

"We strive to create an environment which promotes a thirst for learning and gives everyone the best chance of success within a caring Christian ethos"

Our Learning Challenge				What is it like in this place around us? Can we explore Oldbury?
Year	1	Term	Spring	<p>Our Vision and values</p> <p>I will be proud of all that I do and treat others with kindness I will respect and value myself and others no matter what we believe, how we look or where we live will be responsible for the way I behave I will be the best that I can be I will embrace new challenges and learning opportunities I will reflect on my learning and listen to advice from others about how to improve I will have fun, enjoy learning new things at school and have the courage to make mistakes I will think about my own faith and what difference it can make to me and how I live</p>
Purposeful Learning Outcome		Read and present books and other information in Oldbury Library	British Values	<p>Democracy: we aim to promote this British value by demonstrating how democracy works by discussion, decision making and voting. For example:</p> <ul style="list-style-type: none"> • Encouraging children to make decisions together. • Providing opportunities for children to vote between choices of activity. • Providing the opportunity for children to vote for Buddies, School Council, Collective Worship Council and subject leaders <p>Individual liberty: we aim to promote this British value by promoting individual freedoms to choose faiths, beliefs and likes/dislikes. For example:</p> <ul style="list-style-type: none"> • Providing opportunities for children to share achievements and successes, to promote independence and develop self-esteem. • Encouraging children to develop a positive sense of themselves. • Provide activities for all children to engage in and actively challenge gender specific tasks and activities. <p>Rule of law: we aim to promote this British value by demonstrating a need for rules and laws which help to keep us safe and happy For example:</p> <ul style="list-style-type: none"> • By working together to create group rules. • By understanding their own and others' behaviour and feelings and the consequence of these. • Encouraging and supporting children to learn how to distinguish right from wrong. <p>Mutual respect and tolerance of different faiths and beliefs: we aim to promote this British value by treating others how we would like to be treated ourselves regardless of their differences</p> <ul style="list-style-type: none"> • Encouraging children to learn about the world around them - both locally and further afield. • Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life,

Starting Stimulus	Community Links Visitors and Visits Creative Experiences	SMSC Including PSHE and Safeguarding
<p>Alien introduction - Man in the moon book</p> <p>Walk in local area, inc local library</p>	<p>Draw a map of the local area, inc 3D where possible</p> <p>Visit the library; fire station; supermarket</p> <p>Making rockets; cross reference to Whatever Next - Jill Murphy</p> <p>Invite local community members, e.g. librarian, traffic warden, community police into school to talk</p> <p>Write a class book, e.g. All about Oldbury</p> <p>Learn about how to cross roads safely</p> <p>Walk around the local area</p> <p>Go to the shops</p>	<p>JIGSAW -Dreams and Goals - Spring 1 (see individual year group for differentiated planning)</p> <p>Stay motivated when doing something challenging</p> <p>Keep trying even when its difficult</p> <p>Work well with a partner or in a group</p> <p>Have a positive attitude</p> <p>Help others to achieve their goals</p> <p>Are working hard to achieve their own dreams and goals</p> <p>JIGSAW -Healthy Me- Spring 2 (see individual year group for differentiated planning)</p> <p>Have made a healthy choice</p> <p>Have eaten a healthy balanced diet</p> <p>Have been physically active</p> <p>Have tried to keep themselves and others safe</p> <p>Know how to be a good friend and enjoy healthy relationships</p> <p>Know how to keep calm and deal with difficult situations</p> <p>Stranger danger</p> <p>Road Safety</p>
Steps to Achieving Learning Challenge		
Sub question	Subject Focus (from mapping)	Content / Activities
What is in our local area?	DT, Geography	Where do we live- national→ local Building model of Oldbury town centre
What can we learn about the local area from others?	History, Geography, English/ Computing	Write questions for local historian Creating class ebook
How can we show what is it like in this place around us?	History/computing/art/DT	DT- rockets Computing - ebook

