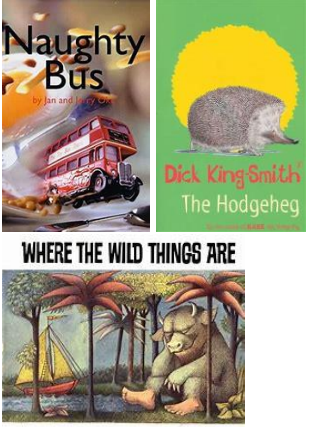









Year 1 Curriculum Map

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>ENGLISH</p>	<p>Power of Reading book (s)</p> <p>Archaic text Narrative complex text</p> <ul style="list-style-type: none"> Naughty Bus The Hodgeheg Where the Wild Things Are  <p>WHERE THE WILD THINGS ARE</p> <p>STORY AND PICTURES BY MAURICE SENDAK</p> <p>Resistant text</p> <ul style="list-style-type: none"> The Colour Monster  <p>Writing Genres</p> <ul style="list-style-type: none"> Narrative writing Descriptive writing Journals and letters <p>Phonics Focus</p> <ul style="list-style-type: none"> Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each <p>Spelling Rules</p> <ul style="list-style-type: none"> Review tricky words from phase 2-4 <p>Ready to write</p>	<p>Power of Reading book (s)</p> <p>Non- linear text Resistant text</p> <ul style="list-style-type: none"> The Diary of a Killer Cat Poems to Perform- Julia Donaldson Father Christmas – Raymond Briggs  <p>Writing Genres</p> <ul style="list-style-type: none"> Poetry writing Recount (Diary) Instructions <p>Phonics Focus-</p> <ul style="list-style-type: none"> /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw <p>Spelling Rules</p> <ul style="list-style-type: none"> New tricky words: their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want <p>Grammar</p> <ul style="list-style-type: none"> Introduction into capital letters to demarcate sentences. 	<p>Power of Reading book(s)</p> <p>Narrative complex text</p> <ul style="list-style-type: none"> The Magic Finger Orion and the Dark  <p>Writing Genres</p> <ul style="list-style-type: none"> Narrative writing Poetry writing Letters- postcards <p>Phonics Focus-</p> <ul style="list-style-type: none"> /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup <p>Spelling Rules</p> <ul style="list-style-type: none"> New tricky words : any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work <p>Grammar</p> <ul style="list-style-type: none"> Joining words and joining clauses using 'and'. 	<p>Power of Reading book (s)</p> <p>Archaic text Narrative complex text</p> <ul style="list-style-type: none"> Beegu The Bee Who Spoke By Al MacCuish (N)  <p>Writing Genres</p> <ul style="list-style-type: none"> Descriptive writing Persuasive writing Instructions <p>Phonics Focus-</p> <ul style="list-style-type: none"> /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor <p>Spelling Rules</p> <ul style="list-style-type: none"> New tricky words: once, laugh, because, eye <p>Grammar</p> <ul style="list-style-type: none"> Using capital letters for names of people, places, the days of the 	<p>Power of Reading book (s)</p> <p>Information text Resistant text Narrative complex text</p> <ul style="list-style-type: none"> I Want My Hat Back By Jon Klassen The Emperors Egg Pattan's Pumpkin  <p>Writing Genres</p> <ul style="list-style-type: none"> Descriptive writing Information texts Narrative Letters <p>Phonics Focus-</p> <ul style="list-style-type: none"> Phonics screening check review – no new GPCs or tricky words <p>Spelling Rules</p> <ul style="list-style-type: none"> New tricky words: busy, beautiful, pretty, hour, move, improve, parents, shoe <p>Grammar</p> <ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, dog, dogs; wish,wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives[negation, for 	<p>Power of Reading book (s)</p> <p>Narrative complex text Resistant text</p> <ul style="list-style-type: none"> 10 Things I Can Do to Help My World By Melanie Walsh (N) Poems to Perform - Part 2  <p>Writing Genres</p> <ul style="list-style-type: none"> Information text Descriptive Writing Poetry <p>Phonics Focus-</p> <ul style="list-style-type: none"> /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large / sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more <p>Spelling Rules</p> <p>No new tricky words- recap all previous words.</p> <p>Grammar</p> <ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, dog, dogs; wish,wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives[negation, for



