

# Chipping Hill Primary School Year 2

## Long Term Plan - Curriculum Overview 2024 - 2025

	<b>AUTUMN 1</b> 7 weeks +4 days	<b>AUTUMN 2</b> 7 weeks	<b>SPRING 1</b> 6 weeks	<b>SPRING 2</b> 6 weeks	<b>SUMMER 1</b> 5 weeks	<b>SUMMER 2</b> 7 weeks + 2 days
Topic Overview	<b>FLIGHT</b>	<b>KENYA</b>	<b>THE MOON AND SPACE</b>	<b>THE MOON AND SPACE</b>	<b>AUSTRALIA</b>	<b>EXPLORING THE WORLD</b>
English Texts / Genres	<p><b>VOYAGE AND RETURN (2)</b> Emma Jane's Aeroplane</p> <p><b>NON- FICTION/ RECOUNT(2)</b> Linked to the Wright Brothers</p> <p><b>POETRY (2)</b> Free Verse</p>	<p><b>DIARY ENTRY (2)</b> Diary entry of a rat during the gunpowder plot</p> <p><b>POETRY (1)</b> Poems based on a structure</p> <p><b>NON-CHRON REPORT (2)</b> Kenya</p> <p><b>NARRATIVES- Playscripts (1) (alongside production)</b> Fairytale</p> <p><b>READING ASSESSMENTS</b></p>	<p><b>FEAR STORY (2)</b> The Dark Lemony Snicket</p> <p><b>INSTRUCTIONS (2)</b> How to brush teeth in space How to care for pet alien</p> <p><b>POETRY (2)</b> Poems on a given theme (shape?)</p>	<p><b>LOSING STORY (2)</b> The Teddy Bear</p> <p><b>RECOUNT (2)</b> Newspaper Moon landing *LINK TO HISTORY*</p> <p><b>POETRY (2)</b> Nonsense poems</p> <p><b>READING ASSESSMENTS</b></p>	<p><b>DIARY STORY (2)</b> Lighthouse Keeper's lunch Fisherman's lunch</p> <p><b>PERSUASION (2)</b> Tiddalik Letter</p> <p><b>NON-CHRON REPORT (2)</b> Australian animal</p> <p><b>POETRY</b> Actrostic poems</p>	<p><b>FAIRY STORY (2)</b> Mr Wolf's pancakes</p> <p><b>INSTRUCTIONS (2)</b> Disgusting sandwich</p> <p><b>POETRY (2?)</b> Shape poems</p> <p><b>READING ASSESSMENTS</b></p>
GPS Focus	<p><b>Revision of GPCs</b> -ay/a-e/ie/i-e/ea/e-e/ oe/ o-e -ue/ew/u-e/aw/au -ou/oy/ir/wh/ph -i/o/c/g/u -ow/ie/ea/er/a</p> <p>I sound spelt y Add es to words ending y</p> <p><b>AUTUMN 1 ASSESSMENT</b></p>	<p>S sound spelt c R sound spelt wr Ee sound spelt y/ey U sound spelt o Suffix -ly Contracted words (apos) Frequent homophones</p> <p><b>AUTUMN 2 ASSESSMENT</b></p>	<p>J sound spelt j/g/ge/dge or sound spelt a before l or sound spelt ar after w o sound spelt a after w ur sound spelt or after w Suffix -ful</p> <p><b>SPRING 1 ASSESSMENT</b></p>	<p>Suffix -less Suffixes -ed and -ing Suffixes -er and -est Two syllable words Possessive apostrophe</p> <p><b>SPRING 2 ASSESSMENT</b></p>	<p>Suffix -ment Suffix -ness Suffix -ness where root ends -y Suffixes -ed/ing/er/est Suffix -y Words ending l spelt -le</p> <p><b>SUMMER 1 ASSESSMENT</b></p>	<p>Words ending l spelt -el Words ending l spelt -al Words ending l spelt -il Words with n spelt kn/gn Zh sound spelt s</p> <p><b>SUMMER 2 ASSESSMENT</b></p>
Handwriting	<p>Recap individual letter formation</p> <ol style="list-style-type: none"> <li>c a d g</li> <li>q e s f</li> <li>o i l t</li> <li>j y u</li> <li>r b h n</li> <li>m k p</li> <li>v w x z</li> </ol>	<p>Begin joined handwriting Nelson handwriting scheme</p> <ol style="list-style-type: none"> <li>Unit 1- ai / ay</li> <li>Unit 2- ee / ea</li> <li>Unit 3- ie / ide</li> <li>Unit 4- oa / ow</li> <li>Unit 5- oo / ue</li> <li>Unit 6- oi / ou</li> <li>Unit 7- capital letters</li> </ol>	<p>Continue nelson handwriting scheme</p> <ol style="list-style-type: none"> <li>Unit 8- ea / ear</li> <li>Unit 9- er / ir</li> <li>Unit 10- ou / ow</li> <li>Unit 11- or / aw</li> <li>Unit 12- air/ ar</li> <li>Unit 13- al / all</li> </ol>	<p>Continue nelson handwriting scheme</p> <ol style="list-style-type: none"> <li>Unit 14- ot / on</li> <li>Unit 15- alphabet</li> <li>Unit 16- ice / ace</li> <li>Unit 17- age / dge</li> <li>Unit 18- le / el</li> </ol>	<p>Continue nelson handwriting scheme</p> <ol style="list-style-type: none"> <li>Unit 19- sh / es</li> <li>Unit 20- ky / hy</li> <li>Unit 21- ing</li> <li>Unit 22- kn / mb</li> <li>Unit 22- wh / wr</li> <li>Unit 23- wa / war</li> </ol>	<p>Continue nelson handwriting scheme</p> <ol style="list-style-type: none"> <li>Unit 24- ly / ily</li> <li>Unit 25- punctuation</li> <li>Unit 26- cian/ sion</li> <li>Unit 27- less / ness</li> <li>Unit 28- est/ ier</li> <li>Recap</li> <li>Recap</li> </ol>

