

Year 2 Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subjects	Linked Learning – Healthy Bodies, Healthy Minds	Linked Learning – Island Homes	Linked Learning – London’s Burning	Linked Learning – Nocturnal Animals	Linked Learning – Oh we do like to be beside the seaside	Linked Learning – Dinosaur Park
English	<p>Taught Literacy Skills: Recount Holidays Character Description Read and perform poetry Instruction Writing Write a new chapter Florence Nightingale – persuasive letter</p> <p>Assessed writing: Recount of holidays Georges’s marvellous medicine 1st person account of part of story. Instructions for making a smoothie, carving a pumpkin</p> <p>Author and Class Reader: Roald Dahl – George’s Marvellous Medicine. Roald Dahl – The Twits.</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Discussion/debate on what is healthy? - Georges marvellous medicine- debating whether George was in the wrong to give Grandma the medicine. - Narrative- filming themselves as FN as a diary and watching back - Show and Tell 	<p>Taught Literacy Skills: Sentence Types Setting Description Character Description Conjunctions Persuasive writing – travel brochures. Whole class reading skills Plan and write own version of a story</p> <p>Assessed writing: Non-fictions facts about islands Narrative- describing settings and characters Persuasive writing to promote own island home Narrative – story writing</p> <p>Author and Class Reader: Land of Neverbelieve. The Red Prince</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Debate on which island would be the best to live on- justifying reasons, giving back up opinions. - Shared planning of own Island Homes - Oral storytelling of the Red Prnce. 	<p>Taught Literacy Skills: Narrative:</p> <ul style="list-style-type: none"> • Setting descriptions. • Read SP diary – writing own diary account from POV of GFOL witness ♦ Fire Poetry <p>Non-fiction:</p> <ul style="list-style-type: none"> ♦ Questions to be researched ♦ Differences between streets then and now ♦ Write a news report ♦ Write a letter <p>Assessed writing: Comparing then and now in London Non – chronological text about reasons for fire spreading. making and evaluating our soups Recount of our presentation to parents Thank you letter to fire station.</p> <p>Author and Class Reader: Toby and the Great Fire of London Fire! Fire!</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Debating and justifying which factor was the biggest cause of GFOL - Expressing feelings of the people involved at the time of the fire and articulating views. - Narrative writing to express feelings of Thomas Farrinor - GFOL performance 	<p>Taught Literacy Skills: Extended authors: Dick- King Smith</p> <ul style="list-style-type: none"> • Character work on Max • Settings – description of park • Planning out a story (hodgeheg) • Planning alternative story with known character using drama and storyboarding. • Clear middle/end links <p>Non- fiction:</p> <ul style="list-style-type: none"> • Report writing – linked to nocturnal animals • Nocturnal animal fact finding • Presenting information in posters etc. – homework task <p>Poetry</p> <ul style="list-style-type: none"> • Minibeast descriptive vocab and poetry • Minibeast riddles • Senses in animals <p>Assessed writing: Nocturnal animal report Max (Hodgeheg) – writing a story sequel</p> <p>Author and Class Reader: Dick King-Smith - Hodgeheg</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> -reading non-fiction information to maintain attention, staying on topic and responding to comments about their chosen animal.. Hot-seating/ drama Max from The Hodgeheg 	<p>Taught Literacy Skills: Narrative: Study of seaside adventure stories Safety at sea - information Historical diary</p> <p>Non-fiction: History of seaside holidays RNLI safety at sea</p> <p>Poetry: Seaside poetry Seaside riddles</p> <p>Assessed writing: Seaside riddle Writing an historical postcard Comparing seaside holidays then and now seaside adventure story</p> <p>Author and Class Reader: Flotsam. On my beach there are many pebbles. Wave.