

Year 1

Spring 1 Katie Morag
Spring 2 London



Katie Morag



Subject	NC Objective	Skills	Knowledge	Vocabulary																																		
<p style="text-align: center;">Science</p>	<p>Seasons To observe changes across the 4 seasons To observe and describe weather associated with the seasons and how day length varies</p>	<p>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>	<p>To know that different times of the year experience different weather conditions. To know different weather patterns for different seasons. To understand the difference in the environments in the seasons. To understand the link between temperature and weather. To know that day lengths vary in different seasons. To know the 4 different seasons. To understand why we have seasons. To know which months correlate to which seasons.</p> <p>Assessment Can you name the 4 seasons of the year? Which months are in each season? Can you explain the different weather patterns in the 4 seasons? Can you explain how the length of the days change in the different seasons? Can you explain how the temperature affects the weather?</p>	<table border="0"> <tr> <td>Environment patterns</td> <td>Light clouds</td> </tr> <tr> <td>Summer</td> <td>Temperature</td> </tr> <tr> <td>Autumn</td> <td>Hot</td> </tr> <tr> <td>Spring</td> <td>Cold</td> </tr> <tr> <td>Winter</td> <td>Snow</td> </tr> <tr> <td>Day</td> <td>Rain</td> </tr> <tr> <td>Night</td> <td>Dark</td> </tr> <tr> <td>Season</td> <td>Weather</td> </tr> <tr> <td>Sun</td> <td>Months</td> </tr> <tr> <td>Moon</td> <td>Days</td> </tr> <tr> <td>Night</td> <td></td> </tr> </table>	Environment patterns	Light clouds	Summer	Temperature	Autumn	Hot	Spring	Cold	Winter	Snow	Day	Rain	Night	Dark	Season	Weather	Sun	Months	Moon	Days	Night													
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<p style="text-align: center;">Geography</p>	<p>Locational knowledge To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and physical geography To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Geographical skills and fieldwork To use world maps, atlases and globes to identify the United Kingdom and its countries, To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p><u>Knowledge & Understanding</u> Identify the similarities and differences between the local environment and one other place. Explain what changes are taking place in the local environment. Ask and respond to questions about places/environment.</p> <p><u>Practical</u> Draw a simple map (e.g. of an imaginary place from a story), labelling particular features. Use maps, pictures and stories to find out about different places. Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in the fieldwork.</p>	<p>To know the differences between where we live and a small Island like Struay To know the similarities between where we live and fictional Struay. To be able to label a map with key features of Struay To know how to read maps to locate different places. To use language associated with position when explaining locations and geographical features. To know that the fictional island is based around The Isle of Coll.</p> <p>Assessment Can you explain the differences between where we live and Struay? Can you explain the similarities between where we live and Struay? Can you use a map/atlas to locate geographical features/landmarks?</p>	<table border="0"> <tr> <td>Landmarks</td> <td>Local environment</td> </tr> <tr> <td>UK</td> <td>Island</td> </tr> <tr> <td>United Kingdom</td> <td>Sea</td> </tr> <tr> <td>Map</td> <td>Ocean</td> </tr> <tr> <td>Atlas</td> <td>Beach</td> </tr> <tr> <td>Globe</td> <td>mountain,</td> </tr> <tr> <td>Front behind</td> <td>farm</td> </tr> <tr> <td>Next to</td> <td>field</td> </tr> <tr> <td>far away</td> <td>tractor</td> </tr> <tr> <td>Near to</td> <td>fishing</td> </tr> <tr> <td>Weather</td> <td>boats</td> </tr> <tr> <td>Patterns</td> <td>tide</td> </tr> <tr> <td>Geographical</td> <td>pier,</td> </tr> <tr> <td>Location</td> <td>peat</td> </tr> <tr> <td>Temperature</td> <td>hillside</td> </tr> <tr> <td>Similarities</td> <td>mainland</td> </tr> <tr> <td>Differences</td> <td>bay</td> </tr> </table>	Landmarks	Local environment	UK	Island	United Kingdom	Sea	Map	Ocean	Atlas	Beach	Globe	mountain,	Front behind	farm	Next to	field	far away	tractor	Near to	fishing	Weather	boats	Patterns	tide	Geographical	pier,	Location	peat	Temperature	hillside	Similarities	mainland	Differences	bay
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<p>Art</p>	<p>To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Develop collages, based on a simple drawing, using papers and materials building using sticks/rocks/leaves etc). Work from observations of known objects. Use imagination to form simple images from given starting points or a description. Begin to collect ideas in sketchbooks. Work with a wide range of materials. Begin to think what materials best suit the task Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures. Begin to form own 3D pieces.</p>	<p>To use a range of materials such as sticks, rocks and leaves to create a collage of The Isle of Struay/Isle of Coll. Assessment Can you identify a range of materials which can be used to represent features on The Isle of Coll/Struay? Can you position materials appropriately for the desired effect?</p>	<table border="0"> <tr> <td>Representations</td> <td>Leaves</td> </tr> <tr> <td>Similarities</td> <td>Stones</td> </tr> <tr> <td>Textures</td> <td>Gravel</td> </tr> <tr> <td>Features</td> <td>Sand</td> </tr> <tr> <td>Wood</td> <td>Soil</td> </tr> <tr> <td>Straw</td> <td>Positon</td> </tr> <tr> <td>Grass</td> <td></td> </tr> </table>	Representations	Leaves	Similarities	Stones	Textures	Gravel	Features	Sand	Wood	Soil	Straw	Positon	Grass	
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<p>DT</p>	<p>Design To design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate To explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge To build structures, exploring how they can be made stronger, stiffer and more stable To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Plan and communicate ideas Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make. Model their ideas in card and paper. Develop their design ideas applying findings from their research.</p> <p>Make (technical knowledge) Make their design using appropriate techniques. With help, measure, mark out, cut and shape a range of materials. Assemble, join and combine materials and components together using a variety of temporary methods, e.g. glue or masking tape. Use simple finishing techniques to improve the appearance of their product.</p> <p>Evaluate Evaluate their product by discussing how well it works in relation to the purpose. Evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>To analyse the features of a lighthouse. To plan and design their own model of a lighthouse. To identify appropriate materials to be used to create their design. To use the correct techniques when creating their lighthouse. To evaluate their finished product against their design. To identify their own strengths and areas of development.</p> <p>Assessment Can you identify the features of a lighthouse? Can you design a lighthouse with the correct features? Can you select appropriate materials and explain your choices? Can you use joining techniques effectively to combine materials? Can you identify a strength of your finished product? Can you say what you would improve by comparing your design and your finished product?</p>	<p>Lighthouse</p> <p>Features Generate Research Measure Technique Cut Material Join Combine Glue Tape Finishing Evaluate Purpose</p>														
<p>Computing</p>	<p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions To create and debug simple programs To use logical reasoning to predict the behaviour of simple programs</p>	<p>Computer Science: Understand what algorithms are. Understand that programs respond to inputs to do different things. Can give precise instructions for a program to work successfully. When a computer does something it is following instructions called code.</p>	<p>Give instructions to each other in pairs Use counters to investigate how far Bee-Bot moves with one forward press and how much Bee-Bot turns with the right turn or left turn buttons Draw their own 'town' on a large sheet of paper and plan routes for Bee-Bot Self-assess their confidence to implement their algorithm as a program</p>	<p>Instructions Bee Bot Turn Right Left Forwards Backwards Algorithms Program</p>														