How do we fit into our world?	Geography	Locations/Map work	
How can we get to the moon?	Science/DT	Science walk- materials investigation Rockets (waterproof)	
What do Aliens look like?	DT/Art/History of puppets	Make puppets/puppet show	
What does the moon look like?	Art/Geography	Map of the moon/tones of planets in art	
What would you take to the moon?	DT	Picnic	
Relationship to Core Subjects			
English Skills	Maths Skills	Science Skills	
<p><u>To read words accurately</u></p> <ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. Re-read these books to build up fluency and confidence in word reading. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially 	<p><u>To write with purpose</u></p> <ul style="list-style-type: none"> Say first and then write to tell others about ideas. Write for a variety of purposes. Plan by talking about ideas and writing notes. Use some of the characteristic features of the type of writing used. Write, review and improve. <p><u>To use imaginative description</u></p> <ul style="list-style-type: none"> Use well-chosen adjectives to add detail. Use names of people, places and things. Use well-chosen adjectives. Use nouns and pronouns for variety. Use adverbs for extra detail. <p><u>To organise writing appropriately</u></p> <ul style="list-style-type: none"> Re-read writing to check it makes sense. Use the correct tenses. Organise writing in line with its purpose. <p><u>To use paragraphs</u></p> <ul style="list-style-type: none"> Write about more than one idea. Group related information. Use sentences appropriately Write so that other people can understand the meaning of sentences. 	<p><u>Time</u></p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p><u>Place Value</u></p> <p>Count to 40 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>Count, read and write numbers from 1-40 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial representations. Given a number, identify 1 more or 1 less.</p> <p><u>Number: Addition and Subtraction</u></p> <p>Add and subtract one digit and two digit numbers to 20, including zero</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>	<p>Everyday materials</p> <ol style="list-style-type: none"> distinguish between an object and the material from which it is made. identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. describe the simple physical properties of a variety of everyday materials. compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Working scientifically (KS1 WS)</p> <ol style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment. performing simple tests. identifying and classifying using their observations and ideas to suggest answers to questions <p>Everyday materials 2</p> <ol style="list-style-type: none"> distinguish between an object and the material from which it is made. identify and name a variety of everyday materials, including wood, plastic, glass, metal,

<p>recognising alternative sounds for graphemes.</p> <ul style="list-style-type: none"> • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading. <p><u>To understand texts</u></p> <ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experiences and other books. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> • Sequence sentences to form clear narrative. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. <p><u>To present neatly</u></p> <ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size • Use spacing between words that reflects the size of the letters. <p><u>To spell correctly</u></p> <ul style="list-style-type: none"> • Spell words containing 40+ learned phonemes. • Spell common exception words (the, said, one, two and the days of the week). • Name letters of the alphabet in order. • Use letter names to describe spellings of words. • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. • Use spelling rules. • Write simple sentences dictated by the teacher. • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell common exception words correctly. • Spell contraction words correctly (can't, don't). • Add suffixes to spell longer words (-ment, -ness, -ful and -less). 	<p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p>Measures: Length and height Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half Measure and begin to record lengths and heights.</p> <p>Number: Multiplication and Division Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Number: Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p>	<p>water, and rock.</p> <p>iii) describe the simple physical properties of a variety of everyday materials.</p> <p>iv) compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Working scientifically (KS1 WS)</p> <p>i) asking simple questions and recognising that they can be answered in different ways</p> <p>ii) observing closely, using simple equipment.</p> <p>iii) performing simple tests.</p> <p>iv) identifying and classifying</p> <p>v) using their observations and ideas to suggest answers to questions.</p>
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- Use the possessive apostrophe. (singular) (for example, the girl's book)
- Distinguish between homophones and near-homophones.

To punctuate accurately

- Leave spaces between words.
- Use the word 'and' to join words and sentences.
- Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.
- Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.
- Use sentences with different forms: statement, question, exclamation and command.
- Use extended noun phrases to describe and specify (e.g. the blue butterfly).
- Use subordination (when, if, that or because).
- Use coordination (or, and, but).
- Use some features of standard written English.
- Use the present and past tenses correctly, including the progressive form.

To analyse writing

Discuss writing with the teacher and other pupils.

Use and understand grammatical terminology in discussing writing:

- word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.

Use and understand grammatical terminology in discussing writing:

- verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.