</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Debating choices for holiday destinations- seaside’s in the UK Giving opinions on things to do at the seaside 	<p>Taught Literacy Skills: Narrative: Zog character description New Zog adventure</p> <p>Non-fiction Dinosaur report Vehicle making instructions Letter to Julia Donaldson</p> <p>Poetry: Range of dinosaur poetry types</p> <p>Assessed writing: – vehicle making instructions – dinosaur report – dinosaur poem – new Zog adventure story</p> <p>Author: Julia Donaldson – Tyrannosaurus Drip</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Historical understanding of when the dinosaurs were alive. Debating how they died. Reading information and recording themselves to improve performing skills

Maths	<p>Number work – Key skills, e.g. place value, doubling and halving, addition and subtraction, etc.</p> <p>Cross curricular maths links:</p> <ul style="list-style-type: none"> • Collect and present data about healthy food preferences • Apple day – apple taste preferences graph • Exercise – estimating and timing, e.g. How many can we do in Time? • Measuring – foot length, hand span, height, etc. for comparing. • Sorting diagrams for food grouping. • George’s Marvellous measuring – making medicines (reading scales) • Cross Curricular number work and problem solving linked to main theme 	<p>Fractions, calculation methods, building on mental calculation skills, shape.</p> <p>Cross curricular maths links:</p> <ul style="list-style-type: none"> • Sorting – human and physical features • Co-ordinates (map work) • Positional language and using compass directions • ICT – Beebots for position, direction and movement • Creating own maps using grid references. • Giving directions including left, right, clockwise and anti-clockwise turns • Christmas related puzzles and problems 	<p>Counting sequences, HTU/TU place value work, multiples of ten and adding 9/11, multiplication, division, fractions, 2d shapes, 3d solids, time</p> <p>Cross curricular maths links:</p> <ul style="list-style-type: none"> • Data collection about materials found in school environment. 	<p>Development of problem solving skills, solving mathematical puzzles, problems, refining calculation methods.</p> <p>Cross curricular maths links:</p> <ul style="list-style-type: none"> • Sorting plants/animals by criteria • Measures (bodies) • Cross curricular maths problems linked to variation, sorting and venn diagrams • Fluency- number bonds to 20 and x tables (2’s,5’s, 10’s) 	<p>Fractions, time, shape and measures.</p> <p>Cross curricular maths links:</p> <ul style="list-style-type: none"> • Data handling comparing Wells-Next-The-Sea and Spalding. • Souvenir shopping – money • Measuring distances on a map. • Cross curricular problem solving 	<p>Investigations of number, time, shape, measures</p> <p>Cross curricular maths links:</p> <ul style="list-style-type: none"> • Sorting and classifying dinosaurs (venn/carroll diagrams) • Coordinates and positioning for the area work on our Dinosaur park • Measures: length and weight of toy and real dinosaurs, • accurate measuring and sawing etc. to make vehicles • Cross curricular problem solving
	Science	<ul style="list-style-type: none"> • notice that animals, including humans, have offspring which 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. <p>Key Teaching points: Healthy/ Unhealthy foods - basic Importance of nutrition and exercise. What do we need to stay alive? Lifecycles Keeping clean How we grow and change – comparing different aged children across school.</p> <p>Seasonal Changes: Seasonal fruits and veg (apples and pumpkins) and changes in the environment around harvest time.</p>	<p>Living things and habitats: Adaptations that animals make to their climate and environment.</p>	<ul style="list-style-type: none"> • identify and compare the suitability of a variety 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 <p>Key Investigations: Which material would best most suitable for...? e.g. transporting water from the river Thames to the GFOL</p> <p>Identifying different uses of materials, e.g. different plastic for many different purposes and different objects can be made from different materials, e.g. spoons.