

"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				<i>Can we help our families, including pets to be healthy through exercise and food?</i>	
Year	2	Term	Summer	Our Vision and values	<p>I will be proud of all that I do and treat others with kindness</p> <p>I will respect and value myself and others no matter what we believe, how we look or where we live</p> <p>will be responsible for the way I behave</p> <p>I will be the best that I can be</p> <p>I will embrace new challenges and learning opportunities</p> <p>I will reflect on my learning and listen to advice from others about how to improve</p> <p>I will have fun, enjoy learning new things at school and have the courage to make mistakes</p> <p>I will think about my own faith and what difference it can make to me and how I live</p>
Purposeful Learning Outcome		<p>Healthy Family Celebration Day</p> <p>Advice booklets</p> <p>Recipe books</p> <p>British Heart Foundation sponsored skip</p> <p>Health certificates</p>	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>Sports based assembly Visit from a dance company/ dance coach Visit from an 'eat well' organization</p>	<p>Cook your own lunch; make a menu to show what you have made Take part in martial arts, e.g. boxing /karate Write a letter to someone famous, e.g. an author</p> <p>Learn a dance from somewhere around the world Put on a fashion show Create a video clip or iMovie British Heart Foundation health links, inc sponsored skipping Visit to Portway Lifestyle Centre Visit to Tesco or create a fruit taste testing session</p>	<p>JIGSAW -Relationships- Summer1 (see individual year group for differentiated planning) Know how to make friends Try to solve friendship problems when they occur Help others to feel part of a group Show respect in how they treat others Know how to help themselves and others when they feel upset and hurt Know and show what makes a good relationship</p> <p>JIGSAW -Changing Me- Summer 2 (see individual year group for differentiated planning) Understand that everyone is unique and special Can express how they feel when change happens Understand and respect the changes that they see in themselves Understand and respect the changes they see in other people Know who to ask for help if they are worried about change Are looking forward to change</p>
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Steps to Achieving Learning Challenge

Sub question	Subject Focus (from mapping)	Content / Activities
<p>Week 1 What are the benefits of exercise?</p>	<p>Art -3. To take inspiration from the greats (classic and modern) • Explore ideas and collect visual information. Sci - Animals including humans Computing - We are researchers</p>	<p>English- Recount of holiday, trip Science- healthy exercise Art- research Archimboldo - Computing -TUX app TRIP TO PORTWAY</p>
<p>Week 2, 3 and 4 What is a healthy lifestyle?</p>	<p>Art -3. To take inspiration from the greats (classic and modern) Sci - Animals including humans Computing - We are researchers</p>	<p>English- poetry - expanded noun phrases, poetry - Dirty Beasts Computing- we are researchers - TUX APP - Fruit faces Art- Cut and stick fruit face</p>
<p>Week 5-6 What can we find out about the Olympics and famous athletes?</p>	<p>Art -3. To take inspiration from the greats (classic and modern) Geography-- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Identify Continents, hot and cold places History- Describe historical events</p>	<p>English- non-chronological reports English-The Twits, unhealthy lifestyles Science- Sport/ exercise History- Find out about the Olympics, GB hosted in 1948 and 2012 Geography- Find out about the Olympics, GB hosted in 1948 and 2012, refer on a World map Geography- Using a map, describe the areas and which Olympic sport would be practised here History- Use information about your Olympian to complete a factfile and a poster, to go into class Olympian book</p>

