YEAR 2 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Phonics	**RWI** Oct Half Term – Blue Group -Speedily recognise Set 3 Sounds a-e, ea, i-e, o-e, u-e and oi. -Read most pseudo words with these sounds. -Read 60-70+ wpm. -Attempts to read with intonation to show comprehension.	**RWI** End of December-Feb Half Term – Grey Group -Speedily recognise Set 3 sounds ai, oa, ew, ire, ear, er, aw, ow, ure, are, ur. -Read most pseudo words with these sounds, -70-80+ wpm. -Attempts to read with intonation to show comprehension.	**RWI** End of December-Feb Half Term – Grey Group -Speedily recognise Set 3 sounds ai, oa, ew, ire, ear, er, aw, ow, ure, are, ur. -Read most pseudo words with these sounds, -70-80+ wpm. -Attempts to read with intonation to show comprehension.	**RWI** Most pupils complete RWI by Easter RWI will continue for pupils who have not yet completed the programme.	**RWI** RWI will continue for pupils who have not yet completed the programme.	**RWI** RWI will continue for pupils who have not yet completed the programme.
English	Shirley Hughes, *Dogger* Julia Donaldson, *Smartest Giant in Town* Helen Cooper, *Pumpkin Soup*	Traditional tale-*Little Red Riding Hood* *La Luna* (Pixar animation) Klaus Baumgart, *Laura's Star* Bell Chanda and Carol V. Aebersold, *The Elf on the Shelf*	Beatrix Potter, *Peter Rabbit* Emily Gravett, *Meerkat Mail* Darrin Lunde, *Meet the Meerkat*	Julia Jarman, *Class Two go to the Zoo* J. Patrick Lewis, *National Geographic Kids Book of Poetry* Fiona Waters (National Trust), *Tiger, Tiger Burning Bright*	Colin Stimpson, *Jack and the Beanstalk* Rachael Mortimer and Liz Pinchon, *Jack and the Beanstalk* Toby Forward and Izhar Cohen, *The Wolf's Story* Dan Santat, *After the Fall*	Mini Grey, *Traction Man* Eric Fan, *The Barnabus Project* Dick King-Smith, *The Hodgeheg*
Writing	**Descriptive Writing and retelling, sentence structure** (2 weeks) **Descriptive writing** – **character and setting descriptions** develop sentences and ideas, write imaginatively (based on class text. (2 weeks) **Letter writing** linked to the Smartest Giant (1 week) **Instruction Texts** – linked to Science Unit of Everyday Uses of materials Making a Jam	**Fairy Tales** Character descriptions (1 week) Letter writing (1 week) Retelling the story (1 week) **Poetry –** Acrostic linked to Autumn (1 week) **La Lunar Pixar animation –** Story structure, vocabulary and stories about fantasy worlds.	**Information texts/Non Chronological reports -** based on Science Unit and rabbits/meerkats/animals (3 weeks) **Fictional recount** in the character of Sunny the Meerkat. Postcards (2 weeks)	**Recount non-fictional** linked to DT/visit to the zoo (2 weeks) **Persuasive Writing** Letter writing requesting the HT to let us have a pet (2 weeks) **Poetry based on a theme** linked to animals **–** riddles (1 week)	**Explanation texts** (link to DT how vehicles move/work) (2 weeks) **Writing alternative fairy tales** (3 weeks) **Alternative ending** to a story linked to After the Fall	**Adventure Story** based on Traction Man (2 weeks) **Recount** - writing about real life events e.g. Sports Day, Trip. (2 weeks) **Narrative/Poetry** – writing own adventure stories based on class text. As needed based on writing assessments (2 weeks)