<p style="text-align: center;">Maths</p>	<p><b>PLACE VALUE</b>          -Numbers to 20          -Count objects to 100 by making 10s          -Recognise tens and ones          -Use a place value chart</p> <p>-Partition numbers to 100          -Write numbers to 100 in words          -Flexibly partition numbers to 100          - Write numbers to 100 in expanded form</p> <p>-10s on number line to 100          -10s and 1s on number line to 100          -Estimate number lines to 100</p> <p>-Compare objects          -Compare numbers          -Order objects and numbers          -Count in 2s,5s, and 10s</p> <p><u>-EOB assessment</u></p> <p><b>ADDITION/ SUBTRACTION</b>          -Bonds to 10          -Fact families          -Related facts          -Bonds to 100</p> <p>-Add three 1-digit numbers          - Add to the next ten          - Add across a ten</p> <p>- Subtract across a ten          - Subtract from a ten</p> <p><b>CONSOLIDATION</b></p>	<p><b>ADDITION/ SUBTRACTION</b>          -Subtract a 1 digit number from a 2 digit (across a 10)          -10 more, 10 less          -Add and subtract 10s          -Add 2 digit numbers (not across 10)          -Add two 2 digit numbers (across a 10)          -Subtract 2 digit numbers (not across a 10)          -Subtract 2 digit numbers (across a 10)</p> <p>-Mixed addition and subtraction          -Compare number sentences          -Missing number problems</p> <p><u>-EOB assessment</u></p> <p><b>GEOMETRY/SHAPE</b>          -Recognise and name 2D shapes          -Count sides on 2D shapes          - Count vertices on 2D shapes          -Draw 2D shapes</p> <p>-Lines of symmetry (2)          -Sort 2D shapes          -Count faces on 3D shapes          -Count edges and vertices on 3D shapes</p> <p>-Sort 3D shapes          -Make patterns with 2D and 3D shapes</p> <p><u>-EOB assessment</u></p> <p><b>CONSOLIDATION</b></p> <p><b>MATHS ASSESSMENTS</b></p>	<p><b>MONEY</b>          -Counting pence          -Counting pounds (notes and coins)          -Counting pounds and pence          -Choosing notes and coins</p> <p>-Making the same amount          -Compare amounts of money          -Calculate with money          -Make 20p          -Make £1</p> <p>-Find change          -Two step problems</p> <p><u>-EOB assessment</u></p> <p><b>MULTIPLICATION/DIVISION</b>          -Recognise equal groups          -Make equal groups          -Add equal groups          -Introduce X symbol</p> <p>-Multiplication sentences          -Arrays          -Make equal groups (grouping)          -Make equal groups- (sharing)</p> <p>-Doubling and halving          - Odd and even numbers          - Ten times tables          - Five times tables          - Two times tables          -<i>Complete end of block assessment</i></p>	<p><b>LENGTH AND HEIGHT</b>          -Measure in CM          -Measure in M          -Compare length and height          -Order length and height</p> <p>-Four operations with length and height</p> <p><u>-EOB assessment</u></p> <p><b>MASS, CAPACITY AND TEMPERATURE</b>          -Compare mass          -Measure in grams          -Measure in kilograms          -Four operations with mass</p> <p>-Compare volume and capacity          -Measure in millilitres          -Measure in litres          -Four operations with volume and capacity</p> <p>-Temperature</p> <p><u>-EOB assessment</u></p> <p><b>MATHS ASSESSMENTS</b></p>	<p><b>FRACTIONS</b>          -Parts and a whole          -Equal/unequal parts          -Recognise and find <math>\frac{1}{2}</math>          -Recognise and find <math>\frac{1}{4}</math></p> <p>-Recognise and find <math>\frac{1}{3}</math>.          -Find the whole          -Unit fractions          -Non unit fractions</p> <p>-Equivalence <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>          -Recognise and find <math>\frac{3}{4}</math>          -Count in fractions</p> <p><u>-EOB assessment</u></p> <p><b>TIME</b>          -O clock          -Half past          -Quarter past          -Quarter to</p> <p>-Tell time past the hour          -Tell time to the hour          -Tell time to 5 minutes          -Minutes in an hour          -Hours in a day</p> <p><u>-EOB assessment</u></p>	<p><b>STATISTICS</b>          -Make tally charts          -Tables          -Block diagrams</p> <p>-Draw pictograms (1-1)          -Interpret pictograms (1-1)          -Draw pictograms (2/5/10)          -Interpret pictograms (2/5/10)</p> <p><u>-EOB assessment</u></p> <p><b>CONSOLIDATION OF PLACE VALUE</b>          -Partition numbers to 100          -Write numbers to 100 in words          -Flexibly partition numbers to 100          - Write numbers to 100 in expanded form</p> <p><b>POSITION AND DIRECTION</b>          -Language of position          -Describe movement          -Describe turns          -Describe movement and turns</p> <p>-Shape patterns with turns</p> <p><u>-EOB assessment</u></p> <p><b>CONSOLIDATION</b></p> <p><b>MATHS ASSESSMENTS</b></p>
<p style="text-align: center;">Science</p>	<p><b>ANIMALS INCLUDING HUMANS</b>          1. Animal offspring          2. Human offspring/ life cycles</p>	<p><b>ANIMALS INCLUDING HUMANS CONTINUED</b>          1. Why exercise important?          2. Exercise- how does pulse change?</p>	<p><b>MATERIALS</b>          1. Recap properties of materials.          2. Can I change shape of materials?</p>	<p><b>PLANTS</b>          1. Seed dispersal          2. Design a seed          3. Hydroponic planting</p>	<p><b>HABITATS</b>          1. Dead or alive?          2. Micro habitats          3. Which conditions do woodlice prefer to live in?</p>	<p><b>ANIMALS INCLUDING HUMANS- Healthy living</b>          *links to DT topic*</p> <p>1. Food groups</p>

	<p>3. Animal life cycles 4. Basic needs to survive. 5. Animals need to survive. 6. Consolidation</p>	<p>3. How important is it to wash your hands? 4. How can we make sure to keep clean? 5. Being hygienic poster</p>	<p>3. Which paper is most absorbent? 4. Can hard materials absorb water? 5. Which materials are waterproof? 6. Which paper makes the best aeroplane?</p>	<p>4. What do plants need to grow? 5. How does a cactus survive in the desert?  Ongoing review/ bean diary to be kept</p>	<p>4. Big habitats research and comparison between 5. Design own animal based on given habitat. 6. Food chains</p>	<p>2. Eatwell plate 3. Fats experiment 4. Sugar experiment 5. Do bananas make us run faster? 6. Healthy living posters</p>
