about the different weather and climates in these areas and compare them with weather here in Britain.	Significant Explorers  In this area of study, we will explore why some people are considered to be significant and make simple comparisons between explorations. You will discuss the life of Sir Francis Drake, his voyages and accomplishments and begin to think about what it would be like to live during the Tudor times. You will then compare this to Captain Scott and his expedition to the Antarctic. Both expeditioners are part of our local history.	Dartmoor v Desert  The story of Dartmoor's cherished and protected landscape and wildlife is one of powerful geological forces, relentless weather and more than 10,000 years of human activity. We will discover the Dartmoor story for ourselves before exploring the Sahara Desert, which is located on the continent of Africa. We will compare the characteristics of Dartmoor and the Sahara Desert, identify the location and geography of both and describe life in both.	Significant Inventors   Isambard Kingdom Brunel was a famous engineer in Victorian times. He built bridges, ships and even railway stations – you can still see some of those today! Brunel changed transportation in Britain. He designed the railway line between Bristol and London and built a ship that took only 15 days to get from Liverpool to New York City! We will learn how his contributions to the world of engineering and transportation live on.	Our World, Our Food  This area of study links the everyday experience of buying and eating food within the UK along with your growing geographical understanding of the world. You will study your local area, looking closely at a market and farm to understand the connections between what we buy, where it comes from locally and how it might be able to be sourced from the UK (and beyond).	Significant Artists  From Leonardo Da Vinci to Andy Warhol, this eye-catching area of study will walk you through a selection of famous and influential artists. We will be a class full of are historians after learning descriptions on each of the artists we study and exploring examples of their work.
Concept Question	What does our world look like?	What significant explorers have lived in Plymouth?	How are Dartmoor and The Sahara Desert similar and different?	What is an inventor?	Where does our food come from?	What can we learn about the past through significant artists?
Educational Enrichment	Explorer Dome – Continents Visit Shared with Year 5 Space Visit.	The Box Museum for the Sir Francis Drake & Polar Explorers Workshops Church visit	Burrator, Dartmoor (at the start of study)	Bridging The Tamar Visit to demonstrate and consolidate knowledge.	Wembury Beach (End of Term 5)	Occombe Farm (First Week in Term 6) Children's art learning to be displayed in local gallery.

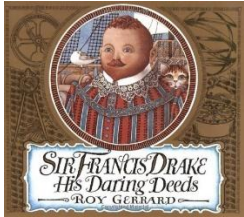
						Community Event – Art Exhibition in the Hall(s) – welcome drinks, music, local community artists.
Whole Class Reading	We're all Wonders By R.J. Palacio 	The Incredible Book Eating Boy By Oliver Jeffers 	The Conquerors By David McKee 	Traction Man By Mini Grey 	The Proudest Blue By SK Ali 	Journey By Aaron Becker 
	The Dark By Lemony Snicket 	After the Fall By Dan Santat 	The Day the Crayons Quit By Drew Daywalt 	Peter Rabbit By Beatrix Potter 	Fantastically Great Women Who Changed The World By Kate Pankhurst 	Izzy Gizmo By Pip Jones 
	Beegu By Alexis Deacon 	Polar Express By Chris Van Allsburg 	Wild By Emily Hughes 	The Tin Forest By Helen Ward and Wayne Anderson 	Big Foot Cinderrrrrella By Tony Johnson 	Mama Panya's Pancakes A Village Tale from Kenya 
						The Boy who Biked the World 