		<p>Information Technology: Solve a problem using ICT. Discuss and share how and when they use ICT in everyday life.</p>	<p>Use the pause button when traffic lights are added to their town Use the word algorithm (it is not expected they fully understand the word at this stage)</p> <p>Assessment Can you give instructions to a friend and follow their instructions to move around? Can you describe what happens when you press buttons on a robot? Can you describe what actions you I need to do to make something happen? Can you begin to predict what will happen for a short sequence of instructions? Can you use the word debug when you correct mistakes when I program?</p>	<p>Sequence Bebug</p>
<p>Music</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Performing (singing/playing): To take turns in a performance with others. Sing with a sense of melody.</p> <p>Improvising and experimenting: Make sounds in different ways, including hitting, blowing and shaking. Copy a simple rhythm by clapping or using percussion. Begin to represent sounds with drawings.</p> <p>Listening, developing knowledge and understanding: Listen to a piece of music— identifying if it is fast or slow (tempo), happy or sad. Talk about the songs/pieces of music which they enjoy. State what they like and dislike about a piece of music.</p>	<p>Machines (Beat) Playing and maintaining a steady beat Sequencing sounds Playing to a steady beat Playing at different speeds (tempi) Controlling changes in speed (tempi)</p> <p>Assessment Can you maintain a steady beat whilst playing an instrument? Can you play at different speeds? Can you keep control whilst changing the speed at which you're playing?</p> <p>Seasons (Pitch) Identifying changes in pitch and responding to them with movement Contrasting changes in pitch with changes in dynamics (volume) Relating pitch changes to graphic symbols and performing pitch changes vocally Listening and responding to pitch changes with movement Listening and responding to a falling pitch signal Distinguishing between pitched and unpitched percussion sounds Listening in detail to a piece of orchestral music</p> <p>Assessment Can you respond to pitch through movement? Can you create contrast between the pitch and the dynamics (volume)?</p>	<p>Beat Sequence Steady Speed Tempo Tempi Control Changes Instrument Pitch Contrast Graphic Symbol Dynamics Vocal Voice Signal Orchestral Percussion Unpitched Untuned</p>