Year 1 Curriculum Map

- Leaving spaces between words
- Separation of words with spaces

- Introduction into full stops to demarcate sentences.
- Name the letters in the alphabet in order.
- Begin to form lowercase letters in the correct direction, starting and finishing in the right direction.
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

- How words can combine to make sentences.
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Introduction to exclamation marks to demarcate sentences.
- Beginning to punctuate sentences using an exclamation mark
- *Recap previous half term's focus*

- week and the personal pronoun 'I'
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- *Recap previous term's focus.*

- needed in the spelling of root words (e.g. *helping, helped, helper*)
- How the prefix *un-* changes the meaning of verbs and adjectives[negation, for example, *unkind, or undoing: untie the boat*]
- Recap capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun *I*
- *Recap Autumn 1, 2, Spring 1 and Spring 2.*

- example, *unkind, or undoing: untie the boat*]
- Recap capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun *I*
- *Recap all grammar previously taught,*

MATHS

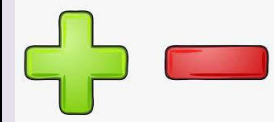
Numbers to 10

- Represent, compare and explore numbers within 10
- One more and one less
- Doubling and halving



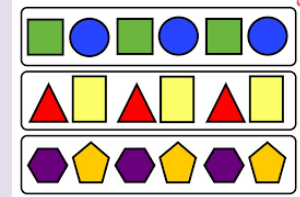
Addition and Subtraction within 10

- Represent and explain addition and subtraction
- Commutativity
- Addition and subtraction facts



Shape and patterns

- Identify, describe, sort and classify 2-D and 3-D shapes
- Investigate repeating patterns
- Use and follow instructional and positional language



Numbers to 20

- Identify, represent, compare and order numbers to 20
- Doubling and halving
- One more and one less



Addition and Subtraction within 20

- Represent and explain addition and subtraction strategies including 'Make Ten'
- Use known facts to add and subtract

Time

- Read, write and tell the time to o'clock and half past on analogue clock
- Sequencing daily activities
- Whole and half turns linked to time



Exploring Calculation Strategies within 20

- Model, explain and choose addition and subtraction strategies

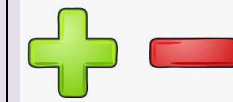


Numbers to 50

- 2-digit numbers – represent sequence, explore, compare.
- Count in 2s, 5s and 10s
- Describe and complete number patterns

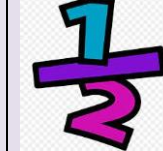
Addition and Subtraction within 20

- Illustrate, explain and link addition and subtraction with equations
- Apply 'Make Ten' strategy
- Use language to quantify and compare difference



Fractions

- Identify 1/2 and 1/4 of a shape or object
- Find 1/2 and 1/4 of a quantity



Measures: Lengths and Mass

- Compare and measure lengths and mass using cm and kg
- Doubling and halving



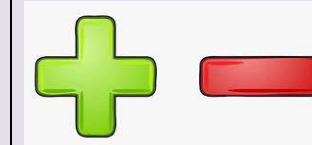
Numbers 50 to 100 and beyond

- Read, write, represent, compare and order numbers to 100
- One more / fewer, ten more / fewer
- Identify number patterns



Addition and Subtraction

- Explore addition and subtraction involving 2-digit numbers and ones
- Represent and explain addition and subtraction with regrouping
- Investigate number bonds within 20



Money

- Name coins and notes and understand their value
- Represent the same value using different coins
- Find change

Multiplication

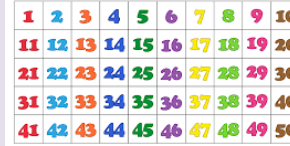
- Share equally into groups
- Doubling
- Link halving to fractions
- Add equal groups
- Explore arrays



Measures: Capacity and Volume

- Compare capacities, volumes and lengths
- Explore litres
- Apply understanding of fractions to capacity





HISTORY/GEORGRAPHY

Geography
My Local Area

- Discuss where we go to school and what it is like there.
- Investigate what it is like in the local area.
- Investigate what it is like in the local area.
- Compare what is like to live and work in the local area.
- Draw a map of the local area.
- Respond to enquiry based questions.