English (Suggested Texts)	Unit 1: Modern Fiction (3weeks) Paddington Bear by Michael Bond Unit 2: Letter Writing (3weeks) Meerkat Mail by Emily Gravett	Unit 3: Explanation Text (3weeks) The Story Machine by Tom McLoughlin Unit 4: Poetry (2weeks) The Night Before Christmas by Clement Clarke Moore	Unit 5: Instructional Writing (3weeks) The Disgusting Sandwich by Gareth Edwards Unit 6: Diary Entry (3.5 weeks) Diary of a Killer Cat by Anne Fine	Unit 7: Traditional Tale (3weeks) Alice in Wonderland by Lewis Carroll Unit 8: Stories From Another Culture (3weeks) Mufaro's Beautiful Daughters by John Steptoe	Unit 9: Non-Fiction Significant Figures (3weeks) Unit 10: Poetry (2weeks) The Owl & The Pussycat	Unit 11: Description Writing The Bear and the Piano (3weeks) by David Litchfield Unit 12: Occombe Farm Recount
Maths (Number of Power Maths Sessions)	Unit 1: Numbers to 100 (17) <i>Number: Number and Place Value</i> Unit 2: Addition and Subtraction- Part 1 (13) <i>Number: Addition and subtraction</i>	Unit 2: Addition and Subtraction- Part 1 continued (13) <i>Number: Addition and subtraction</i> Unit 3: Addition and Subtraction- Part 2 (12) <i>Measurement</i> Unit 4: Properties of Shapes (12) <i>Geometry: Properties of Shapes</i>	Unit 5: Money (10) <i>Measurement</i> Unit 6: Multiplication and Division- Part 1 (8) <i>Number: Multiplication and Division</i> Unit 7: Multiplication and Division- Part 2 (10) <i>Number: Multiplication and Division</i>	Unit 7: Multiplication and Division- Part 2 continued (10) <i>Number: Multiplication and Division</i> Unit 8: Length and Height (5) <i>Measurement</i> Unit 9: Mass, Capacity and Temperature (8) <i>Measurement</i>	Unit 10: Fractions (12) <i>Fractions</i> Unit 11: Time (5) <i>Measurement</i> Unit 12: Problem solving and efficient methods (11) <i>Number: Addition and subtraction</i>	Unit 13: Position and Direction (5) <i>Geometry: Position and Direction</i> Unit 14: Statistics (7) <i>Statistics</i>
Science	2.1 Everyday Materials  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	2.2 Everyday Materials  Find out how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Pupils might find out about people who have developed useful new materials, for	2.3 Plants  Observe and describe how seeds and bulbs grow into mature plants Know and describe how plants need water, light and a suitable temperature to grow and stay healthy Pupils should use the local environment throughout the year to observe how plants	2.4 Living things and their habitats  Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	2.5 Living things and their habitats  Explore and compare the differences between things that are living, dead, and things that have never been alive Describe how animals obtain their food from plants and	2.6 Animals, including humans  Know that animals, including humans, have offspring which grown into adults. Describe the basic needs of animals, including humans, for survival (water, food and air)

		example John Dunlop, Charles Macintosh or John McAdam.	grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants.	Identify and name a variety of plants and animals in their habitats, including microhabitats	other animals, using the idea of a simple food chain, and identify and name different sources of food	Understand the importance for humans of exercise, eating the right amounts of different types of food and hygiene
RE	<u>1.6 Who is a Muslim and how do they live? Part 2.</u> Make sense of belief: • Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad Understand the impact: • Give examples of how Muslims use the <i>Shahadah</i> 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	<u>1.8 What makes some places sacred to believers?</u> Make sense of belief: • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Understand the impact: • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community Make connections: • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about	<u>1.7 Who is Jewish and how do they live?</u> Make sense of belief: • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Understand the impact: • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat) Make connections: • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.		<u>1.9 How should we care for others and the world and why does it matter?</u> Make sense of belief: • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Understand the impact: • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world Make connections: • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	

	• 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.	these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.				
SMSC (Jigsaw)	Being Me in My World Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Celebrating Difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Dreams and Goals Achieving realistic goals Staying Health to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about	Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Music (Charanga)		<u>Ho Ho Ho</u> (Ho Ho Ho by Joanna Mangona and Jane Sebba – Christmas songs)  Lesson 1: Listen & appraise 'Ho Ho Ho!' before learning to sing the song Lesson 2: Listen & appraise a song of your choice before learning to sing and play 'Ho Ho Ho!!'		<u>I Wanna Play In A Band</u> (I Wanna Play In A Band by Joanna Mangona – Rock)  Lesson 1: Listen & appraise 'I Wanna Play In A Band' before learning to sing the song Lesson 2: Listen & appraise 'We Will Rock You' by Queen before learning to sing and play 'I Wanna Play In A Band' Lesson 3: Listen & appraise 'Smoke On The Water' by Deep Purple before learning to sing and improvise in 'I Wanna Play In A Band'		<u>Zootime</u> (Zootime by Joanna Mangona – Reggae)  Lesson 1: Listen & appraise 'Zootime' before learning to sing the song Lesson 2: Listen & appraise 'Kingston Town' by UB40 before learning to sing and play 'Zootime' Lesson 3: Listen & appraise 'Shine' by

