

Year 2 Wider Curriculum Map

For each of the wider curriculum subjects we follow the National Curriculum (NC), however where there is no national guidance, such as in Religious Education (RE), we have chosen to follow the Barnet syllabus. Alongside this, we have also developed our own progression of skills in certain subjects, such as Art, Design and Technology (D&T) and Physical Education (PE), to avoid repetition of objectives and build on prior learning. These are written in italics, underneath the National Curriculum objectives.

Yellow highlighting shows the topics that we as a school have opted to study within the National Curriculum/Barnet guidance. Orange text shows where a PSHE objective is also covered in another subject.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science (NC)	<u>USES OF MATERIALS</u> -To identify and compare the suitability of a variety of everyday materials for particular uses. -To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<u>ANIMALS INC HUMANS</u> -To notice that animals, including humans, have offspring which grow into adults. -To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	<u>ANIMALS INC HUMANS</u> –To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	<u>PLANTS</u> -To observe and describe how seeds and bulbs grow into mature plants. -To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	<u>LIVING THINGS AND HABITATS</u> -To explore and compare the differences between things that are living, dead, and things that have never been alive. -To 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.	<u>LIVING THINGS AND HABITATS</u> -To 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. -To identify and name a variety of plants and animals in their habitats, including micro-habitats.

<p>Geography</p> <p>(NC)</p>			<p><u>CAN I TAKE A PENGUIN HOME?</u></p> <p>-Reinforcing knowledge of world map (including continents and oceans)</p> <p>-Make comparison with UK and identify differences between hot/cold climate zones, making links with habitat, wildlife, natural resources/food particularly the polar regions, and comparing with types/ methods of transport.</p> <p><u>GEOGRAPHICAL SKILLS</u></p> <p>-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in this key stage.</p> <p>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>	<p><u>WHAT WILL THE WEATHER BE LIKE TODAY?</u></p> <p>-Consolidate knowledge of UK location in world map/climate zones</p> <p>-Use knowledge of seasons, to describe weather from geographical data which they have collated.</p> <p>-Identify seasonal and daily weather patterns in the United Kingdom.</p> <p><u>GEOGRAPHICAL SKILLS</u></p> <p>-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in this key stage.</p> <p>-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>-Use simple compass directions (North, South, East and West) and locational and directional language [for example,</p>		<p><u>HOW DO OUR HOUSES DIFFER?</u></p> <p>-Continue to build on understanding of climate zones and knowledge of UK, London and local area</p> <p>-Compare human and physical geographical similarities and differences of UK, London and local area with those in a non-European area (African country) using photos and other sources (including weather data-building on previous unit) to describe differences with London/UK.</p> <p><u>GEOGRAPHICAL SKILLS</u></p> <p>-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in this key stage.</p> <p>-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>
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			<p>devise a simple map; and use and construct basic symbols in a key.</p> <p>-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>-Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>near and far; left and right], to describe the location of features and routes on a map.</p> <p>-Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>-Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
History (NC)	<p><u>HOW AND WHY DID THE FIRE OF LONDON SPREAD?</u></p> <p>(Events beyond living memory/significant historical event in their own locality)</p> <p>-Identify/describe different types of sources (including Samuel Pepys and art) to find information about the fire.</p>	<p><u>HOW HAVE OUR HOUSES CHANGED OVER TIME?</u></p> <p>(Changes within living memory)</p> <p>-Identify changes in homes/local area buildings in the past to present in greater depth and locating developments on a timeline to build chronological</p>			<p><u>WHERE DID SHE GO?</u></p> <p>(Lives of significant individuals)</p> <p>-Identify/describe sources used to find information about female explorers.</p> <p>-Plot journey of female explorers/pilots on maps to describe travel/journey, including Amelia</p>	