			<p>Can you change the pitch of your voice? Can you identify tuned and untuned instruments through listening? Can you listen in detail to a piece of orchestral music and describe your feelings?</p>	
PE	<p>To perform dances using simple movement patterns</p>	<p>Accurately shadow a partner's movements. Create simple movement patterns, showing awareness of rhythm. Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words.</p>	<p>Respond to different stimuli with a range of actions Copy and explore basic body actions demonstrated by the teacher Copy simple movement patterns from each other and explore the movement Choose movements to make into their own phrases with beginnings, middles and ends Practice and repeat their movement phrases and perform them in a controlled way Know where their heart is and understand why it beats faster when exercising Use simple dance vocabulary to describe movement Talk about dance, linking movement to moods, ideas and feelings To identify and show their understanding.</p> <p>Assessment Can you create a sequence of body movements? Can you control movements and transitions? Can you and your partner perform a sequence together in time?</p>	<p>Routine Partner Shadow Movement Explore Control Coordination Space Sequence Safe Technical Pattern Beginning Middle End Stimuli Actions</p>
PSHE	<p>Dreams and Goals To set simple goals. To work out how to achieve it. To understand how to work well with a partner. To tackle a new challenge and understand that it may stretch my learning. To identify obstacles that make it difficult to achieve my goals and work out how to achieve them. To tell you how I felt when I succeeded in a challenge and how I celebrated it.</p>		<p>To identify my success and achievements To know how I learn best To celebrate achievement with my partner. To identify how I feel when I am faced with a new challenge. To know how I feel when I see obstacles and how I feel when I overcome them. To know how to store feelings of success in my internal treasure chest.</p> <p>Assessment Can you identify your own successes and achievements that have made you feel proud? Can you celebrate appropriately? Can you work with other people that will help you succeed?</p>	<p>Obstacles Goal Successes Achievements Celebrate Partner Overcome Stretch learning Problem solving Challenge Succeed Proud</p>
RE	<p>Jesus As a Friend To identify when it is easy or difficult to show good friendship. To explore when Jesus may have found it difficult to show good friendship and why.</p>		<p>To explore whether it was always easy for Jesus to show friendship. To think about what can be learnt from religious traditions.</p>	<p>Friendship Religion Jesus He</p>