		Geography- Use information about your Olympian to complete a factfile and a poster, to go into class Olympian book
Weeks 7-10 Which foods are healthy and nutritious?	DT 1a. To master practical skills in food, to design, evaluate and improve Eng - T write a narrative Computing - To collect	English-The Twits, unhealthy lifestyles. Plan and write an alternative story about The Twits as though they follow a healthy, hygienic lifestyle. Science- Children and young animals growing into adults Computing- To collect - sorting databases - link to healthy eating/ animals (Maths sessions) DT -Create and evaluate salads
Week 11 - Can we create a recipe book?	1a. To master practical skills in food End - Instructions Computing - To present Music - To transcribe, To create	Science- Looking after babies and children Computing- we are detectives healthy eating link Music - create a motivating piece of music and record notes
Week 12 How can we continue our healthy lifestyles?	DT- 1a. To master practical skills in food Music - To transcribe, To create Computing - To code	English- Produce own lifestyle advice booklet for Mr and Mrs Twit. Science- Medicines, safety. Computing- we are detectives healthy eating link Music - create a motivating piece of music and record notes Computing - coding APP - focus day
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 recognising alternative sounds for graphemes. • 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. 	<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. <p><u>To use sentences appropriately</u></p> <ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form clear narratives. • 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>Measurement: Time</u></p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Compare and sequence intervals of time.</p> <p><u>Measurement: Capacity, volume and temperature</u></p> <p>Choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (oC) to the nearest appropriate unit, using thermometers and measuring vessels.</p> <p>Compare and order volume/capacity and record the results using >, < and =.</p> <p>THREE WEEKS TO CONSOLIDATE AND GAP FILL FROM THE FOLLOWING:</p> <p><u>Number - place value</u></p> <p>Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward.</p> <p>Recognise the place value of each digit in a two digit number (tens, ones)</p> <p>Identify, represent and estimate numbers to 100 using different representations including the number line.</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs.</p> <p>Read and write numbers to at least 100 in numerals and words.</p> <p>Use place value and number facts to solve problems.</p> <p>Number - addition and subtraction</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers.</p>	<p><u>Living Things and Their Habitats</u></p> <p>1. Animal Babies</p> <p>To notice that animals, including humans, have offspring which grow into adults, by describing the changes to animals as they grow..</p> <p>To identify and classify, by matching animals and animal babies.</p> <p>2. Growing and Changing</p> <p>To notice that animals, including humans, have offspring which grow into adults, by learning about how humans grow and change.</p> <p>To perform simple tests, by testing if children get faster as they get older.</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air), by identifying the ways that different animals meet their basic needs.</p> <p>To ask simple questions and recognise that they can be answered in different ways, by generating questions about a pet and researching answers.</p> <p>4. Healthy Eating</p> <p>To describe the importance for humans of eating the right amounts of different types of food, by exploring food groups.</p> <p>Using their observations and ideas to suggest answers to questions, by suggesting improvements to their diet and designing their own healthy meals.</p> <p>5. Exercise</p> <p>To describe the importance for humans of exercise, by finding out why humans need to exercise.</p> <p>To gather and record data to help in answering questions, by recording the ways that exercise affects the body.</p> <p>6. Hygiene</p> <p>To describe the importance for humans of hygiene, by learning about good hygiene habits.</p> <p>To observe closely, using simple equipment, by using hand lenses to observe their hands and drawing what they see.</p> <p><u>Plants</u></p>
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<ul style="list-style-type: none"> • 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. 	<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). • Use the possessive apostrophe. (singular) (for example, the girl's book) • Distinguish between homophones and near-homophones. <p><u>To punctuate accurately</u></p> <ul style="list-style-type: none"> • 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). 	<p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <p>Measurement: length and mass</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using rulers and scales.</p> <p>Compare and order length and mass and record the results using >, < and =.</p> <p>Graphs</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask+ answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data</p> <p>Multiplication and Division</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p>i) identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>ii) identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>iii) describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p><u>Working scientifically</u></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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	<ul style="list-style-type: none"> • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form. 	<p><u>Measurement: Money</u> Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p><u>Geometry- properties of shape</u> Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2D and 3D shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p> <p><u>Number - fractions</u> Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 Recognise the equivalence of 2/4 and 1/2.</p>	
<p>Key Texts</p> <p><u>Fiction</u> R Dahl - The Twits Other R Dahl books to contrast J Brown - Flat Stanley</p>	<p><u>Non-fiction</u> Sports and Fitness The Olympics 'Real' leaflets from sports venues</p>	<p><u>Poetry</u> R Dahl - Revolting Rhymes On a Rainbow - Olympics Little Rabbit Foo Foo</p>	
English Real and Purposeful Outcomes	Maths Outcomes	Science Outcomes	
<p>Develop character descriptions of favourite characters and devise new characters for stories Write stories that mimic significant authors, e.g. R Dahl; explore different ways of organising stories, e.g. using story mountains, maps and storyboards Write narrative diaries, based on R Dahl stories/ characters Explore persuasive writing by contrasting adverts, articles and leaflets; write own adverts for a sports centre, park or event Write instructions for how to play a game or sport; check if the instructions work</p>	<p>Plot using graphs different pulse rates from Heart Foundation Jump for Life Measure and take body temperatures using thermometers Plot dates of Summer Olympics and Winter Olympics Calculate how long to the next Summer Olympics Estimate how many seats requires for adults and solve as an array - how many different possibilities can they find?</p>	<p>Lifecycles of plants Information leaflets - how to stay healthy Fact files</p>	