YEAR 2 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Sandwich and Pumpkin Soup (2 weeks)	**Journey story –** based on traditional tales **Recount – diary entries** Writing about personal experiences using past tense **Elf on the Shelf** (range of genres) – 2 weeks across Key Stage 1 Fact File Diary Entry Wanted Poster Letter to Santa about Elf Imaginative adventure story/recount				
Grammar	Punctuate sentences using capital letters, full stops, exclamation and question marks. Use past and present tense appropriately and consistently.	Use coordination in sentences (using or, and, but). Use subordination in sentences (using when, if, because). Expand noun phrases.	Identify commands, exclamations and questions. Use –ly to turn adjectives into adverbs. Add suffixes –er and –est to adjectives (comparative and superlative*). *terminology not required.	Identify and construct compound words. Use commas to separate items in a list.	Use apostrophes for omission and singular possession in nouns. Form nouns using suffixes (-ness, -er).	Use progressive form of verbs in past or present tense. Form adjectives using suffixes (-ful, -less).
Mathematics (White Rose)	**Number – Place Value** *Read and write numbers to at least 100 in numerals and in words. *Recognise the place value of each digit in a two digit number (tens, ones) *Identify, represent and estimate numbers using different representations including the number line. *Compare and order numbers from 0 up to 100; use <, > and = signs.	**Addition and Subtraction** *Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. *Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures;	**Multiplication and division** *Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. *Show that the multiplication of two numbers can be done in any order (commutative) and division of one	**Number – fractions** *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, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. **Measurement: length and height** *Choose and use appropriate standard units	**Position and Direction** *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). *Order and arrange combinations of	**Measurement: Capacity and Temperature** *Choose and use appropriate standard units to estimate and measure temperature (°C) and capacity (litres/ml) to the nearest appropriate unit. *Compare and order lengths, mass, volume/capacity and record the results using >, < and =

YEAR 2 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	*Use place value and number facts to solve problems. *Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. **Addition and Subtraction** *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**.**	applying their increasing knowledge of mental and written methods. *Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. **Measurement** *Money Recognise and use symbols for 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. **Multiplication and Division** *Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. *Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.	number by another cannot. **Statistics** *Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. *Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. *Ask and answer questions about totalling and comparing categorical data. **Geometry- properties of shape** *Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. *Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] *Compare and sort common 2-D and 3-D shapes and everyday objects.	to estimate and measure length/height in any direction (m/cm); mass (kg/g); to the nearest appropriate unit. *Compare and order lengths and mass and record the results using >, < and =	mathematical objects in patterns and sequences. **Measurement: Time** *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. *Know the number of minutes in an hour and the number of hours in a day. *Compare and sequence intervals of time.	Problem solving and reasoning – all areas consolidation for SATs

YEAR 2 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science (CUSP)	**Uses of everyday materials.** *Identify and compare the suitability of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. *Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Scientific Skills: Identifying and classifying Asking simple questions Gathering and recording data to help answer questions. * Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass).	* They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.	**Living things and their habitats.** *Explore and compare the differences between things that are living, dead, and things that have never been alive. *Identify that most living things live in habitats to which they are suited and describe how different kinds of animals and plants, and how they depend on each other. *Identify and name a variety of plants and animals in their habitats, including microhabitats. Scientific Skills: Identifying and classifying Asking simple question	*Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name sources of food. Links to DT curriculum objectives (Food and Nutrition) *Know that all food comes from animals or plants and needs to be farmed, grown or caught. *Name food groups and sort foods. Scientific Skills: Identifying and classifying Asking simple questions	**Plants.** *Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Scientific Skills: Observe closely using equipment. Asking simple questions. Gathering and recording data. Using their observations and ideas to suggest answers to questions (making simple predictions).	**Animals, including Humans.** *Notice that animals, including humans, have offspring that grow into adults. *Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). *Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Scientific Skills: Asking simple questions Using their observations and ideas to suggest answers to questions