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		<p>To share my opinion on whether you should follow religious leaders and teachings.</p> <p>Assessment Can you explain why Jesus always showed friendship? What have you learnt from religious traditions? Do you think people should follow religious leaders and teachings? Why?</p>	<p>Friend Bible Tradition Leader Teaching Behaving Follower</p>
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Subject	NC Objective	Skills	Knowledge	Vocabulary																																		
<p>Science</p>	<p>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Read and spell scientific vocabulary at a level consistent with their increasing word and spelling knowledge at Key Stage 1.</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>	<p>To identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>To describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets)</p> <p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Assessment</p> <p>Can you explain what are the parts of our body?</p> <p>Can you explain your senses and what they are used for?</p> <p>Can you name different kinds of animal and classify them?</p> <p>Can you explain how animals feed in different ways?</p>	<table border="0"> <tr> <td>Animals</td> <td>Leg</td> </tr> <tr> <td>Invertebrate e.g. worm, spider,</td> <td>Knee</td> </tr> <tr> <td>Insect e.g. (various)woodlouse,</td> <td>Foot</td> </tr> <tr> <td>centipede</td> <td>Face</td> </tr> <tr> <td>Fish</td> <td>Ear</td> </tr> <tr> <td>Amphibian</td> <td>Nose</td> </tr> <tr> <td>Reptile</td> <td>Eye</td> </tr> <tr> <td>Bird</td> <td>Hair</td> </tr> <tr> <td>Mammal</td> <td>Mouth</td> </tr> <tr> <td>Carnivore</td> <td>Teeth</td> </tr> <tr> <td>Herbivore</td> <td>Sight</td> </tr> <tr> <td>Omnivore</td> <td>Hear</td> </tr> <tr> <td>Head</td> <td>Smell</td> </tr> <tr> <td>Neck</td> <td>Touch</td> </tr> <tr> <td>Arm</td> <td>taste</td> </tr> <tr> <td></td> <td>Elbow</td> </tr> <tr> <td></td> <td>Hand</td> </tr> </table>	Animals	Leg	Invertebrate e.g. worm, spider,	Knee	Insect e.g. (various)woodlouse,	Foot	centipede	Face	Fish	Ear	Amphibian	Nose	Reptile	Eye	Bird	Hair	Mammal	Mouth	Carnivore	Teeth	Herbivore	Sight	Omnivore	Hear	Head	Smell	Neck	Touch	Arm	taste		Elbow		Hand
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<p>History</p>	<p>To understand changes within living memory – where appropriate, these should be used to reveal aspects of change in national life To know 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 - Queen Victoria</p>	<p>Knowledge and understanding Tell the difference between past and present in own and other people’s lives.</p> <p>Historical interpretation Begins to identify and recount some details from the past from sources (e.g. pictures, stories).</p> <p>Historical enquiry Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</p> <p>Organisation and communication Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</p>	<p>To understand the history of the monarchy. To name the members of the royal family. To know who Queen Victoria was. To name some significant events in her reign. To compare the changes to Britain over time.</p> <p>Assessment: Can you name the members of the royal family? Can you explain the monarchy? Can you explain some changes Queen Victoria made to Britain?</p>	<p>Monarchy Royal family Queen Victoria Generation Britain Reign Past Present Significant History Changes Living memory National International</p>
<p>Geography</p>	<p>Locational knowledge To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and physical geography To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Geographical skills and fieldwork To use world maps, atlases and globes to identify the United Kingdom and its countries, To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Knowledge & Understanding Name and locate four countries of the United Kingdom on a map or globe. Identify the similarities and differences between the local environment and one other place. Ask and respond to questions about places/environment.</p> <p>Practical Draw a simple map (e.g. of an imaginary place from a story), labelling particular features. Use maps, pictures and stories to find out about different places. Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in the fieldwork.</p>	<p>To know the 4 countries and their capital cities of the United Kingdom. To know the differences between where we live and London. To know the similarities between where we live and London. To identify London landmarks. To be able to label a map with key features of London. To know how to read maps to locate different places. To use language associated with position when explaining locations and geographical features. To know the different patterns within the UK.</p> <p>Assessment: Can you name and locate the 4 countries and capital cities within the UK? Can you explain the differences between where we live and London? Can you explain the similarities between where we live and London? Can you use a map/atlas to locate geographical features/landmarks?</p>	<p>Landmarks 4 countries UK United Kingdom Capital city London Landmark Map Atlas Globe Front behind Next to far away Near to Weather Patterns Geographical features Location Temperature Similarities Differences Local environment</p>
<p>Art Landmark</p>	<p>To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Begin to collect ideas in sketch books Work from observations and known objects. Make marks using paint with a variety of tools Consider consistency when applying paint Investigate clay – pinching, rolling, twisting,</p>	<p>To use clay to create a model of a famous London Landmark. To pinch, roll, twist, scratch and coil and add detail and texture using tools. To draw a range of landmarks from observations.</p>	<p>Clay Pinch Roll Twist Scratch</p>