To present writing

- Read aloud writing with some intonation
- Read aloud writing clearly enough to be heard by peers and the teacher

<p>Key Texts</p> <table border="0"> <tr> <td data-bbox="58 172 451 439"> <p>Fiction</p> <p>Man on The Moon The Jolly Postman Little Red Hen John Burningham - Going on a Bear Hunt</p> <p>Lucy Cousins - <i>Maisy Goes To the Library</i> Jill Murphy books, <i>Whatever Next</i>, <i>Peace at Last</i> Ruth Brown - <i>Dark, Dark Tale</i> Jessica Souhami - <i>The Leopard's Drum</i></p> </td> <td data-bbox="451 172 787 439"> <p>Non-fiction</p> <p>The Library School The Park Oldbury</p> </td> <td data-bbox="787 172 1062 439"> <p>Poetry</p> <p>In Peter's Bedroom I don't like custard Daddy fell into the pond The Surrounded by noise</p> </td> </tr> </table>	<p>Fiction</p> <p>Man on The Moon The Jolly Postman Little Red Hen John Burningham - Going on a Bear Hunt</p> <p>Lucy Cousins - <i>Maisy Goes To the Library</i> Jill Murphy books, <i>Whatever Next</i>, <i>Peace at Last</i> Ruth Brown - <i>Dark, Dark Tale</i> Jessica Souhami - <i>The Leopard's Drum</i></p>	<p>Non-fiction</p> <p>The Library School The Park Oldbury</p>	<p>Poetry</p> <p>In Peter's Bedroom I don't like custard Daddy fell into the pond The Surrounded by noise</p>		
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English Real and Purposeful Outcomes	Maths Outcomes	Science Outcomes			
<p>Write stories set in places pupils have been (journey/circular -), e.g. local amenities Write recounts about themselves and about class walks, inc to local library, church, places in Oldbury Present information about themselves and Oldbury's facilities - pictorial, labelling, various presentation styles Write poems that use pattern, rhyme and description, e..g Michael Rosen (dvd) Write recounts (past tense) Present information in different ways/ cross-curricular with geography</p>	<p>Outcomes Ordering by size, height, weight of different objects (link to fire station) Statistical representations on types of houses - could use a Carroll diagram Making pictures using 2D shape Use time knowledge to sequence events in and around Oldbury Create sequence problems by missing numbers out for peers to solve</p>	<ul style="list-style-type: none"> Identify and name the materials found in the classroom, using the scientific words: wood, plastic, glass and metal. Sort the objects according to their properties (what material is this made of? What is its useful property?). Play Material Snap in pairs, placing an object each on the table and seeing if their properties are the same. (Sorting, classifying and identifying). Explore a variety of different magnets and objects (both magnetic and non-magnetic), including paperclips in jars/bowls of water. Consider challenges such as: Can you get the paperclip out of the water without getting your hands wet? Are different magnets able to hold the same amount of paper clips? Create games in the classroom using the magnets, such as a fishing game, magnetic maps (magnet under a piece of paper and a paperclip), moving magnets without touching them, strength test with different magnets (Exploring, problem solving). Sort objects in the classroom according to these criteria: hard, soft, stretchy, stiff, bendy/floppy 			

		<p>(Sorting, classifying and identifying).</p> <ul style="list-style-type: none"> ● Listen to the story of three pigs who didn't choose the right materials and recreate using straw, twigs, bricks and a hairdryer (Exploring, problem solving). ● Rise to the challenge of fixing a torn umbrella, using materials they select for their useful properties. ● Discuss selection of materials for fixing the umbrella: what properties does this material have that makes it a good choice? (Problem solving) ● Investigate the materials for their useful properties, considering questions such as: how can we know that this material will not let the rain through? How can we test it? ● Use pipettes to simulate raindrops and experiment with the different materials (Observing over time, problem solving). ● Observe a block of ice and record the changes. ● Devise an investigation to melt the ice quickly or slowly. ● (Exploring, problem solving, observing over time). ● Create puddles in shallow containers or plastic sheets. <ul style="list-style-type: none"> ● Drawing chalk lines around the puddles at different times, measure and observe the changes and make predictions. ● Create a simple chart, or series of diagrams, to show how the puddles change. (Exploring, observing over time).
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Relationship to Foundation Subjects		
Art and Design Skills	Design and Technology Skills	Computing

