

Unit	Aut 1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2
Literacy	<p><u>Writing</u> <i>Poetry: If I was a Superhero by Sally Gray</i></p> <p>Fiction: Model Text: Supertato (TW) Genre: Defeat the Monster Story Focus: Action</p> <p>Reading: Owl Babies Little Red Riding Hood Supertato and the Valley of Doom <i>Paul Linnet and Sue Hendra</i> Hand on the Bridge - <i>Michael Rosen</i> Superworm <i>By Julia Donaldson</i> The Gunpowder Plot – Exploring a non-fiction text</p> <p>Class book: Paddington</p>	<p><u>Writing</u> <i>Poetry: Spine Poem – Soldier</i></p> <p>Non-fiction: Model Text: Traction Man persuasive information text about why he is the best superhero Genre: Information text Focus: Persuasion</p> <p>Fiction: Model Text: The Way Back Home Genre: Meeting tale Focus: Openings</p> <p>Reading: Lion by <i>Celia Warren</i> How to Catch a Star <i>by Oliver Jeffers</i></p> <p>Class book: The Worst Witch</p>	<p><u>Writing</u> Creative writing: Setting description of forest Goldilocks</p> <p>Fiction: Model Text: Goldilocks and the Three Bears Genre: Journey Story Focus: Description</p> <p>Reading: Jack and the Baked Beanstalk Gorilla by Anthony Browne</p> <p>Class book: Fantastic Mr Fox</p>	<p><u>Writing</u> <i>Poetry: The Magic Box by Kitt Wright</i></p> <p>Non-fiction: Model text: Church Visit Genre: Recount</p> <p>Fiction: Model Text: Kassim and the Hungry Fox Genre: Warning story Focus: Coherence</p> <p>Reading: The Day the Crayons Quit The Night Gardener</p> <p>Class book: Fantastic Mr Fox</p>	<p><u>Writing</u> <i>Poetry: Riddles</i> In the style of ‘Sound Collector’ <i>by Roger McGough</i></p> <p>Fiction: Model Text: The Lighthouse Keeper’s Lunch Genre: Defeat the Monster Focus: Description</p> <p>Reading: Up and Down <i>by Oliver Jeffers</i> Information Text about Lighthouses Information Text about The Crown Jewels</p> <p>Class book: Knight in Training</p>	<p><u>Writing</u> Non-fiction: Model text: Grace Darling Genre: Biography</p> <p>Non-fiction: Model Text: How to Trap a Seagull Genre: Instructions</p> <p>Non-fiction: Model Text: LRRH Genre: Diary</p> <p>Fiction: Model Text: The Rainbow Fish (TW) Genre: Character Transformation Focus: Character description</p> <p>Reading: Biographies Instructions Diaries The Rainbow Fish Class book: Knight in Training</p>

<p>Other possible class books: Charlotte's Web The Boy Who Grew Dragons The Land of Roar The Girl who Stole an Elephant The Train to Impossible Places The Legend of Podkin One-Ear The Nothing to See Here Hotel</p>						
	<p>SPAG Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>		<p>SPAG Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p>		<p>SPAG Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	

	Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] Commas to separate items in a list		Correct choice and consistent use of present tense and past tense throughout writing How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command		Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i>	
Maths	Number: Place Value Number: Addition and Subtraction Problem solving and efficient methods	Measure: Money Number: Multiplication and Division Problem solving and efficient methods	Number: Multiplication and Division Statistics Geometry: Properties of Shape Problem solving and efficient methods	Number: Fractions Measurement: Length and Height Problem solving and efficient methods	Geometry: Position and Direction Measurement: Time Problem solving and efficient methods	Measurement: Mass, Capacity and Temperature Investigations Problem solving and efficient methods
Science	Everyday Materials To identify and compare the suitability of everyday materials To identify and classify of everyday materials To identify and compare the suitability of a variety of everyday materials To find out how the shapes of solid	Animals Including Humans To know that animals have offspring that grow into adults To know that animals have offspring that grow into adults To know that animals have offspring that grow into adults	Plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy To perform simple tests To use observations and ideas to suggest answers to questions To observe and describe how seeds	Plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy To perform simple tests To use observations and ideas to suggest answers to questions To observe and describe how seeds and bulbs grow into mature plants	Living Things and their Habitats To explore and compare the differences between things that are living, dead, and things that have never been alive To use their observations and ideas to suggest answers to questions To identify and name a variety of	Living Things and their Habitats 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 To ask simple questions and recognise that they