YEAR 2 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing (Kapow)	**We are researchers** (Researching a topic) Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • 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.	**We are photographers** (Taking better photos) • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • 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.	**We are games testers** (Exploring how computer games work) • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Use logical reasoning to predict the behaviour of simple programs. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private.	**We are detectives** (Collecting clues) • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • 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.	**We are astronauts** (Programming on screen) • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs.	**We are zoologists** (Collecting data about Bugs) • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • 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.
Geography (CUSP)	Name and locate four countries of the UK Name and locate capital cities of four UK countries Name and locate River Thames and River Nene Name and locate English Channel, The Wash, North Sea, Irish Sea Fieldwork: Fieldwork: Describe positions and directions on a map using four compass points Locate Great Whin Sill (location of Hadrian's Wall in Y3 Roman history) Describe physical geography of the south coast (Devon, Cornwall, coast, cliff, beach)		Analyse aerial photos to describe settlement patterns and business (city, town, village, factory, shop, farm) Analyse aerial photos to describe transport routes (road, rail, port, harbour) Map work: Examine OS Explorer map of Northampton. Describe visual pattern in street layout and house size seen on map. Categorise by type of visual pattern (straight lines with small houses like Penrhyn Rd; straight lines but with some bends and slightly bigger houses like Far Cotton; very twisty and jumbled like Briar Hill).		Name and locate Cairo, Egypt Name and locate Mediterranean Sea Name and locate Red Sea Fieldwork: Describe positions and directions on a map using four compass points Compare and contrast physical geography of the East Midlands to the River Nile delta around Cairo (ocean, river, soil, vegetation, valley) Compare and contrast human geography of East Midlands to the River Nile delta around Cairo	

YEAR 2 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			Fieldwork: sketch rows of Victorian houses along streets such as Euston Rd, or Penrhyn Rd. Explain that being close to the canal meant people were near transportation routes and work opportunities. Go see those houses, take photos for later matching house to map. Make comparison to OS map from another area (Milton Keynes, other with Victorian housing?) What kind of house would you expect to see? How do you know?			
History: How can we see the past?	**Be the Change-lives of significant individuals** Compare and contrast the achievements and barriers in the lives of Mary Seacole and Walter Tull. (who have contributed to national and international achievements.) Sequence events in the life of Eleanor of Castile. Explain her significance to English history. Ask historically valid questions: What additional difficulties did Mary Seacole face as a woman? Why did she face these? Did Eleanor of Castile face similar difficulties as a woman? Why/why not? Methods of historical inquiry: How do we know about their lives? What did they think of their own lives? How did other people talk about lives of…? Skills: *Know where the people and events they study fit within a chronological framework (timelines) *Use a wide vocabulary of everyday historical terms. *Understand some of the ways in which we find out about the past and identify different ways in which it is represented (laptops and books)		**Here, There and Everywhere-significant events and places in locality** On an OS map, locate River Nene, Grand Junction Canal, Northampton station, Midland Railway, M1 and A5 (Geog.) Sequence images of vehicles, explaining when each became a dominant mode of transport. Explain advantages and disadvantages of each. Explain how access to transport routes creates jobs, and people then settle near where there are job (Geog.) Explain how railways made it possible for certain foods to become iconically British: strawberries and cream be brought from Devon and Cornwall; how fresh fish could be brought from Grimsby for fish and chips. Ask historically valid questions: How did changes in transport change spread of manufactured goods? Explain historical trends: How did changes in transportation affect where people lived? Explain historical trends: How did the change in technology change what people could buy? Skills:		**Made in Northampton-significant events and places in locality** Sequence events of Great Fire of Northampton Explain how GFoN affected layout of modern town. Explain how leather industry and shoemaking developed in Northampton. Locate historically significant areas of Northampton manufacturing on an OS map. Ask historically valid questions: Take an historical perspective: Hear description of GFoN and empathise with people present. Compare experience to those in GFoL.	