<p><u>To develop ideas</u></p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p><u>To take inspiration from the greats (classic and modern)</u></p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. <p><u>To master techniques in:</u></p> <p><u>Painting</u></p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. <p><u>Drawing</u></p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. (across) <p><u>Collage</u></p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. <p><u>Print- wallpapers/tiles from environment walk</u></p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment • Use objects to create prints • Press, roll, rub and stamp to make prints 	<p><u>To design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. <ul style="list-style-type: none"> • Make products, refining the design as work progresses. <ul style="list-style-type: none"> • Use software to design. <p><u>To take inspiration from design throughout history</u></p> <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. <ul style="list-style-type: none"> • Suggest improvements to existing designs. <ul style="list-style-type: none"> • Explore how products have been created. <p><u>Materials</u></p> <ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing or combining materials to strengthen). <p><u>Textiles - puppets link to English</u></p> <ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	<p><u>To connect</u></p> <ul style="list-style-type: none"> • Participate in class social media accounts. <ul style="list-style-type: none"> • Understand online risks and the age rules for sites <p><u>To communicate</u></p> <ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages. <p><u>To collect</u></p> <ul style="list-style-type: none"> • Use simple databases to record information in areas across the curriculum.
Art and Design Outcomes	Design and Technology Outcomes	Computing Outcomes
Paint a treasure map of Oldbury Going on a bear hunt journey - use prints or collage to create settings e.g.	Make alien puppets Make buildings to create Oldbury from junk modelling	We are painters To communicate (make an eBook about the local area)

mud/grass	Make a post box for The Jolly Postman	iMovie, Book Creator We are collectors To collect (images about animals in the local area, either from internet or via photos taken by children) Padlet, PowerPoint	
Geography Skills	History Skills	Music Skills	P.E Skills
<p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the 	<p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p><u>To perform</u></p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. <p><u>To describe music</u></p> <ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. <p><u>To compose</u></p> <ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. <p><u>To transcribe</u></p> <ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<p>Spring 1 - Dance</p> <p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. <p>Spring 2 - Tennis/Cricket (focus on foot/hand eye coordination)</p> <p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> ● Foot eye coordination focus

<p>location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> Identify land use around the school. 			
<p>Geography Outcomes</p>	<p>History Outcomes</p>	<p>Music Outcomes</p>	<p>P.E Outcomes</p>
<p>Walk around Oldbury to create a map Make a weather chart to use daily Get the flower beds ready for growing during the Summer term - What do we need to do? weeding, make sure soil is useful, take out stones. Discuss why we are using the flower beds e.g. We can't grow flowers on the playground.</p>	<p>Look at historical buildings in Oldbury Research the history of Oldbury Invite parents to bring in any artefacts from the local area</p>	<p>Perform an assembly e.g. Mother's day/Easter Use different materials to create instruments to be used for assembly Create a key for instruments</p>	<p>Dance</p> <ul style="list-style-type: none"> Able to perform a routine of actions Able to work in small groups Can perform in front of others <p>Tennis/Cricket</p> <ul style="list-style-type: none"> Able to strike a ball Can show control with different levels of power Improvement of hand and eye co-ordination Basic understanding of tennis and cricket
<p>R.E. Outcomes</p>	<p>R.E. Outcomes</p>		
<p><u>Understand beliefs and teachings</u></p> <ul style="list-style-type: none"> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. <p><u>To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. <p><u>To understand how beliefs are conveyed</u></p>	<p>Spring Salvation - make and decorate signs of Easter e.g. hot cross buns, easter eggs, palms. Oral retelling of Holy Week events to perform at Easter assembly, reflective artwork using light and dark linking to emotions.</p>		

<ul style="list-style-type: none">• Name some religious symbols.• Explain the meaning of some religious symbols. <p><u>To reflect</u></p> <ul style="list-style-type: none">• Identify the things that are important in their own lives and compare these to religious beliefs.• Relate emotions to some of the experiences of religious figures studied.• Ask questions about puzzling aspects of life. <p><u>To understand values</u></p> <ul style="list-style-type: none">• Identify how they have to make their own choices in life.• Explain how actions affect others.• Show an understanding of the term 'morals'.			
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