		Lesson 3: Listen & appraise 'Bring Him Back Home (Nelson Mandela)' by Hugh Masekela before learning to sing and play 'Ho Ho Ho!' Lesson 4: Listen & appraise 'Suspicious Minds' by Elvis Presley before learning to sing and play 'Ho Ho Ho!' Lesson 5: Listen & appraise 'Sir Duke' by Stevie Wonder before practising for a performance of 'Ho Ho Ho!' Lesson 6: Listen & appraise 'Fly Me to the Moon' by Frank Sinatra before delivering end-of-unit performance		Lesson 4: Listen & appraise 'Rockin' All Over The World' by Status Quo before learning to sing and play 'I Wanna Play In A Band' Lesson 5: Listen & appraise 'Johnny B. Goode' by Chuck Berry before practising for a performance of 'I Wanna Play In A Band' Lesson 6: Listen & appraise 'I Saw Her Standing There' by The Beatles before delivering end-of-unit performance		ASWAD before learning to sing and improvise in 'Zootime' Lesson 4: Listen & appraise 'I.G.Y.' by Donald Fagen before learning to sing and play 'Zootime' Lesson 5: Listen & appraise 'Feel Like Jumping' by Marcia Griffiths before practising for a performance of 'Zootime' Lesson 6: Listen & appraise 'I Can See Clearly Now' by Jimmy Cliff before delivering end-of-unit performance
Geography	What a Wonderful World  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. (Geographical skills and fieldwork)		Desert V Dartmoor  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Place knowledge) Use basic geographical vocabulary to refer to key		Our World, Our Food  Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical geography)	

	Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. (Geographical skills and fieldwork) Name and locate the world's seven continents and five oceans. (Locational knowledge)		physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (Human and physical geography)			
History		Significant Explorers  Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Show an awareness of the past, using common words and phrases relating to the passing of time.		Significant Inventors  Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Place known events and objects in chronological order. (Chronological understanding) Sequence events and recount changes within living memory. (Chronological understanding)		Significant Explorers  <i>The Story of Brian Pollard</i> Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Place known events and objects in chronological order.

		(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) 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) Sort artefacts from 'then' and 'now'. (Historical enquiry) Ask and answer relevant basic questions about the past. (Historical enquiry) Relate his/her own account of an event and understand that others may give a different version. (Historical interpretations) Talk, draw or write about aspects of the past. (Organisation & communication)		Use common words and phrases relating to the passing of time. (Chronological understanding) Show an awareness of the past, using common words and phrases relating to the passing of time. (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) 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) Sort artefacts from 'then' and 'now'. (Historical enquiry) Ask and answer relevant basic questions about the past. (Historical enquiry) Relate his/her own account of an event and understand		(Chronological understanding) Sequence events and recount changes within living memory. (Chronological understanding) Use common words and phrases relating to the passing of time. (Chronological understanding) Show an awareness of the past, using common words and phrases relating to the passing of time. (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) 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)
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		Understand key features of events. (Understanding of events, people and changes) Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)		that others may give a different version. (Historical interpretations) Talk, draw or write about aspects of the past. (Organisation & communication) Understand key features of events. (Understanding of events, people and changes) Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)		Sort artefacts from 'then' and 'now'. (Historical enquiry) Ask and answer relevant basic questions about the past. (Historical enquiry) Relate his/her own account of an event and understand that others may give a different version. (Historical interpretations) Talk, draw or write about aspects of the past. (Organisation & communication) Understand key features of events. (Understanding of events, people and changes) Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)
Art		Skill: Sculpture Curriculum Link: History - Mayflower		Skill: Painting		Skill: Drawing



Artist: Antony Gormley

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.