YEAR 2 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			*Know where events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. •Use a wide vocabulary of everyday historical terms.			
Art (CUSP)	**Paint: Developing skills -** mixing colours. Primary and secondary colours. Tints and tones – using pencils also knowing when to change pressure. Using a paintbrush correctly – one direction, gently	**Henri Rosseau** – making observations and discussing opinions of artists work.	**Observational drawing** – holding a pencil correctly to sketch. Looking at shapes when sketching. Looking at pattern and shade on objects they have sketched. Delapre Abbey /Queen Eleanor Cross	**Claude Monet and Vincent Van Gough** - comparing artists work	**Collage** – being able to cut along a straight line, use combination of materials that are cut, torn and glued, sort and arrange materials and mix materials to create texture.	**Picasso -** Describe the work of an artist
Design &Technology (CUSP)	**Sewing a Christmas decoration** Skills: *Develop ideas as a team, share ideas with class. *Describe the product they are designing and who it is for and what its purpose is. * Use templates to mark out fabric. *Cut and join fabric. *Use running stitch. *Use scissors safely. *Discuss any problems that occur during the 'making' process. *Suggest how my product can be improved.		**Cooking** Skills: *Respond to a simple design criteria. *Record their designs using annotated pictures. *Follow a recipe. *Prepare a healthy meal. *Prepare food hygienically – washing hands, washing up. *Combine a range of ingredients to create. *Weigh accurately using scales. *Measure liquid accurately using a measuring jug. *Know how to cut safely using a knife and chopping board. *Make simple judgements about my product against the design criteria.		**Design and make a vehicle** Skills: *Use existing products to support their designs. *Explore and use mechanisms such as levers, sliders, wheels and axles. *Use card wheels and dowel axles. *Create a structure using junk modelling materials. *Explore how to make structures stronger and more stable. *Discuss any problems that occur during the 'making' process. *Suggest how my product can be improved.	

YEAR 2 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Music (Charanga)	Have fun finding the pulse together and start to understand what pulse is/does/means etc. Learning an instrument (Recorders) *Understanding music has 7 names for musical notes, A-G *Learn to play 4 of the notes on a recorder.	Christmas performance: Creating a performance using music and dance. Continuation of recorders from Term 1. *learn and perform songs with their instrument.	**Zootime –** specific focus of song structure**.** *Listen & Appraise a variety of songs, *Musical Activities: ● Games ● Singing ● Playing ● Improvisation ● Composition *Perform/Share		**I wanna be in a band** – specific focus on rock music (comparisons and features) and movement. *Listen & Appraise a variety of songs, *Musical Activities: ● Games ● Singing ● Playing ● Improvisation ● Composition *Perform/Share	
P.S.H.E.	**Living in the wider world** To contribute to the life of the class and school. To agree and follow rules for their group and classroom and understand how rules help them. What improves and harms their local, natural and built environments and about some of the ways people look after them. **British Values and Citizenship** To recognise choices they can make and recognise the difference between right and wrong.	**Mental Wellbeing** How to recognise and talk about a range of emotions? Including having a varied vocabulary of words to use when talking about their own feelings and others' feelings. Simple self-care techniques, including importance of rest and hobbies. **Online Relationships** How to stay safe online? (E-Safety) The rules and principles for keeping safe online. **Families and people who care for me**	**Physical Health and fitness** How to be active? The importance of building regular exercise into daily, weekly routines. The risks associated with an inactive lifestyle. **Healthy Eating** What does a healthy diet look like? The characteristics of a poor diet. **Basic First Aid** What to do when you are hurt? Concepts of basic first aid, for example dealing with common injuries.	**Respectful Relationships** How do we ensure that we respect ourselves and others? The importance of respecting others, even when they are very different from them, or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect. About different types of bullying.	**Basic First Aid** How to make a clear and efficient call to the emergency services if necessary. How to stay safe in the sun. About safe and unsafe exposure to the sun. Sleep. Importance of sufficient good quality sleep. Personal hygiene. About personal hygiene and the importance of handwashing.	**Financial Education** The part money plays in people's lives. How to manage their money, keep it safe, choices about spending money and what influences those choices.

YEAR 2 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	To take part in a simple debate about topical issues. To recognise that they belong to various groups and communities, such as family and school. How can I keep myself safe? About the concept of privacy, including it is not always right to keep secrets if they relate to being safe. How to ask for advice or help for themselves or others. Protective Behaviours	How do we show our families that we love and care for each other? That stable, caring relationships, which may be of different types are at the heart of happy families. How to recognise if family relationships are making them feel unhappy or unsafe. **Caring friendships** What makes a good friend? How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs. How to recognise who to trust.		**Online Relationships** How to stay safe online? (E-Safety) That people sometimes behave differently online, including pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. The rules and principles for keeping safe online. How information and data is shared.		