Computing	<p><b>TECHNOLOGY AROUND US</b> 1. What is IT? 2. IT in the home 3. IT in the world 4. How does IT improve our world? 5. Safe use of IT 6. Responsible use of IT</p>	<p><b>DIGITAL PHOTOGRAPHY</b> 1. Using devices to take photographs 2. Exploring landscape or portrait 3. Composition - what makes a good photograph? 4. Lighting 5. Effects and image editing 6. Is it a real image?</p>	<p><b>PROGRAMMING - ROBOTS</b> 1. Giving instructions 2. Same but different 3. Making predictions 4. Mats and routes 5. Algorithm design 6. Debugging</p>	<p><b>PICTOGRAMS</b> 1. Counting and comparing data 2. Enter data 3. Creating pictograms 4. What is an attribute? 5. Comparing people 6. Presenting information</p>	<p><b>PROGRAMMING - QUIZZES</b> 1. Scratch Jr 2. Outcomes 3. Using a design 4. Changing a design 5. Designing and creating a programme 6. Evaluating</p>	<p><b>MAKING MUSIC</b> 1. How music makes us feel 2. Rhythms and patterns 3. How music can be used 4. Notes and tempo 5. Creating digital music 6. Reviewing and editing music</p>
Humanities	<p><b>HISTORY- Flight</b> 1. What did the Montgolfier brothers do that made them famous? 2. What did the Wright brothers do that made them famous? 3. Who was Amelia Earhart and why do we remember her today? 4. Who was Amy Johnson and why did she want to fly to Australia? 5. What is a Concorde? 6. How has flight changed over the years? (timeline)</p>	<p><b>GEOGRAPHY- Africa</b> 1. Where is Kenya? 2. What is it like in Kenya? 3. Where is Zambia and the Mugurameno village? 4. How can we protect the endangered species of Kenya? 5. How does Kenya's culture differ to mine? 6. How does Kenya/ Zambia compare to the UK?</p>	<p><b>GEOGRAPHY- Mapping</b> 1. Where in the world do we live? 2. What are physical and human features in geography? 3. Where is Witham and what is it like? 4. What is it like where we live? 5. What does Witham look like on a map? 6. How can Witham be improved?</p>		<p><b>GEOGRAPHY- Australia</b> 1. Where is Australia? 2. What are the states and major cities in Australia? 3. What is it like in the outback? 4. What is the Great Barrier Reef and why is it so important? 5. What is Sydney like and how does it compare to London? 6. Would you like to visit an Australian Rainforest?</p>	<p><b>HISTORY- Communication</b> 1. What did Caxton do that was so important to us today? 2. How and why should Caxton be remembered? 3. What did Alexander Bell do that was so important to us today? 4. Who was Sir Tim Berners-Lee? 5. Which is more important- the telephone or the world wide web? 6. Who's invention had a bigger impact on our country?</p>

Art		<p><b>PAINTING</b> African landscapes Focus Artist: John Ndambo</p> <ol style="list-style-type: none"> <li>1. Into to the artist and style</li> <li>2. Experiment with different painting techniques</li> <li>3. Generate ideas</li> <li>4. Map out/plan final design</li> <li>5. Final design</li> <li>6. Complete final design and evaluate</li> </ol> <p><b>COLLAGE</b>- Remembrance day- paper plate poppies</p>		<p><b>DRAWING AND PRINTING FOCUS</b> Drawing focus which leads into relief printing inspired by nature</p> <ol style="list-style-type: none"> <li>1. Introduction to the style/explore nature drawing</li> <li>2. Develop drawing style</li> <li>3. Generate ideas</li> <li>4. Map out/plan final design</li> <li>5. Final design</li> <li>6. Complete final design and evaluate</li> </ol>	<p><b>COLLAGE</b> Great Barrier Reef Focus Artist: Darrell Hook</p> <ol style="list-style-type: none"> <li>1. Into to the artist and style</li> <li>2. Experiment with different techniques</li> <li>3. Generate ideas</li> <li>4. Map out/plan final design</li> <li>5. Final design</li> <li>6. Complete final design and evaluate</li> </ol>	