	<p><i>-Identify changes of local area past and present, and building on knowledge of chronology to suggest reasons for, and mapping of, the spread of fire in an urban area.</i></p> <p><u>HISTORICAL SKILLS</u></p> <ul style="list-style-type: none"> -Use common words and phrases related to the passing of time. -Know where the people and events they study fit within a chronological framework. -Identify similarities and differences between ways of life in different periods. -Use a wide vocabulary of everyday historical terms. -Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. -Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<p><i>knowledge, (including knowledge of how houses have changed linked to the monarchy e.g. Tudor houses, Victorian houses etc).</i></p> <p><u>HISTORICAL SKILLS</u></p> <ul style="list-style-type: none"> -Use common words and phrases related to the passing of time. -Know where the people and events they study fit within a chronological framework. -Identify similarities and differences between ways of life in different periods. -Use a wide vocabulary of everyday historical terms. -Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. -Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 			<p>Earhart, Amy Johnson plus Bessie Coleman</p> <ul style="list-style-type: none"> -Continue to build on world mapping to locate continents, seas and oceans, UK and countries, including describing location to UK, and hot/cold climate zones. -To introduce transport changes over time, including e.g. compare with Columbus and modern day. <p><u>HISTORICAL SKILLS</u></p> <ul style="list-style-type: none"> -Use common words and phrases related to the passing of time. -Know where the people and events they study fit within a chronological framework. -Identify similarities and differences between ways of life in different periods. -Use a wide vocabulary of everyday historical terms. 	
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					<p>-Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>-Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	
Art (NC and skills progression)	<u>3D FORM</u> -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. -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and		<u>TEXTILES/COLLAGES</u> -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. -To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and		<u>PAINTING</u> -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. -To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and	

	<p>disciplines, and making links to their own work.</p> <p>-Understand what sculpture is (a 3D form of art) and that it involves modelling, moulding, carving or placing materials together.</p> <p>-Explore bending, twisting and cutting with paper and card to make sculpted shapes.</p> <p>-Experiment with, construct and join recycled, natural and man-made materials</p> <p>*Li Hongbo (Paper Sculptor)</p>		<p>making links to their own work.</p> <p>- Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>-Create textured collages from a variety of media.</p> <p>-Make a simple mosaic.</p> <p>-Stitch, knot and use other manipulative skills.</p> <p>-Selects resources for their collage based on the suitability of the colour, shape, texture and pattern suiting the purpose.</p> <p>-Cut and tear materials with some accuracy.</p> <p>-Can fold, crumple, tear and overlap materials</p> <p>-Sticks with increasing accuracy, exploring overlap.</p> <p>*Henri Matisse</p>		<p>making links to their own work.</p> <p>-Mix primary colours and secondary colours to achieve colour matching.</p> <p>-Can experiment with tints (adding white) and shades (adding black).</p> <p>-Confidently control types of marks made when painting.</p> <p>-Make a simple plan of how space will be used in painting (eg where will colours go? Where will objects/patterns go?)</p> <p>-Create different effects and textures with paint according to what they need for the task inc. blocking in colour, washes, thickened paint creating textural effects (adding PVA and/or sand).</p> <p>* Georges Seurat (Pointillism)</p>	
DT (NC)		<p><u>FOOD AND NUTRITION</u></p> <p>-To use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>-To understand where food comes from.</p>		<p><u>STRUCTRES AND MATERIALS/MECHANICAL SYSTEMS</u></p> <p>-To design purposeful, functional, appealing products for themselves</p>		<p><u>STRUCTURES/MECHANICAL SYSTEMS</u></p> <p>-To design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>