History
Toys in Time

- Investigate what different types of toys there are.
- Describe my favourite toy.
- Discuss which toys our parents and grandparents played with.
- Investigate how we know some toys are from the past.
- Put toys into chronological order.
- Discuss our topic findings.



History
Transport and Travel

- Describe how we travel around today.
- Explore transport that people used in the past.
- Explore how boats have changed over time.
- Investigate how cars have changed since they were invented.
- Compare what it is like to travel by today with the past.
- Compare how bicycles have changed since they were first invented.
- Compare how the first trains are different from trains today.
- Discuss why underground railways were built.
- Explore how air travel has changed over time.
- Explore how humans have travelled in space.



Geography
The United Kingdom

- Become familiar with maps of the United Kingdom and learn to recognise its shape and to locate it on a world map and a globe
- Identify England, Northern Ireland, Scotland and Wales, as well as their capital cities
- Learn how to locate their own town/city within the United Kingdom
- Develop contextual knowledge of the location of significant places within the UK – including their defining physical and human characteristics
- Learnt how to recognise the 4 countries individual flags, as well as the Union Jack and what it represents
- Begin to develop an understanding of the concept of union



History
Our Seaside: Now and Then

- Discuss what is the seaside and where it is.
- Investigate the features of the seaside.
- Investigate what people do at the seaside do today.
- Explore what seaside holidays were like in the past.
- Explore how seaside holidays have changed over time.
- Plan a trip to the seaside.





SCIENCE

Chemistry

Everyday Materials

Children will learn

- what materials are and the names of different materials
- what different materials look like
- which materials different objects are made from
- what some the properties of different materials are and if materials can have other properties
- some properties are easy to see but others need to be investigated
- how the properties of materials mean they are used to make certain objects
- how to group, sort, and compare objects and materials



Physics

Autumn and Winter

Children will learn to:

- names of the four seasons
- Know which months are in each of the four seasons.
- recognise and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals
- recognise and name a variety of common animals that are carnivores, herbivores, and omnivores
- know similarities and differences across a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets)
- recognise and name the basic parts of the human body and say which part of the body is associated with each sense



Biology

Amazing Animals

Children will learn to:

- recognise and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals
- recognise and name a variety of common animals that are carnivores, herbivores, and omnivores
- know similarities and differences across a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets)
- recognise and name the basic parts of the human body and say which part of the body is associated with each sense



Physics

The Seasons: Spring and Summer

Children will learn:

- how the weather changes from winter to spring
- what happens to plants and animals in spring and summer
- what changes can be seen in the weather from spring to summer
- understand how the changing seasons can affect humans



Biology

Common Plants





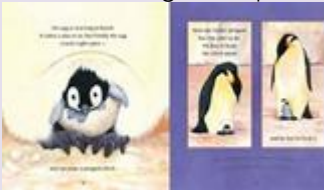
Children will learn:

- what a plant is and the basic parts of a plant
- recognise and name common garden plants
- recognise and name common wild plants
- recognise and name different types of trees
- know why plants are important