</p>	<ul style="list-style-type: none"> • 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 • notice that animals, including humans, have offspring which grow into adults • 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 habitats provide for the basic needs of 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 • 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. • Darwin’s discoveries about adaptation and survival of the fittest – link to outside learning activities. <p>Main Teaching points: Describe how animals obtain food from plants and/or other animals. Raise and answer questions which help identify where plants and animals live, e.g. where abouts do daisies grow in our school? Minibeasts? Where should we grow our tomato plants? What do they need to survive? Compare the types of animals and plants that can be found in different habitats, e.g. woodland, seaside, oceans.</p>	<p>Linked to dinosaur topic:</p> <ul style="list-style-type: none"> • 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 habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
Working Scientifically –	<p>Identifying and classifying;</p> <p>Gathering and recording data to help in answering questions.</p>	<p>Identifying and classifying</p>	<p>performing simple tests; linked to materials:</p> <p>using their observations and ideas to suggest answers to questions.</p>	<p>observing closely, using simple equipment</p> <p>identifying and classifying</p>	<p>Revisit food chains in context of asking simple questions and recognising that they can be answered in different ways -identifying and classifying -dinosaur diets.</p>	

Art & Design	<ul style="list-style-type: none"> Study Matisse, Monet and Gauguin and their studies of fruit. Sketching fruit Develop skills in line, shape, form and space. 	<p>Landscapes, - perspective and painting</p> <ul style="list-style-type: none"> to use drawing and painting to develop and share ideas, experiences and imagination Study pointillism and focus on the work by Seurat. Produce a landscape painting using a colour wash and pointillism detail. 	<p>Samuel Pepy's portrait evaluation (historical portraits) Pastel Houses Silhouette pictures / paint tones Sketching / perspective Shading – 3D London Landmarks</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting 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 	<p>Sketching animals (from half drawings)</p> <ul style="list-style-type: none"> 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 	<p>Sculpture – sand sculpture Collage – seaside objects - photoframe Painting – seascapes Sketches of souvenirs</p> <ul style="list-style-type: none"> 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 	<p>Art work linked to dinosaurs:</p> <ul style="list-style-type: none"> to use a range of materials and skills (drawing, sculpture clay and painting) to develop and share their ideas, experiences and imagination to create their model dinosaur and it's habitat.
Computing	<p>e-safety- how long we spend on computers- needing a balance. Searching safely Pupils and students understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.</p> <p>Technology in our lives- Internet research Florence Nightingale- past and present hospitals</p>	<p>e-safety- Cyber bullying and Relationships and communication (link to Getting on and falling out – Screen out the Mean unit). Pupils and students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.</p> <p>Programming- Beebots/Beebot app/Alex app</p> <ul style="list-style-type: none"> -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 <p>Multimedia- Microsoft publisher- Island home poster- persuasive writing Technology in our lives- google maps and sat nav</p>	<p>e-safety- staying safe online (unit 1) link to GFOL research. Pupils and students understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.</p> <p>Programming- Multimedia- green screen jr report on GFOL</p> <p>Technology in our lives- Homework GFOL website game London landmark work. How a lack of technology meant people couldn't communicate effectively</p> <p>Multimedia – Creation of a poster to advertise the play.</p> <ul style="list-style-type: none"> Change font Change colour Insert picture 	<p>e-safety- safer searches and key words when researches animals for guided reading</p> <p>Programming- Scratch Jr.