DT	<p><b>TEXTILES- SEWING</b> Hand Puppets Fairytale theme</p> <ol style="list-style-type: none"> <li>1. What is a puppet and who might use one?</li> <li>2. Final design</li> <li>3. Practise running stitch</li> <li>4. Construct puppet</li> <li>5. Construct- add detail</li> <li>6. Evaluation/ role play</li> </ol>		<p><b>MECHANISMS</b> Moon buggy</p> <ol style="list-style-type: none"> <li>1. What makes a good moon buggy?</li> <li>2. Generate initial ideas of a moon buggy.</li> <li>3. Final design.</li> <li>4. Construct- paint box</li> <li>5. Construct- add detail</li> <li>6. Evaluation</li> </ol>			<p><b>NUTRITION</b> Healthy wraps for picnic</p> <ol style="list-style-type: none"> <li>1. What makes a good sandwich?</li> <li>2. Generate ideas for a healthy wrap</li> <li>3. Final design for healthy wrap</li> <li>4. Make a healthy wrap</li> <li>5. Evaluate healthy wrap</li> </ol>
RE	<p><b>ENQUIRY 1-</b> Why is light important? (Christian/ Jewish/ Hindu)</p> <ol style="list-style-type: none"> <li>1. <b>Engage-</b> Discuss different light sources and how they affect the senses.</li> <li>2. <b>Enquire and explore-</b> Examine what different sources of light mean to Christians.</li> <li>3. <b>Enquire and explore-</b> Compare beliefs of different faiths regarding light.</li> <li>4. <b>Evaluate-</b> Investigate Hindu beliefs about light.</li> <li>5. <b>Express-</b> Assess similarities</li> </ol>	<p><b>ENQUIRY 2-</b> What does the nativity story teach Christians about Jesus? (Christian)</p> <ol style="list-style-type: none"> <li>1. <b>Engage-</b> Compare bible stories and identify similarities and differences.</li> <li>2. <b>Enquire and explore-</b> Examine what makes Jesus special to Christians and how they show that.</li> <li>3. <b>Enquire and explore-</b> Investigate Christian traditions and how they are linked to the story of The Nativity.</li> <li>4. <b>Evaluate-</b> Recommend ways in which Christians can be charitable towards others.</li> <li>5. <b>Express-</b> Construct a knowledge organiser that connects learning.</li> </ol>	<p><b>ENQUIRY 3-</b> How do Christians belong to their faith community? (Christian)</p> <ol style="list-style-type: none"> <li>1. <b>Engage-</b> Describe how it feels to belong.</li> <li>2. <b>Enquire and explore-</b> Classify the meaning of symbols used in Christian baptism.</li> <li>3. <b>Enquire and explore-</b> Create a symbol which represents belonging.</li> <li>4. <b>Evaluate-</b> Design a church which includes symbols of Christianity.</li> <li>5. <b>Express-</b> Compose an artwork to express how Christians belong to faith family.</li> </ol>	<p><b>ENQUIRY 4-</b> How do Jewish people celebrate Passover (Pesach)? (Jewish)</p> <ol style="list-style-type: none"> <li>1. <b>Engage-</b> Ask questions about traditions, festivals and celebrations.</li> <li>2. <b>Enquire and explore-</b> Sequence and illustrate the Jewish story of Passover.</li> <li>3. <b>Enquire and explore-</b> Explain the symbolic significance of Jewish artefacts.</li> <li>4. <b>Evaluate-</b> Examine and order the traditions of Haggadah.</li> <li>5. <b>Express-</b> Design an informative leaflet about the festival of Passover.</li> </ol>	<p><b>ENQUIRY 5-</b> Why do people have different views about the idea of God? (Multi/ Humanist)</p>	

<p>PSHE</p>	<p><b>MENTAL HEALTH AND EMOTIONAL WELL-BEING</b> Friendship</p> <ol style="list-style-type: none"> <li>1. Classroom rules/ expectations</li> <li>2. What makes a person special?</li> <li>3. What makes a good friend?</li> <li>4. What makes a good friendship?</li> <li>5. What can I do if I am worried about a friendship?</li> <li>6. How can we sort out friendships?</li> </ol>	<p><b>PHYSICAL HEALTH AND WELL-BEING-</b> What keeps me healthy?</p> <ol style="list-style-type: none"> <li>1. Which foods are healthy and unhealthy?</li> <li>2. Who can help us stay healthy?