Year 1 Curriculum Map









<p>ART/ D&T</p>	<p>Art - Drawing Spiral Snails</p> <p><u>Disciplines:</u> Drawing, Collage, Sketchbooks</p> <p>Key Concepts: That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others.</p> <p><u>Children are:</u> enabled to build an understanding about the way they can make marks on a drawing surface. Exploring how the way they hold a drawing tool, and move their bodies, will affect the drawings they make. beginning to explore mark-making and experiment with how they can use the marks they make in their drawings.</p> <p>introduced to the fact that they can make drawings as a result of observation, without a seen subject matter. (i.e. from action or imagination) and that they can make drawings as a result of observation. Through their drawings children are able to talk about what they can see and how it makes them feel.</p> 	<p>Design Technology</p> <p>Cooking and Nutrition -Fruit Salad</p> <p>Technical knowledge: Benefits of fruit and vegetables. Understand where food comes from.</p> <p>Pupils will learn to:</p> <p>Design</p> <ul style="list-style-type: none"> Explain which tools I need to use. Explain (in words and pictures) what I want to do. <p>Make</p> <ul style="list-style-type: none"> With support choose and use the appropriate tools to complete a task. Use tools safely to complete a task. <p>Evaluate</p> <ul style="list-style-type: none"> Use key vocabulary to describe what I did. Complete a taste test. Evaluate fruit salad against design criteria. 	<p>Art - Print making</p> <p><u>Discipline:</u> Printmaking, Collage, Drawing</p> <p>Key Concepts: That we can make a "plate" from which to "print" That there is a relationship between plate and print: e.g. negative / positive. That we can use print to create "multiples"</p> <p>That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.</p> <p><u>Children are:</u> exploring the world about them as a way to begin to understand the concept of "print". using their own bodies, then things they collect around them, to create a variety of prints. They use their hands and feet to make prints, and they take rubbings of textures from the environment around them. making "plates" by making impressions in plasticine, and then by using printing foam. exploring how they can build up images by creating multiples, and use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p> 	<p>Design Technology</p> <p>Puppets</p> <p>Technical knowledge Design for a purpose, understand how to use tools and different materials.</p> <p>Pupils will Design</p> <ul style="list-style-type: none"> Design a functional and appealing product Communicate their ideas. <p>Make</p> <ul style="list-style-type: none"> Use a range of techniques and tools Select materials Join materials Produce a finished product <p>Evaluate</p> <ul style="list-style-type: none"> Explore the materials used and if they are fit for purpose Understand that the model is 3D and made by using 2 identical shapes 	<p>Art - Watercolour</p> <p><u>Disciplines:</u> Painting (Watercolour)</p> <p>Key Concepts: That watercolour paint has special characteristics. That we can use the elements of surprise and accident to help us create art. That we can develop our painting by reflecting upon what we see and adding new lines and shapes to help develop imagery.</p> <p><u>children are:</u> introduced to watercolour, through an open and exploratory approach. discovering what watercolour can do, how it acts and how they can "control" it, but also how the watercolour itself can help reveal the "story" of the painting.</p> 	<p>Design Technology</p> <p>Mechanisms- A Flapbook Page from The Emperor's Egg</p> <p>Technical Knowledge: Flaps and Hinges (How they work) – associated vocabulary relating to basic forces.</p> <p>Pupils will learn to:</p> <p>Design</p> <ul style="list-style-type: none"> Discuss and create a plan for what I am making. Communicate ideas through talking, drawing and templates. <p>Make</p> <ul style="list-style-type: none"> Combine and join materials together. Cut and shape materials. <p>Evaluate</p> <ul style="list-style-type: none"> Evaluate my design, what worked and what I would change or improve. 
<p>RE</p>	<p>Religion: Christianity Theme: The Creation story Concept: God/ creation Key Question: Does God want Christians to look after the world. Children will learn to:</p> <ul style="list-style-type: none"> Say how it felt to make something and how they think their creation should be treated. Re-tell the Christian Creation story and say some things that they believe God created on different days. Start to talk about how they think the world got here. 	<p>Religion: Christianity Theme: The Christmas story Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem? Children will learn to:</p> <ul style="list-style-type: none"> Talk about a gift that is special to them and explain how they felt receiving it. Recall the Christmas story including identifying the gifts given to Jesus. Suggest a gift they would give to Jesus and begin to think about why he is important to Christians (Incarnation) 	<p>Religion: Christianity Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Children will learn to:</p> <ul style="list-style-type: none"> Talk about times they have been a good friend. Recall a story about Jesus and His friends and say how he showed friendship in the story. Say how Jesus tried to be a good friend. 	<p>Religion: Christianity Theme: Easter- Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Children will learn to:</p> <ul style="list-style-type: none"> Discuss how they might treat a special person and say why. Recall the Easter story. Recognise some symbols in the Easter story. Recognise that Jesus is special to Christians 	<p>Religion: Judaism Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Children will learn to:</p> <ul style="list-style-type: none"> Explain why a particular day of the week is my favourite and why. Talk about when they would share a special meal. Use the right names for things that are special to Jewish people during 	<p>Religion: Judaism Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Children will learn to:</p> <ul style="list-style-type: none"> Share how it feels to forgive someone. Talk about what Rosh Hashanah and Yom Kippur is about. Suggest an important part of Rosh Hashanah or Yom Kippur. Give a reason why one of the pictures they chose is important to Jewish children at Rosh Hashanah or Yom Kippur.