		<p><u>Food Production and Processing</u> -Pupils know that fruit and vegetables come from plants and can give some examples</p> <p><u>Nutrition and Healthy Eating</u> Pupils understand that they should eat 'five a day' and can give some examples of typical fruit and vegetables they eat</p> <p><u>How to Cook</u> Pupils can cut and prepare fruit and vegetables safely</p> <p><i>Design and Make a healthy salad to appeal to children</i></p>		<p>and other users based on design criteria.</p> <p>-To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>-To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>-To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>-To explore and evaluate a range of existing products.</p> <p>-To evaluate their ideas and products against design criteria.</p> <p>-To build structures, exploring how they can</p>		<p>-To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>-To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>-To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>-To explore and evaluate a range of existing products.</p> <p>-To evaluate their ideas and products against design criteria.</p> <p>-To build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>-To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
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			<p>be made stronger, stiffer and more stable.</p> <p>-To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><i>Levers/hinges: Make a game for a child using simple mechanisms (Moustrap, go fish, guess who – board design)</i></p>		<p><i>Using wheels and axles: Make a Junk Model Car</i></p>
<p>RE</p> <p>(Barnet Syllabus for Religious Education Nov 2018)</p>	<p><u>SPECIAL PLACES IN THE HOME/COMMUNITY AND SYMBOLS</u></p> <p>(HINDUISM AND ISLAM)</p> <p>-To understand that we all have our own special places</p> <p>-To understand that religious people have special places in the home and in the community where they worship</p> <p>-To understand why signs and words are special.</p> <p>-To identify the symbols that religions use</p> <p>-To understand the use of symbols in the stories</p>	<p><u>CELEBRATIONS AND STORIES</u></p> <p>(HINDUISM AND ISLAM)</p> <p>-To hear stories and learn about special occasions which are celebrated</p> <p>-To understand that religious believers celebrate important occasions with rituals and festivals</p> <p>-To understand why books are special to pupils and others</p> <p>-To hear and/or read a variety of religious stories about people, their words, beliefs and practices and realise why these are important</p> <p>-To understand why these writings are important and special to the various religious communities</p> <p>-To understand that there are similarities and differences both within and between religions on how the sacred texts are used to inform beliefs.</p>	<p><u>LEADERS/TEACHERS AND BELIEFS</u></p> <p>(HINDUISM AND ISLAM)</p> <p>-To understand who is special to them and to others</p> <p>-To understand the point of view of people who belong to a religious group</p> <p>-To know about key people who are important because of their influence in the founding and development of different faiths</p> <p>-To understand that we all have beliefs about the world and these inform how we think we should behave</p> <p>-To know that religious people have beliefs on many issues and these affects the choices they make</p> <p>-To identify issues facing the local environment and understand the importance of caring for the world</p>		
<p>PSHE</p> <p>(PSHE and Wellbeing Framework)</p>	<p><u>Healthy People</u></p> <p>-To know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest.</p> <p>-To recognise the importance of knowing when to</p>	<p><u>Money, Shopping and Saving</u></p> <p>- To know about spending money and understanding the importance of waiting for and checking change.</p> <p>-To know that I have choices about spending</p>	<p><u>Exploring Our Families</u></p> <p>-To learn about people who look after them, their family networks, who to go to if they areworried and how to attract their attention, ways that pupils can help these people to look after them.</p>		