	<p>objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>To find out how the shapes of solid objects can change in the context of recycling</p> <p>To find out people who have developed materials: John McAdam, Dunlop and Macintosh</p>	<p>To find out about and describe the basic needs of animals, including humans, for survival</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>and bulbs grow into mature plants</p> <p>To observe closely using simple equipment</p>	<p>To observe closely using simple equipment</p> <p>To explain how plants are suited to their habitats</p>	<p>plants and animals in their habitats</p> <p>To identify and classify, and sort objects into categories</p> <p>To identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>To gather and record data to help in answering questions</p>	<p>can be answered in different ways.</p>
	<p>Asks Questions and Plan Enquiry:</p> <p>Materials</p> <p>Waterproof</p> <p>Set Up Enquiry:</p> <p>Rocket Mice</p>	<p>Evaluate:</p> <p>Handspans</p>	<p>Observe and Measure:</p> <p>Compare growth</p>	<p>Observe and Measure:</p> <p>Compare growth</p>	<p>Record: Woodlice habitats</p> <p>Interpret and Report: Nature spotters</p>	<p>Record: Woodlice habitats</p> <p>Interpret and Report: Nature spotters</p>
ICT	<p>Unit 2.1 Coding</p> <p>Number of Weeks – 5</p> <p>Main Programs – 2</p> <p>Code</p>	<p>Unit 2.2 Online Safety</p> <p>Weeks – 2</p> <p>Programs – Various</p>	<p><u>Unit 2.4 Questioning</u></p> <p><u>Weeks – 5</u></p> <p><u>Programs – 2</u></p> <p><u>Question, 2</u></p> <p><u>Investigate</u></p>	<p><u>Unit 2.6 Creating Pictures</u></p> <p><u>Weeks – 5</u></p> <p><u>Programs – 2</u></p> <p><u>Paint A Picture</u></p>	<p>Unit 2.7 Making Music</p>	<p><u>Unit 2.8 Presenting Ideas</u></p> <ul style="list-style-type: none"> To explore how a story can be