Year 1 Curriculum Map

			<ul style="list-style-type: none"> Say how Christians show friendship and how God helps them do this. 	<p>and start to explain their beliefs about Him.</p> 	<p>Shabbat and explain why.</p> <ul style="list-style-type: none"> Start to explain how certain beliefs affect decision making. 	
MUSIC	<p>Unit 1: How Do We Make Friends When We Sing Together?</p> <p>Introducing a beat through Hip hop, Jazz, Pop, Gospel and Classical music.</p>	<p>Unit 2: How Does Music Tell Us Stories About The Past?</p> <p>Christmas Nativity</p> <p>Adding rhythm and pitch into reggae, 20 and 21st Century orchestral, pop and gospel music.</p>	<p>Unit 3: How Does Music Make the World a Better Place?</p> <p>Introducing tempo and dynamics through pop, waltz, reggae, funk, lullaby, 20 and 21st century orchestral.</p>	<p>Unit 4: How Does Music Help Us To Understand Our Neighbours?</p>	<p>Unit 5: What Songs Can We Sing To Help Us Through The Day?</p> <p>Information on planning not released from Charanga</p> <p>+ Virtual Big Sing 2022</p>	<p>Unit 6: How Does Music Teach Us About Looking After Our Planet?</p> <p>Information on planning not released from Charanga</p> <p>+ Virtual Big Sing 2022</p>
See progression document.						
PSHE	<p>New beginnings</p> <p>Children in Year 1 will focus on the transition from EYFS to KS1 and prepare for any changes this brings. They will learn how to show respect in listening to class discussions. They will have an understanding of the learning process including valuing resilience.</p> <ul style="list-style-type: none"> How do we demonstrate respect? What are the differences between EYFS and Year 1? How can I climb out of the learning pit? How can I be a resilient learner? 	<p>Feelings and special people</p> <p>Children will learn to recognise emotions both within themselves and others. They will learn how to make secure and healthy relationships based on mutual respect and happiness. Children will understand the importance of families and understand a range of different families and how these support us. Children will be supported by Tender as part of the RE:SET Healthy Relationships Programme.</p> <ul style="list-style-type: none"> What are feelings and how can I show them? How can emotions change people's behaviour? What makes me special? Who are the special people in my life? 	<p>Staying safe</p> <p>Children will have an understanding of their rights as well as the responsibilities that support this. They will understand how to assess risk and consequences of unsafe choices. Children will learn how to keep themselves safe in a range of contexts including online, at home and in school.</p> <ul style="list-style-type: none"> What keeps me safe at school? What keeps me safe outside? Learn to understand that people and other living things have rights and that everyone has responsibilities. To know how to assess risk and understand the consequences of unsafe choices. To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to identify things that might be dangerous in our homes. 	<p>Healthy me</p> <p>Children will learn how to stay healthy in a range of contexts including sugar consumption, online and in the sun.</p> <ul style="list-style-type: none"> How does exercise keep me healthy? Why is sugar bad for my teeth? How much sugar is in my lunch? How can being online be unhealthy? How can we keep healthy in the sun? 	<p>Money matters</p> <p>Children will have an understanding of where their own, and their family's money comes from and how society keeps it safe.</p> <ul style="list-style-type: none"> Know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. Know about the role that money plays in their lives, including how to keep it safe, choices about spending or saving money and what influences those choices. 	<p>Transition</p> <p>This module focuses on the transition to a new year group including supporting feelings of change and target setting.</p> 