<p>for Primary Schools)</p>	<p>take a break from time online or TV.</p> <p>-To know that a healthy person has good physical and mental health and wellbeing.</p> <p>-To be able to describe the components of a healthy day.</p> <p><u>All About My Feelings</u></p> <p>-To recognise that not everyone feels the same at the same time or feels the same about the same things: for example, that someone's big feelings are not always the same as someone else's big feelings.</p> <p>-To know about different things they can do to manage their own big feelings, to learn ways they can help calm themselves down and help change their mood when they don't feel good.</p> <p>-To recognise when they need help with feelings, that it is important to ask for help with feelings when they need to do so, and know how to ask for it.</p> <p>-To be able to describe the difference between feelings that feel 'small' and 'big' to them, and know some strategies for managing these.</p> <p><u>Keeping Safe</u></p> <p>-To know how rules and restrictions help them to keep safe (e.g. age, basic road, fire, cycle, water safety; in relation to medicines/ household products and online).</p> <p>-To know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and learn what steps they can take to avoid or remove themselves from them.</p> <p>-To know that not everything they see online is true or trustworthy and that people can pretend to be someone they are not.</p> <p>-To know how to tell a trusted adult if/when they are</p>	<p>and saving money, and that people may make different choices about how to save and spend money.</p> <p>-To be able to role-play simple financial transactions.</p> <p>-To be able to choose the correct value of coins and notes to use and calculate change.</p> <p>-To be able to make a simple plan for my spending and saving choices and stick to it.</p> <p><u>Making and Breaking Friendships</u></p> <p>-To understand about when friendships break up, or people move away.</p> <p>-To understand about the feelings associated with this.</p> <p><u>Coping with Conflict</u></p> <p>-To know more about teasing and bullying (including online).</p> <p>-To know that there are different types of teasing and bullying, that these are wrong and unacceptable.</p> <p>-To understand the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.</p> <p>-To know why bullying is wrong and how to get help.</p> <p>-To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p><u>Special Days</u></p> <p>-To learn about a range of festivals.</p> <p>-To demonstrate this learning through an assembly or display.</p>	<p>-To identify their special people (family, friends, carers) and what makes them special and how special people should care for one another.</p> <p>-To know that babies need care and attention (love) in order to calm them if they are upset.</p> <p>-To know that families are important for children growing up because they can give love, security and stability.</p> <p>-To know how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p><u>Global Food</u></p> <p>-To learn about where food comes from.</p> <p>-To be able to talk about where food comes from and some of the ethical questions around food supply.</p> <p><u>About My Body</u></p> <p>-To learn about their bodies and how they work.</p> <p>-To learn about the similarities and differences between males and females.</p> <p>-To learn about gender stereotypes.</p> <p>-To be able to name the main parts of the body (including external genitalia).</p> <p>-To understand that some people have fixed ideas about what boys and girls can do.</p>
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	<p>worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns them,including how to get help in an emergency; how to dial 999 and what to say.</p> <p>-To know how to keep safe in the sun and protect from sun damage.</p> <p>-To recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’.</p> <p>-To know what ‘privacy’ means.</p>					
<p>Computing</p> <p>(NC/Purple Mash)</p>	<p>Digital Literacy</p> <p>-To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><u>Computing skills</u></p> <p>-To know the implications of inappropriate online searches.</p> <p>-To begin to understand how things are shared.</p> <p>-To develop an understanding of using email safely and know ways of reporting inappropriate behaviours and content to a trusted adult.</p>	<p>Computer Science</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.</p> <p>-To create and debug simple programs.</p> <p>-To use logical reasoning to predict the behaviour of simple programs.</p> <p><u>Computing skills</u></p> <p>-To explain that an algorithm is a set of instructions to complete a task.</p> <p>-To show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.</p>	<p>Information Technology</p> <p>-To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><u>Computing skills</u></p> <p>-To demonstrate an ability to organise data and can retrieve specific data for conducting simple searches.</p> <p>-To be able to edit more complex digital data such as music compositions within 2Sequence.</p> <p>-To be confident when creating, naming, saving and retrieving content.</p> <p>-To use a range of media in their digital content including photos, text and sound.</p>	<p>Information Technology</p> <p>-To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><u>Computing skills</u></p> <p>-To demonstrate an ability to organise data and can retrieve specific data for conducting simple searches.</p> <p>-To be able to edit more complex digital data such as music compositions within 2Sequence.</p> <p>-To be confident when creating, naming, saving and retrieving content.</p> <p>-To use a range of media in their digital content including photos, text and sound.</p> <p>Purple Mash Module:</p> <p>Unit 2.4 Questioning using 2Question</p>	<p>Digital Literacy</p> <p>-To recognise common uses of information technology beyond school.</p> <p><u>Computing skills</u></p> <p>-To effectively retrieve relevant, purposeful digital content using a search engine.</p> <p>-To apply their learning of effective searching beyond the classroom and share this knowledge.</p> <p>-To make links between technology they see around them, coding and multimedia work they do in school.</p>	<p>Information Technology</p> <p>-To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><u>Computing skills</u></p> <p>-To demonstrate an ability to organise data and can retrieve specific data for conducting simple searches.</p> <p>-To be able to edit more complex digital data such as music compositions within 2Sequence.</p> <p>-To be confident when creating, naming, saving and retrieving content.</p> <p>-To use a range of media in their digital content including photos, text and sound.</p>