</p> <p>Technology in our lives- tracking animal's habitats. How probes are using, How we now know so much about animals from research and science and technology.</p> <ul style="list-style-type: none"> Bird box camera Wildlife sensors <p>Handling data- bar charts on animals maths</p>	<p>e-safety- tracking devices, location accuracy. What strangers can find out due to social media? Meeting people and giving personal details.</p> <p>Programming- Google maps- seaside resorts Using JIT (town) from J2code.</p> <p>Multimedia- Photo story Wells trip</p> <p>Technology in our lives- finding out about tide times etc, how equipment is use for our safety at the seaside. High tide, severe weather etc.</p> <p>Handling data- Data handling comparing Wells-Next-The-Sea and Spalding.</p>	<p>e-safety- Using key words;</p> <p>Multimedia Dinosaur movies use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Handling data- Sorting / tree diagrams</p>
Safety –	<p>Dangers linked to food prep of pumpkins and apple crumbles. (Knife / scissor safety) Medicine/ safety .</p>	<p>Sewing safety – use of needles and scissors</p>	<p>Fire safety – visit to Spalding fire Station</p>	<p>Safety around pets and animals – handling, hygiene etc.</p> <p>Road safety – hodgeheg.</p>	<p>Seaside safety</p>	<p>Use of tools and equipment e.g. saws</p>

Design & Technology		<p>Christmas Tree decorations.</p> <p>Design</p> <ul style="list-style-type: none"> ☑ design purposeful, functional, appealing products for themselves and other users based on design criteria <p>Make</p> <ul style="list-style-type: none"> ☑ select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing ☑ select from and use a wide range of materials and components, including textiles, <p>Evaluate</p> <ul style="list-style-type: none"> ☑ explore and evaluate a range of existing products ☑ evaluate their ideas and products against design criteria 			<p>Design and making own dinosaur</p> <p>Design and make dino-habitats</p> <p>Design and make vehicles for dinosaur park</p> <p>Design</p> <ul style="list-style-type: none"> ☑ design purposeful, functional, appealing products for themselves and other users based on design criteria ☑ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ☑ select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing ☑ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ☑ explore and evaluate a range of existing products ☑ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ☑ explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. 	
Cooking & nutrition	<p>Making soup</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare a vegetable soup (GFOL link – using only locally available veg, e.g. potato, carrot, parsnips and understanding where these veg are grown). • Understand where food comes from. <p>Apple Crumble – linked to apple day (linked to healthy eating and seasonal fruits from school grounds)</p>		<p>DT skills with nutrition</p> <p>Content – link to allotment and harvest of leeks.</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy diet to prepare a healthy lunch. • Prepare a Glamorgan sausage patty. 			<p>Making summer fruit smoothies.</p> <p>Use the basic principles of a healthy and varied diet to prepare fruit smoothies.</p> <p>Understand where other fruits come from – locally grown or overseas. Link to allotment and harvest of strawberries and raspberries.</p>
Farm to Fork	<p>Where food comes from.</p> <ul style="list-style-type: none"> • Read Carrot and PE and Literacy CC work around it. • Harvest Vegetables. • Made Vegetable Soup • Journey of a potato to farm to fork. 			<p>To know how animals are farmed – chickens and egg production.</p> <ul style="list-style-type: none"> • Visit Hundreds Farm – organic free range chickens. <p>To cook eggs in different ways.</p> <ul style="list-style-type: none"> • Hard boiled. • Soft boiled. • Scrambled. • Fried. <p>Look at the journey an egg makes.</p>		<p>How does your garden grow?</p> <ul style="list-style-type: none"> • Sunflower farming. • Vine House Farm. • Make Summer Fruit smoothies. • Harvest Produce from the allotment.