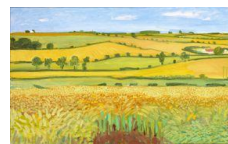
Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Learn about different types of sculpture.

Make sculptures using different materials including cardboard, boxes and wire.

Learn about the artist Antony Gormley and use

Curriculum Link: Geography
Desert v Dartmoor



Artist: J.M.W Turner, Georgia O' Keefe and local artist, Peter Blake.

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.

Learn how to use watercolours.

Explore landscape paintings by J.M.W Turner, Georgia O' Keefe and local artist Peter Blake. Describing their art work and using it as inspiration for their own.

Curriculum Link:
History – Significant artists



Artist: Leonardo Da Vinci
Edvard Munch

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.

		his art works as inspiration for their own. Give reasons for their preferences when looking at art work of others.		Use their visit to Dartmoor to inspire their own landscape drawing. Give reasons for their preferences when looking at art work of others.		Explore and discuss the drawings of artists Leonardo Da Vinci and Edvard Munch. Draw images by representing shapes and drawing with greater accuracy. Understand how colours can convey feelings and emotions. Apply what I have learnt to create a drawing that can show an emotion. Give reasons for their preferences when looking at art work of others.
Design Technology	Skill: Mechanisms Focus: Wheels & Axels Link: Geography Product: Moving vehicle (plane) Designing Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups. Making Select from and use a range of tools and		Skill: Textiles Focus: Templates & Joining Link: Geography – Desert vs Dartmoor Product: Creating a puppet of a desert animals Designing Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their		Skill: Cooking and Nutrition Focus: Preparing Fruit & Vegetables Link: Geography – farming/Africa CaterEd link Product: Smoothies Designing Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through	

	equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. Evaluating Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria. Technical knowledge and understanding Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project.		ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. Making Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics. Evaluating Explore and evaluate a range of existing textile products relevant to the project being undertaken. Evaluate their ideas throughout and their final products against original design criteria. Technical knowledge and understanding Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project.		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 fruit and vegetables are part of The Eatwell Guide. Know and use technical and sensory vocabulary relevant to the project.	
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Computing <i>IT, Digital Literacy and Computer Science.</i>	NCCE Teach Computing <u>Computing Systems</u> <u>Lesson 1:</u> What is IT? <u>Lesson 2:</u> IT in school <u>Lesson 3:</u> IT in the world <u>Lesson 4:</u> The benefits of IT <u>Lesson 5:</u> Using IT safely <u>Lesson 6:</u> Using IT in different ways		NCCE Teach Computing <u>Creating Media – Digital Photography</u> Lesson 1: Taking photographs Lesson 2: Landscape or portrait Lesson 3: What makes a good photograph? Lesson 4: Lighting Lesson 5: Effects Lesson 6: Is it real?		NCCE Teach Computing <u>Programming – Robot algorithms</u> Lesson 1: Giving instructions Lesson 2: Same but different Lesson 3: Making predictions Lesson 4: Mats and routes Lesson 5: Algorithm design Lesson 6: Debugging	NCCE Teach Computing <u>Data and information – Pictograms</u> Lesson 1 – Counting and comparing Lesson 2 - Enter the data Lesson 3 – Creating pictograms Lesson 4 – What is an attribute? Lesson 5 – Comparing people Lesson 6 – Presenting information
	PE Fundamentals Lesson 1: To develop balance, stability and landing safely. Lesson 2: To explore how the body moves differently when running at different speeds. Lesson 3: To develop changing direction and dodging. Lesson 4: To develop and explore jumping, hopping and skipping actions. Lesson 5: To develop co-ordination and combining jumps.	Ball Skills Lesson 1: To be able to roll a ball to hit a target. Lesson 2: To develop co-ordination and be able to stop a rolling ball. Lesson 3: To develop technique and control when dribbling a ball with your feet. Lesson 4: To develop control and technique when kicking a ball. Lesson 5: To develop co-ordination and technique when throwing and catching.	Gymnastics Lesson 1: To perform gymnastic shapes and link them together. Lesson 2: To be able to use shapes to create balances. Lesson 3: To be able to link travelling actions and balances using apparatus. Lesson 4: To demonstrate different shapes, take off and landings when performing jumps. Lesson 5: To develop rolling and sequence building. Lesson 6: To develop sequence work on apparatus.	Dance Lesson 1: <i>Exploring space and travel</i> To repeat, link and choose actions. Lesson 2: <i>Actions and rhythms</i> To create actions and accurately copy other's actions. Lesson 3: <i>The Circus</i> To copy, remember and repeat actions using facial expressions to show different characters. Lesson 4: <i>The Circus</i> To perform in unison creating shapes with a partner. Lesson 5: <i>Mirrors</i> To be able to mirror a partner and create ideas.	Invasion Lesson 1: To understand what being in possession means and support a teammate to do this. Lesson 2: To use a variety of skills to score goals. Lesson 3: To develop stopping goals. Lesson 4: To learn how to gain possession of the ball. Lesson 5: To develop an understanding of marking an opponent.	Athletics Lesson 1: To develop the sprinting action. Lesson 2: To develop jumping for distance. Lesson 3: To develop technique when jumping for height. Lesson 4: To develop throwing for distance. Lesson 5: To develop throwing for accuracy. Lesson 6: To develop technique when taking part in an athletics carousel.