	<p>Purple Mash Module: Unit 2.2 Online Safety</p>	<p>-To create a simple program that achieves a specific purpose. -To identify and correct some errors. -To show a growing awareness of the need for logical, programmable steps. -To identify the parts of a program that respond to specific events and initiate specific actions write a cause and effect (e.g. to write a sentence of what will happen in a program).</p> <p>Purple Mash Module: Unit 2.1 Coding using 2Code</p>	<p>Purple Mash Module: Unit 2.7 Making Music using 2Sequence</p>		<p>Purple Mash Module: Unit 2.5 Effective Searching</p>	<p>Purple Mash Module: Unit 2.3 Spreadsheets using 2Calculate</p>
<p>PE (GM) (NC and skills progression)</p>	<p>Ball Skills -To master basic movements including running, jumping, throwing and catching. -To use hand-eye coordination to control a ball. -To catch a variety of objects. -To vary types of throw. -To kick and move with a ball. -To develop catching and dribbling skills.</p>	<p>Invasion Games (Dodgeball) -To master basic movements including running, jumping, throwing and catching. -To learn skills for playing invasion games. -To develop and investigate different ways of throwing and to know when it is appropriate to use them. -To practise the correct technique for catching a ball and use it in a game.</p>	<p>Gymnastics -To develop balance, agility and co-ordination. -To describe and explain how performers can transition and link gymnastic elements. -To perform with control and consistency basic actions at different speeds and on different levels. -To challenge themselves to develop strength and flexibility.</p>	<p>Athletics -To master basic movements including running, jumping, throwing and catching. -To run with agility and confidence. -To learn the best jumping techniques for distance. -To throw different objects in a variety of ways. -To hurdle an obstacle and maintain effective running style. -To run for distance.</p>	<p>Net Wall Games -To participate in team games, developing simple tactics for attacking and defending. -To learn skills for playing net wall games. -To become familiar with balls and short tennis racquets. -To get the ball into play. -To accurately serve underarm. -To build up a rally.</p>	<p>Striking and Fielding Games -To participate in team games, developing simple tactics for attacking and defending. -To learn skills for playing striking and fielding games. -To position the body to strike a ball. -To develop catching skills. -To throw a ball for distance. -To practise throwing skills in a circuit. -To play a game fairly and in a sporting manner.</p>

			<ul style="list-style-type: none"> -To create and perform a simple sequence that is judged using simple gymnastic scoring. -To develop body management through a range of floor exercise. -To use core strength to link recognized gymnastics elements. e.g. back support and half twist -To attempt to use rhythm whilst performing a sequence. 	<ul style="list-style-type: none"> -To complete an obstacle course with control and agility. 	<ul style="list-style-type: none"> -To build a rally, focusing on accuracy of strokes. 	<ul style="list-style-type: none"> -To use fielding skills to play a game.
PE (CT) (NC and skills progression)	Gymnastics <ul style="list-style-type: none"> -To develop balance, agility and co-ordination. -To describe and explain how performers can transition and link gymnastic elements. -To perform with control and consistency basic actions at different speeds and on different levels. -To challenge themselves to develop strength and flexibility. -To create and perform a simple sequence that is 	Dance <ul style="list-style-type: none"> -To perform dances using simple movement patterns. -To change direction during travelling moves. -To link travelling moves that change direction and level. -To link moves together. -To use a variety of moves. -To explore basic body patterns and movements to music. 	Yoga <ul style="list-style-type: none"> To develop balance, agility and co-ordination. -To move confidently and safely in their own and general space. -To copy or create and link movement phrases with beginnings, middles and ends. -To perform movement phrases using a range of body 	Dance <ul style="list-style-type: none"> -To perform dances using simple movement patterns. -To change direction during travelling moves. -To link travelling moves that change direction and level. -To link moves together. -To use a variety of moves. -To explore basic body patterns and movements to music. 	Athletics <ul style="list-style-type: none"> To master basic movements including running, jumping, throwing and catching. -To run with agility and confidence. -To learn the best jumping techniques for distance. -To throw different objects in a variety of ways. -To hurdle an obstacle and maintain 	Outdoor and Adventurous Activities <ul style="list-style-type: none"> -To engage in co-operative physical activities, in a range of increasingly challenging situations.