<p>Write own version of 'There was an old man...' Learn a nonsense poem or limerick by heart Write poems following a repeating structure/ repetition</p>	<p>Cost how much a school dinner is and could the create a healthier lunch box? Measure the heights and weights of children and children have choice how they will plot the data</p>	<p>Artwork</p>
<p>Relationship to Foundation Subjects</p>		
<p>Art and Design Skills</p>	<p>Design and Technology Skills</p>	<p>Computing</p>
<p>To develop ideas</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>To take inspiration from the greats (classic and modern)</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>To master techniques in:</p> <p>To master techniques in drawing</p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. <p>Collage</p> <ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. 	<p>To design, make, evaluate and improve</p> <ul style="list-style-type: none"> Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. Use software to design. <p>To take inspiration from design throughout history</p> <ul style="list-style-type: none"> Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created <p>Food</p> <ul style="list-style-type: none"> Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients. 	<p>To connect</p> <ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites <p>To communicate</p> <ul style="list-style-type: none"> Use a range of applications and devices in order to communicate ideas, work and messages. <p>To collect</p> <ul style="list-style-type: none"> Use simple databases to record information in areas across the curriculum. <p>To code</p> <ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn. Add text strings, show and hide objects and change the features of an object. Select sounds and control when they are heard, their duration and volume. Control when drawings appear and set the pen colour, size and shape Specify user inputs (such as clicks) to control events. Specify the nature of events (such as a single event or a loop). Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).
<p>Art and Design Outcomes</p>	<p>Design and Technology Outcomes</p>	<p>Computing Outcomes</p>
<p>Archimboldo research - link to 1. notable artist Collage fruit face and sketching fruit face Posters/leaflets linked to healthy eating</p>	<p>Healthy salads: research, design, making. Food hygiene poster Healthy smoothies Taste testing -Visit to Tesco</p>	<p>We are zoologists</p> <p>To collect (information on healthy and unhealthy food) Create a database (excel? Sheets?) sorting software - fruits and vegetables - teach through maths</p>

	Healthy flapjack recipes, design, make, sell at Summer jump rope celebration	We are researchers To create (art) - Arcimboldo fruit faces? Tux software, paint, Coding	
Geography Skills	History Skills	Music Skills	P.E Skills
<u>To investigate places</u> <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. <u>To communicate geographically</u> <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). <u>To investigate patterns</u> <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 location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school. 	<u>To investigate and interpret the past</u> <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. <u>To build an overview of world history</u> <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. <u>To understand chronology</u> <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. <u>To communicate historically</u> <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. 	<u>To perform</u> <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. <u>To describe music</u> <ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. <u>To transcribe</u> <ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	Summer 1 – Games To develop practical skills in order to participate, compete and lead a healthy lifestyle <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. Summer 2 – Athletics (combined with games) <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.
Geography Outcomes	History Outcomes	Music Outcomes	P.E Outcomes

<p>Mapwork, showing GB, showing England, Ireland, Scotland, Wales, Northern Ireland. Show the countries, continents, oceans. Research a country (from the Olympics) investigating what it is like, weather, food, map</p>	<p>History of Archimboldo. Research an Olympian. Find out about the Olympics in the past, understand that GB has hosted it 1980/1948/2012</p>	<p>A piece of music to play to inspire us during our jump rope - upbeat alongside transcription</p>	<p>Produce routine for class assembly, linked to Olympics. Link to maths/direction Dances around the world, link to geography different countries.</p>
RE Skills			
<p>Understand beliefs and teachings</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>To understand practices and lifestyles</p> <ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. <p>To understand how beliefs are conveyed</p> <ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. <p>To reflect</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>To understand values</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'. 			
RE Outcomes			
<p>Summer - God- Artwork relating to the story of Jonah, performance of Christian hymns which praise, composition of a hymn, reflective artwork about Christian ideas of God. Gospel- prayer candles/flames - Jesus is Good News display. BS - An overview of different religions beliefs about God.</p>			