	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>scratching and coiling and add detail and texture using tools</p>	<p>Assessment Can you create a London landmark using clay? Can you evaluate your landmark? Can you draw a range of landmarks from observations?</p>	<p>Coil Model Mould Observation Tools Paint Sketch Draw</p>
<p>Computing</p>				
<p>Music</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Performing (singing/playing): To take turns in a performance with others. Sing with a sense of melody. Improvising and experimenting: Make sounds in different ways, including hitting, blowing and shaking.</p>	<p>Our School (Exploring sounds) Exploring different sound sources and materials Analysing the dynamics and duration of sounds around the school Exploring these elements/ dimension on instruments Creating two contrasting textures Singing a song Interpreting sounds and exploring instruments Creating a soundscape as part of a song performance Assessment Can you Explore different sound sources and materials? Can you Analyse the dynamics and duration of sounds around the school? Can you explore these elements/dimensions on instruments? Can you create two contrasting textures? Can you sing a song? Can you interpret sounds and exploring instruments? Can you create a soundscape as part of a song performance? Pattern (Beat) Marking a steady beat with voices and body percussion Counting a steady beat in patterns of 2, 3 and 4 beats (metre) Performing a steady beat in patterns of 2, 3 and 4 beats (metre) Exploring different ways to emphasise the first beat in a repeating pattern or metre Identifying metre by recognising its pattern Dividing the number 12 into 2s 3s and 4s Exploring different ways to emphasise beats to form a group (metre) Exploring sounds on instruments and finding different ways to vary their sound</p>	<p>Beat Sequence Steady Speed Control Changes Instrument Pitch Contrast Symbol Dynamics Vocal Voice Signal Instruments</p>



			<p>Assessment Can you mark a steady beat with voices and body percussion? Can you count and perform a steady beat in patterns of two, three, and four beats (metre)? Can you explore different ways to emphasise the first beat in a repeating pattern or metre? Can you identify metre by recognising its pattern? Can you explore sounds on instruments and find different ways to vary their sound?</p>	
<p>PE Continued from Spr 1</p>	<p>To perform dances using simple movement patterns</p>	<p>Accurately shadow a partner's movements. Create simple movement patterns, showing awareness of rhythm. Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words.</p>	<p>Respond to different stimuli with a range of actions Copy and explore basic body actions demonstrated by the teacher Copy simple movement patterns from each other and explore the movement Choose movements to make into their own phrases with beginnings, middles and ends Practice and repeat their movement phrases and perform them in a controlled way Know where their heart is and understand why it beats faster when exercising Use simple dance vocabulary to describe movement Talk about dance, linking movement to moods, ideas and feelings To identify and show their understanding.</p> <p>Assessment Can you create a sequence of body movements? Can you control movements and transitions? Can you and your partner perform a sequence together in time?</p>	<p>Routine Partner Shadow Movement Explore Control Coordination Space Sequence</p> <p>Safe Technical Pattern Beginning Middle End Stimuli Actions</p>
<p>PSHE</p>	<p>Healthy Me To understand the difference between being healthy and unhealthy. To know some ways to keep myself healthy. To know how to make healthy lifestyle choices. To know how to keep clean and healthy and understand how germs cause disease/illness. To understand that medicines can help if I am poorly and learn how to use them safely. To keep safe when crossing the road. To know about people who can help me stay safe. To be able to describe ways in which the body is amazing. To identify some ways to keep their body safe and healthy.</p>	<p>To feel good about myself when I make healthy choices. To know I am special so I keep myself safe. To know some ways to help myself when I feel poorly. To recognise when I feel frightened and know who to ask for help. To recognise how being healthy helps me to feel happy.</p> <p>Assessment: Can you recognise how being healthy makes you feel? Can you identify some ways in which your body is amazing and identify some ways to keep your body safe and healthy?</p>	<p>Safe Healthy Body Unhealthy Choices Balanced Exercise Sleep Medicine Frightened Disease Illness Germs</p> <p>Clean Safety Green cross code Eyes Ears Look Listen Wait Trust Body parts Toiletry items Hygienic</p>	



<p>RE</p>	<p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? To know that Jesus is special to Christians. To know how Jesus' welcome on Palm Sunday shows that he is special.</p>	<p>To be able to talk about a person I admire and give reasons. To recall parts of the Easter story, recognising key symbols. To show an understanding that Jesus is special to Christians and explain why.</p> <p>Assessment: Can you identify and talk about a person you admire? Can you retell the Easter story and explain the symbols? Can you explain why Jesus is so special to Christians?</p>	<p>Palm Sunday Easter Jesus Him Symbols Special Crowds Admire palm leaves resurrection Easter day Jerusalem</p>	<p>Palms Candle King Celebrity Poor man Healing Calming Messiah Nazareth Pilgrimage Incarnation</p>
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