</li> <li>3. How can I keep myself fit?</li> <li>4. Why do we need sleep and rest?</li> <li>5. How do I keep myself clean?</li> <li>6. Assessment (leaflet)</li> </ol>	<p><b>KEEPING SAFE AND MANAGING RISK-</b> Indoors and outdoors</p> <ol style="list-style-type: none"> <li>1. What should I do in an emergency? (Inside safety)</li> <li>2. How can I stay safe outside?</li> <li>3. How do I know if something is safe or unsafe?</li> <li>4. What dangers are there in the road?</li> <li>5. What are the rules for safely crossing the road?</li> <li>6. Assessment (poster/leaflet)</li> </ol>	<p><b>DRUGS, ALCOHOL AND TOBACCO-</b> Medicines and me</p> <ol style="list-style-type: none"> <li>1. What is medicine?</li> <li>2. Why is medicine taken?</li> <li>3. Who administers medicine?</li> <li>4. How can I be safe around medicine?</li> <li>5. Are all medicines safe?</li> </ol>	<p><b>SEX AND RELATIONSHIP EDUCATION-</b> Boys and girls, families.</p> <ol style="list-style-type: none"> <li>1. What makes a person special to us?</li> <li>2. What makes boys and girls different?</li> <li>3. How can we describe boys and girls?</li> </ol>	<p><b>SRE: BOYS AND GIRLS, FAMILIES (CONTINUED)</b></p>
<p>PE INDOOR</p>	<p><b>TEAM BUILDING</b></p> <ol style="list-style-type: none"> <li>1. LI- Follow instructions and work with others.</li> <li>2. LI- Co-operate and communicate in a small group to solve challenges.</li> <li>3. LI- Create a plan with a group to solve challenges.</li> <li>4. LI- Communicate effectively and develop trust.</li> <li>5. LI- Use teamwork skills to solve problems.</li> <li>6. LI- Work with a group to copy and create a basic map.</li> </ol>	<p><b>GYMNASTICS</b></p> <ol style="list-style-type: none"> <li>1. LI- Perform gymnastic shapes and link them together.</li> <li>2. LI- Perform gymnastics shapes with control and link them.</li> <li>3. LI- Use shapes to create balances.</li> <li>4. LI- Use shapes to create balances.</li> <li>5. LI- Link travelling actions and balances using apparatus.</li> <li>6. LI- Develop travelling actions and balances using apparatus.</li> </ol>	<p><b>GYMNASTICS (cont.)</b></p> <ol style="list-style-type: none"> <li>1. LI- Demonstrate different shapes, take off and landing when performing jumps.</li> <li>2. LI- Demonstrate different shapes, take off and landing when performing jumps.</li> <li>3. LI- Develop rolling and sequence building.</li> <li>4. LI- Refine rolling and sequence building.</li> <li>5. LI- Create a sequence using apparatus.</li> <li>6. LI- Create a sequence using apparatus.</li> </ol>	<p><b>DANCE</b></p> <ol style="list-style-type: none"> <li>1. LI- Remember, repeat and link actions to tell a story.</li> <li>2. LI- Develop an understanding of dynamics.</li> <li>3. LI- Use counts of 8 to help you stay in time.</li> <li>4. LI- Copy, remember and repeat actions using facial expressions.</li> <li>5. LI- Explore pathways and levels.</li> <li>6. LI- Remember and rehearse our circus dance showing expression and character.</li> </ol>	<p><b>DANCE (cont.)</b></p> <ol style="list-style-type: none"> <li>1. LI- Copy, repeat and create actions in response to a stimulus.</li> <li>2. LI- Copy, create and perform actions considering dynamics.</li> <li>3. LI- Create a short dance phrase showing a change in speed.</li> <li>4. LI- Copy, repeat and create movement patterns in response to a theme.</li> <li>5. LI- Create and perform using unison, mirroring and matching.</li> <li>6. LI- Remember and repeat actions and dances as a group.</li> </ol>	<p><b>YOGA</b></p> <ol style="list-style-type: none"> <li>1. LI- Copy and repeat yoga poses.</li> <li>2. LI- Develop an awareness of strength when completing yoga poses.</li> <li>3. LI- Develop an awareness of flexibility when completing yoga poses.</li> <li>4. LI- Copy and remember actions linking them into a flow.</li> <li>5. LI- Create a flow, perform and teach it to a partner.</li> <li>6. LI- Explore poses and create a yoga flow.</li> </ol>