			<ul style="list-style-type: none"> • How to keep ourselves safe at home. • When and how to dial 999 responsibly and safely. 			
COMPUTING	<p>Digital Literacy E-safety</p> <p>Revisited throughout the academic year.</p> <p>The children will learn...</p> <ul style="list-style-type: none"> • To recognise common uses of technology beyond school • To keep their password private and talk about personal information • To talk about why it's important to be kind and polite • To identify where to go for help and support when they have concerns 	<p>Information Technology Microsoft Word and researching online</p> <p>The children will learn...</p> <ul style="list-style-type: none"> • To use technology to collect information • To use links to websites to find information • To sort different kinds of information • To use the keyboard on a device to enter text • To save and open files with support 	<p>Information Technology Paint</p> <p>The children will learn...</p> <ul style="list-style-type: none"> • To be creative with technology • To use different colours and brush tools to develop my artwork • To create shapes and fill areas with colour • To 'undo' and 'redo' my actions to improve my work 	<p>Digital Literacy Digital cameras</p> <p>The children will learn...</p> <ul style="list-style-type: none"> • To recognise common uses of technology and begin to identify their benefits • To be creative with technology • To use a digital camera to create digital content • To save and retrieve digital photos with support. 	<p>Computer Science Programmable toys</p> <p>The children will learn...</p> <ul style="list-style-type: none"> • To give instructions to a friend and follow their instructions to move around • To describe what happens when they press buttons on a programmable toy • To press the buttons in the correct order to make a programmable toy do what they want • To describe what actions make something happen and begin to use the word algorithm • To begin to predict what will happen for a short sequence of instructions • To use the word debug when correcting mistakes in a program 	
PE	<p>Health and Fitness</p> <ul style="list-style-type: none"> • I can follow basic aerobic steps. • I can take part in a simple interval circuit including jogging, jumping, bending and stepping. • I can describe how my body feels before, during and after an activity. • I can describe which organs work hard during exercise. • I can label the human body parts on a diagram. 	<p>Gymnastics</p> <ul style="list-style-type: none"> • I can control my body when travelling. • I can control my body when balancing. • I can perform 3-point balances. • I can demonstrate simple rolls. • I can carry and set up equipment safely with help. • I can describe what a controlled balance looks like. • I can explain what makes a good gymnast. 	<p>Dance –Pop</p> <ul style="list-style-type: none"> • I can copy simple moves . • I can remember short sequences. • I can use some dance vocabulary during explanations.  <p>Basketball</p>	<p>Tag Rugby</p> <ul style="list-style-type: none"> • I can throw the ball sideways. • I can receive a backwards pass • Find an appropriate space to receive a pass. • I can explain the two ways to pass in tag rugby. 	<p>Tennis</p> <ul style="list-style-type: none"> • I can roll a ball in a straight line. • I can balance a ball on a racquet. • I can hit a ball with a racquet. • I can explain, using appropriate language, how to hit the ball with a racket. 	<p>Athletics</p> <ul style="list-style-type: none"> • I can run in a straight line and stop when needed. • I can jump safely from two feet. • I can explain why it is safe to bend my knees when I land a jump.  <p>Cricket</p> <ul style="list-style-type: none"> • I can throw a cricket ball underarm in a straight line • I can hold bat accurately



Hockey

- I can stay in a 'zone' during a game.
- I can follow rules.
- I can hit the ball accurately
- I can explain how to use the equipment safely.
- I can explain how to hold a hockey stick appropriately.
- I can explain how to hit the ball appropriately.



Badminton

- I can throw an object underarm
- I can hit object with a racquet
- I can serve ball to partner
- I can explain the different equipment used in Badminton.
- I can explain how you win a point in badminton.
- I can explain how to throw the shuttlecock underarm.



- I can bounce the ball with two hands whilst walking
- I can receive a bounce pass from a teammate.
- I can explain how to dribble a ball.



Football

- Kick a ball to a partner
- I can dribble to ball in a straight line
- I can explain which part of my foot I kick the ball with
- I can explain how to play a game of football



Netball

- I can throw a ball with two hands
- I can demonstrate a bounce & chest pass
- I can keep my feet on the ground when in possession of the ball
- I can explain how many players make up a netball team
- I can explain how to pivot before passing the ball



- I can roll ball in straight line
- Explain the equipment used in cricket
- Explain the different between batting and fielding