YEAR 2 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Internet Safety and harms E-Safety. About the benefits of rationing time spent online.				
Religious Education	Explore Islam – 5 Pillars Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers. Prayer – why and how people pray. Understand some of the actions that form a prayer. What happens in a mosque (prayers, lectures, weddings, funerals, reading the Qur'an) and what do children do?	Judaism-Explain what Channukah commemorates. Describe the main traditions at Channukah. Cultural allusions: Symbolism of light as triumph of good. Cultural experience: visit a synagogue.	Why are stories about Jesus at Christmas and Easter important to Christians? How does reading the bible help Christians think about their behaviour e.g. being thankful, saying sorry and forgiveness. Explore likely features of a Muslim family (Mosque, daily prayers etc.)	Why are stories about Jesus at Christmas and Easter important to Christians? How does reading the bible help Christians think about their behaviour e.g. being thankful, saying sorry and forgiveness. Explore likely features of a Muslim family (Mosque, daily prayers etc.)	How has the Islamic faith affected the lives of well-known figures? Explore some stories i.e. historical figures such as Mary Jones or well-known current figures from Christians in sport.	How has the Islamic faith affected the lives of well-known figures? Explore some stories i.e. historical figures such as Mary Jones or well-known current figures from Christians in sport.
Physical Education	**Attack, defend, shoot** *Select and apply a small range of simple tactics. *Begin to look for space to pass into or run to in order to receive. *Select the more appropriate skill to move forwards to shoot. *Link combinations of skills e.g. dribbling and passing with hands in isolation and combination. *Can send a ball using hands. *Can receive a ball using hands.		**Dance** *Select movements that show a clear understanding of the theme/story/idea of the dance *Show confidence to perform in front of others Show some sense of dynamic, expressive and rhythmic qualities in their own dance *Use different parts of the body in isolation and combination *Perform with control and balance and demonstrating coordination		**Gymnastics** *Comment on aspects of own and others performances *Perform with control and consistency basic actions at different speeds and on different levels *Create and perform a simple sequence *Show contrasts in gymnastics shapes and actions *Work to improve flexibility and strength *Attempt to use rhythm whilst performing a sequence *Use core strength to link gymnastic elements e.g. back support and half twist *Remember and repeat sequences	

YEAR 2 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	*Can play in a variety of positions in both defence and attack. *Work with a partner and in small groups to develop skills. *Show awareness of teammates and opponents in games. **Hit, catch, run** *Make choices about where to hit the ball *Make tactical decisions about where to position themselves in the field *Has developed hitting skills with a variety of bats *Practised bowling/feeding a ball to other players *Run in a game to score points *Attempted to play the role of wicket keeper or backstop *Makes attempts to catch balls coming towards player in games *Can work in small groups to field and bat *Display sportsmanship when competing against others PE Trip – Pinnacle Rock Climbing		*Explore and use basic choreography including levels, speed changes, unison and cannon *Move with imagination responding the music Perform with expression *Attempt to work as part of a group to perform a dance *Able to comment on ideas and emotions and how they can be portrayed through dance **Send and return** *Decide on and play with dominant hand *Develop tactics to outwit your opponent so they cannot return the ball *Demonstrate basic sending skills in isolation and small games *Show agility to track the path of ball over a line/net and move towards it *Hit a ball using both hand and racquet with some consistency *Return a ball coming towards them using hand or racquet *Play in a modified game send and returning the ball over a line/net *Start a game using basic serving skills *Has developed hitting skills with a variety of bats PE Trip – Boost or Gravity		*Reflect on own performance and use scoring system to judge performance *Develop character and maturity to work in close proximity with others **Run, jump, throw** *Make choices about appropriate throws for different types of activity *Can identify areas of activities that need improvement e.g. power in throws to throw further *Develop power, agility, coordination and balance over a variety of activities *Can throw and handle a variety of objects including quoits, beanbags, balls, hoops *Can negotiate obstacles showing increased control of body and limbs *Use agility in running games *Apply skills in a variety of activities *Practise to improve skills *Discuss thoughts and feelings around physical challenges and what it means to be a team player *Work cooperatively to complete running, jumping and throwing tasks *Consider others when playing games to respect their space and boundaries PE Trip – Go-Ape at Irchester Country Park with Year1	