<p>PE OUTDOOR</p>	<p><b>BALL SKILLS</b></p> <ol style="list-style-type: none"> <li>1. LI- Develop rolling a ball to hit a target.</li> <li>2. LI- Develop stopping a rolling ball.</li> <li>3. LI- Develop dribbling a ball with your feet.</li> <li>4. LI- Develop kicking a ball.</li> <li>5. LI- Develop throwing and catching.</li> <li>6. LI- Develop dribbling a ball with your hands.</li> </ol>	<p><b>INVASION GAMES</b></p> <ol style="list-style-type: none"> <li>1. LI- Understand what being in possession means.</li> <li>2. LI- Explore ways to score goals and attack.</li> <li>3. LI- Explore ways to stop goals and defend.</li> <li>4. LI- Explore how to gain possession.</li> <li>5. LI- Mark an opponent to defend.</li> <li>6. LI- Apply simple tactics for attacking and defending.</li> </ol>	<p><b>STRIKING AND FIELDING GAMES</b></p> <ol style="list-style-type: none"> <li>1. LI- Track a rolling ball and collect it.</li> <li>2. LI- Develop underarm throwing and catching to field.</li> <li>3. LI- Develop overarm throwing to limit a batter's score.</li> <li>4. LI- Develop hitting for distance to score.</li> <li>5. LI- Be able to get a batter out.</li> </ol>	<p><b>NET AND WALL GAMES</b></p> <ol style="list-style-type: none"> <li>1. LI- Use the ready position to defend space on court.</li> <li>2. LI- Develop returning a ball with hands.</li> <li>3. LI- Play against a partner.</li> <li>4. LI- Develop racket skills and use them to return a ball.</li> <li>5. LI- Develop returning a ball using a racket.</li> <li>6. LI- Play against an opponent using a racket.</li> </ol>	<p><b>FITNESS</b> (Coach James)</p> <p>Sessions planned and led by Coach James.</p> <p>Both teacher and HLTA to be out supporting every session.</p>	<p><b>ATHLETICS</b></p> <ol style="list-style-type: none"> <li>1. Develop the sprinting action (Include run off for sports day)</li> <li>2. Develop jumping for distance.</li> <li>3. Develop jumping for height.</li> <li>4. Develop throwing for distance.</li> <li>5. Develop throwing for accuracy.</li> </ol>

			6. LI- Apply the rules of the game to play fairly.			6. Apply technique in an athletics carousel.
Music	<b>FLIGHT- PITCH NOTATION +HARVEST PERFORMANCE</b>	<b>CHRISTMAS- PRODUCTION SONGS</b>	<b>JUPITER</b>	<b>SAILING THE HIGH SEAS</b>	<b>AUSTRALIA- RHYTHM/ IMPROVISATION</b>	<b>SEASONS- VIVALDI</b>
MFL - Spanish "La Jolie Rond" ( ) = lesson number	<b>LA JOLIE ROND</b> 1. Action song (1) 2. Enjoying a short story (2) 3. Repeated language in story (3) 4. Join in with story (4) 5. Colours (5) 6. Recall colours using objects (5)	<b>LA JOLIE ROND</b> 1. Colours recap (5) 2. Colours turn taking (6) 3. Colours learning through play (7) 4. Sports kit (9) 5. Christmas (13/14) 6. Christmas (13/14) 7. <i>catch up if needed</i>	<b>LA JOLIE ROND</b> 1. Name of shapes (8) 2. Playground games (10) 3. Clapping game (11) 4. Playground games around world (12) 5. Fruit- apple/ pear/ orange (15) 6. Fruit shop- how much (16)	<b>LA JOLIE ROND</b> 1. Fruit shop- quantities (17) 2. Fruit shop- song (18) 3. Fruit shop- role play (19) 4. Exploring dance (20) 5. Traditional dancing (21)	<b>LA JOLIE ROND</b> 1. Seaside- vocab (24) 2. Seaside- coastlines (25) 3. Food at seaside (27) 4. Food at seaside (28) 5. Holiday song (30)	<b>LA JOLIE ROND</b>