	Lesson 6: To develop combination jumping and skipping in an individual rope. Target Games Lesson 1: To develop an understanding of target games and consider how much power to apply when aiming at a target. Lesson 2: To understand how to score in different target games using overarm throwing. Lesson 3: To develop understanding of different target games using the skill of kicking. Lesson 4: To develop striking to a target. Lesson 5: To develop hitting a moving target. Lesson 6: To select an appropriate skill to play a game.	Lesson 6: To develop control and co-ordination when dribbling a ball with your hands. Net and Wall Lesson 1: To develop racket familiarisation. Lesson 2: To develop placing an object. Lesson 3: To use the ready position to defend space on court. Lesson 4: To develop returning a ball with hands. Lesson 5: To develop returning a ball using a racket. Lesson 6: To move an opponent to win a point.	Fitness Lesson 1: To understand how to run for longer periods of time without stopping. Lesson 2: To develop co-ordination and timing when jumping in a long rope. Lesson 3: To develop individual skipping. Lesson 4: To take part in a circuit to develop stamina and agility. Lesson 5: To explore exercises that use your own body weight. Lesson 6: To develop 'ABC,' agility, balance and co-ordination.	Lesson 6: <i>The Rainforest</i> To copy, repeat and create actions in response to a stimulus. Lesson 7: <i>The Rainforest</i> To copy, create and perform actions considering dynamics. Lesson 8: <i>The Rainforest</i> To create a short dance phrase with a partner showing clear changes of speed. Yoga Lesson 1: To copy and repeat yoga poses. Lesson 2: To develop an awareness of strength when completing yoga poses. Lesson 3: To develop an awareness of flexibility when completing yoga poses. Lesson 4: To copy and remember actions linking them into a flow. Lesson 5: To create a flow and teach it to a partner. Lesson 6: To explore poses and create a yoga flow.	Lesson 6: To learn to apply simple tactics for attacking and defending. Striking and Fielding Lesson 1: To be able to track a rolling ball and collect it. Lesson 2: To develop accuracy in underarm throwing and consistency in catching when fielding a ball. Lesson 3: To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. Lesson 4: To develop striking for distance and accuracy. Lesson 5: To develop decision making to get a batter out. Lesson 6: To develop decision making when under pressure.	Team Building Lesson 1: To follow instructions and work with others. Lesson 2: To co-operate and communicate in a small group to solve challenges. Lesson 3: To create a plan with a group to solve the challenges. Lesson 4: To communicate effectively and develop trust. Lesson 5: To work as a group to solve problems. Lesson 6: To work with a group to copy and create a basic map.
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