	<p><i>judged using simple gymnastic scoring.</i></p> <ul style="list-style-type: none"> -To develop body management through a range of floor exercise. -To use core strength to link recognized gymnastics elements. e.g. back support and half twist -To attempt to use rhythm whilst performing a sequence. 	<ul style="list-style-type: none"> -To use a variety of moves that change speed and direction. -To link together dance moves with gestures and changing direction in time to music. -To practise taking off from different positions. 	<p><i>actions and body parts.</i></p> <ul style="list-style-type: none"> -To know how to carry and place equipment. -To recognise how their body feels when still and when exercising. -To watch, copy and describe what they and others have done. 	<ul style="list-style-type: none"> -To use a variety of moves that change speed and direction. -To link together dance moves with gestures and changing direction in time to music. -To practise taking off from different positions. 	<p><i>effective running style.</i></p> <ul style="list-style-type: none"> -To run for distance. -To complete an obstacle course with control and agility. 	
Music (NC and skills progression)	<ul style="list-style-type: none"> -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><i>Singing:</i> Songs do-do with increasing vocal control and pitch matching. Control tempo, dynamics. Follow or be a conductor. Solos in games.</p>	<ul style="list-style-type: none"> -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><i>Singing:</i> Songs do-do with increasing vocal control and pitch matching. Control tempo, dynamics.</p>	<ul style="list-style-type: none"> -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><i>Singing:</i> Songs do-do with increasing vocal control and pitch matching. Control</p>	<ul style="list-style-type: none"> -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><i>Singing:</i> Songs do-do with increasing vocal control and pitch matching. Control tempo, dynamics. Follow</p>	<ul style="list-style-type: none"> -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><i>Singing:</i> Songs do-do with increasing vocal control and pitch matching. Control</p>	<ul style="list-style-type: none"> -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><i>Singing:</i> Songs do-do with increasing vocal control and pitch matching. Control tempo, dynamics.</p>

	<p>Musicianship: tap/move/play to a pulse with varying tempos. Invent and copy rhythms. Tap/clap beat groupings in 2s and 3s. Notation: read, clap, play, compose and write down short rhythms using stick notation (crotchet, quaver, rest). Improvise to a graphic score.</p> <p>Infant Music Festival</p>	<p>Follow or be a conductor. Solos in games. Musicianship: tap/move/play to a pulse with varying tempos. Invent and copy rhythms. Tap/clap beat groupings in 2s and 3s. Notation: read, clap, play, compose and write down short rhythms using stick notation (crotchet, quaver, rest). Improvise to a graphic score.</p> <p>KS1 Production</p>	<p>tempo, dynamics. Follow or be a conductor. Solos in games. Musicianship: tap/move/play to a pulse with varying tempos. Invent and copy rhythms. Tap/clap beat groupings in 2s and 3s. Notation: read, clap, play, compose and write down short rhythms using stick notation (crotchet, quaver, rest). Improvise to a graphic score.</p> <p>Stick Notation</p>	<p>or be a conductor. Solos in games. Musicianship: tap/move/play to a pulse with varying tempos. Invent and copy rhythms. Tap/clap beat groupings in 2s and 3s. Notation: read, clap, play, compose and write down short rhythms using stick notation (crotchet, quaver, rest). Improvise to a graphic score.</p> <p>Do-re-mi-fa-so</p>	<p>tempo, dynamics. Follow or be a conductor. Solos in games. Musicianship: tap/move/play to a pulse with varying tempos. Invent and copy rhythms. Tap/clap beat groupings in 2s and 3s. Notation: read, clap, play, compose and write down short rhythms using stick notation (crotchet, quaver, rest). Improvise to a graphic score.</p> <p>Graphic Scores</p>	<p>Follow or be a conductor. Solos in games. Musicianship: tap/move/play to a pulse with varying tempos. Invent and copy rhythms. Tap/clap beat groupings in 2s and 3s. Notation: read, clap, play, compose and write down short rhythms using stick notation (crotchet, quaver, rest). Improvise to a graphic score.</p> <p>Kites Climb in the Sky</p>
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