	<p>Island Homes topic – looking at islands around the UK and in different parts of the world (comparing weather, geographical features, etc.)</p> <ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • name and locate the world’s 7 continents and 5 oceans • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas • 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 • 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 • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<p>Work linked to GFOL:</p> <ul style="list-style-type: none"> • Map skills, route of fire, changes after the fire • Google earth here and London • Differences between city life and rural town life today • Famous London landmarks <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,</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>Linked to Seaside topic – direct comparison of Spalding and Wells:</p> <ul style="list-style-type: none"> • key human features;: city, town, village, factory, farm, house, office, port, harbour and shop • name and locate the world’s 7 continents and 5 oceans • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas • 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 • 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 • use basic geographical vocabulary to refer to: •key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, 	
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History	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements – Florence Nightingale and Edith Cavell, and use these to compare aspects of life in different periods Compare medical care today with 70 years ago: Study changes within living memory –to reveal aspects of change in national life . 	<p>Gunpowder plot + Remembrance day</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods – Samuel Pepys, King Charles II, Christopher Wren. events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods – Darwin’s discoveries about adaptation and survival of the fittest. 	<p>Comparing seaside holidays today to times in the past, particularly Victorian.</p> <ul style="list-style-type: none"> changes within living memory –to reveal aspects of change in national life. (Magic Grandma) 	<p>Dinosaurs- events beyond living memory that are significant nationally or globally</p>
	<p>Historical skills focus</p> <p>To use common chronological words and phrases relating to the passing of time and to know where events/ people fit within a chronological framework. Identify similarities and differences between now and the past. Ask and answer questions and analyse sources of evidence.</p>	<ul style="list-style-type: none"> To use common chronological words and phrases relating to the passing of time and to know where events/ people fit within a chronological framework. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<p>To use common chronological words and phrases relating to the passing of time and to know where events/ people fit within a chronological framework. Identify similarities and differences between now and the past. Ask and answer questions and analyse sources of evidence.</p> <p>Historical vocabulary</p>	<p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
Music	<p>Listening, responding and composing – linked to healthy minds – how does the music make me feel?</p> <ul style="list-style-type: none"> Listen with concentration to a range of music. Experiment with, create, select and combine inter-related dimensions of music, e.g. pitch, etc. play tuned and untuned instruments musically 		<p>GFOL songs for performance to parents</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes (focus on rhythm, tempo and pulse) 		<p>Seaside songs Composing seaside music Listening</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes (focus on rhythm, tempo and pulse) 	<p>Dino songs</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music.
key skills	<p>LAS Additional</p> <p>Thankfulness (including Christianity)</p> <p>[E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism...]</p>	<p>LAS Compulsory</p> <p>Being Human – Islam</p>	<p>LAS Compulsory</p> <p>Life Journey – Islam</p>	<p>Salvation</p> <p>UC 1.5 (core)</p> <p>Why does Easter matter to Christians?</p>	<p>Incarnation</p> <p>UC 1.3 (core)</p> <p>Why does Christmas matter to Christians?</p>	
R.E.	<p>AT1 level 2</p> <ul style="list-style-type: none"> use religious words and phrases to identify some features of religion and its importance for some people; begin to show awareness of similarities in religions; retell and suggest meanings for religious stories, actions and symbols; identify how religion is expressed in different ways. 		<p>AT2 level 2</p> <p>ask, and respond sensitively to, questions about their own and others’ experiences and feelings;</p> <ul style="list-style-type: none"> recognise that some questions cause people to wonder and are difficult to answer; in relation to matters of right and wrong, recognise their own values and those of others. 			

PSHE	SEAL: New Beginnings -creating a class charter -developing skills t listening and building on the points made by others.	SEAL: Getting on and falling out -friendship bonds -dealing with fall outs -peer mediators	SEAL: Going for goals -setting class targets -finding strategies to meet targets - class goal- producing a successful performance- working as a year group.	SEAL: Good to be me -self-esteem building -recognising self-worth	SEAL: Relationships -zones of relevance with people that are closest to us -Knowing who we can trust -identifying agencies that will help us	SEAL: Changes / transition -how seasons change -how children have changed since year 1 -recognising what will change in September -knowing how to deal with change.
Physical education	Indoor PE: Effects of exercise on our bodies. <ul style="list-style-type: none"> • Perform dances using simple movement patterns • Participate in team games. Outdoor Games- participate in team games, developing simple tactics for attacking and defending	Orienteering - Position and direction language linked to main theme. Indoor and out Indoor first 3 weeks then outside due to hall restrictions. Outdoor Games: master basic movements as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities .	GFOL dance; creating dances to interpret fire Gymnastics- Rolling – sideways, forward and backwards. master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities	Games - participate in team games, developing simple tactics for attacking and defending Dance- Perform dances using simple movement patterns	Games- participate in team games, developing simple tactics for attacking and defending Athletics- <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	Games – striking and fielding skills Athletics - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in sports day. Outdoor gymnastics - TBC