	<p>To understand what an algorithm is. To create a programme using a given design. To understand that algorithms follow a sequence. To debug simple programmes.</p>	<p>To know how to refine searches using the Search tool and use digital technology to share work on Purple mash to communicate and connect with others locally. To introduce Email using 2respond to open and send simple online communications. To begin to think critically about information put online and to understand that information put online leaves a digital footprint or trail.</p> <p>Unit 2.3 Spreadsheets</p>	<ul style="list-style-type: none"> • To understand pictograms and yes/no questions to separate information • Use a binary tree to answer questions • To use the search tool to find information <p><u>Unit 2.5 Effective Searching</u> <u>Weeks – 3 Programs – Browser</u></p> <ul style="list-style-type: none"> • To understand the terminology associated with the internet and searching • To gain a better understanding of searching the internet • To create a leaflet to help someone 	<ul style="list-style-type: none"> • To look at the work of Impressionist artists and recreate them using the Impressionism template • To look at the work of pointillist artists such as Seurat. • To recreate pointillist art using the Pointillism template • To look at the work of William Morris and recreate it using the Patterns template 	<p>Weeks – 3 Programs – 2 Sequence</p>	<p>presented in different ways</p> <ul style="list-style-type: none"> • To make a quiz about a story or class topic • To make a fact file on a non-fiction topic.
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		<p>Weeks – 4 Programs – 2Calculate</p> <p>To revise spreadsheet related vocabulary and some 2calculate tools. To use copying, cutting, pasting and totally shortcuts in 2calculate to solve simple puzzles. To explore the capabilities of a spreadsheet in adding up coins to match the prices of objects. To add and edit data in a table layout and use the data manually to create a block graph.</p>	<p>search for information on the internet</p>			
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<p>History</p>	<p>*The Great Fire of London Fire of Northampton To know events beyond living memory – timeline of events in living memory and events beyond living memory. Introduce story and place G F of L on timeline</p> <p>Who was Samuel Pepys? Significant historical figure</p> <p>How do we know about the G F of L – linking to significance to Samuel Pepys and a diary of events</p> <p>Significant historical even in our own locality - Great Fire of Northampton 1675, and King Charles II.</p>	<p>*Remembrance day To know events beyond living memory. To know why we celebrate Remembrance Day</p> <p>Bonfire Night – the gun powder plot To know events beyond living memory. To know the significance of Guy Fawkes. To know why we celebrate Bonfire Night</p>	<p>Florence Nightingale and Mary Seacole</p> <ul style="list-style-type: none"> - To look carefully at pictures or objects to find information about how life was during the Crimean War. - To ask and answer more complex questions such as: 'What was it like for a?', 'What happened when...?', 'How long ago did happen?' - To understand and explain why Florence changed hospitals for the better. - To use information, pictures and artefacts to describe similarities and differences between hospitals then and now. - To recount some important events and lives of some important people in history <p>To know about her Florence Nightingale's early life and how she travelled to improve the state of hospitals during the Crimean War.</p> <p>To know about the significance of Mary Seacole</p>	<p>Seaside in the past – compare and contrast. Discuss events in their own living memory and compare with adults in their family. Changes in living memory.</p> <p>Grace Darling To know the lives of significant individuals in the past who have contributed to national and international achievements.</p>	
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	Black History Month – Notting Hill Carnival					
Geography	<p>Name and locate the four countries of the UK and their capital cities. Identify the UK countries and capital cities in the UK.. Identify and compare the characteristics of the 4 countries of the UK. Explore the characteristics of London</p>	<p>Describe the main features of the four countries and capital cities. Explore the physical and human characteristics of London</p> <p>Compare differences between countries and capital cities. Compare the physical and human characteristics, including seasonal weather patterns, between Lapland, Australia and the UK.</p>	<p>Name the world’s 7 continents and 5 oceans. To name and locate the world’s seven continents and five oceans; To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. in the context of the geography of the world. To name and locate the continents and oceans of the world.</p> <p>To name and locate the world’s seven continents and five oceans; in the context of the geography of the world.</p> <ul style="list-style-type: none"> • To locate continents, countries 	<p>GHANA Understanding the geographical similarities and differences between a small area of the UK and a small area of a contrasting country.</p> <p>Explaining why people live in different areas of the world.</p> <p>Locating hot and cold areas area of the world in relation to the Equator and North and South poles.</p> <p>Identify seasonal and daily weather patterns.</p>	<p>Seaside Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To use basic geographical vocabulary, in the context of coastal/ seaside locations and locations relevant to the children themselves.</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents</p>	<p>Seaside To use basic geographical vocabulary to refer to human and physical features, in the context of seaside localities and the seaside town of St. Ives, Cornwall.</p> <p>To use simple compass directions and locational and directional language to describe the location of features and routes on a map, in the context of the seaside town of St. Ives, Cornwall.</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, in the context of coastal/island locations.</p>

			<p>and oceans of the world. accurately. To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.</p> <ul style="list-style-type: none"> • To understand key features of the continents of the world. <p>To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole. To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.</p> <ul style="list-style-type: none"> • To understand the location of hot and cold countries 		<p>and oceans studied at this key stage, in the context of coastal/ seaside locations.</p> <p>To use basic geographical vocabulary to refer to human and physical features, in the context of coastal/seaside locations.</p> <p>To use aerial photographs and to recognise landmarks and basic human and physical features, in the context of coastal/seaside locations.</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the UK, in the context of the seaside resorts in the four countries of the UK.</p>	<p>To identify the surrounding seas of the UK.</p>
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			<p>around the world.</p> <p>To name and locate the world's seven continents and five oceans, in the context of a case study approach about Europe.</p> <p>To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.</p> <ul style="list-style-type: none">• To locate the continent we live in and describe some of the key features. <p>To use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>To use basic geographical vocabulary to refer to key physical and human features.</p>		<p>To use basic geographical vocabulary to refer to key human and physical features, in the context of coastal/seaside locations in the past and present day.</p>	
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			<ul style="list-style-type: none"> • To observe aerial photographs. 			
Art	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space: Colour mixing – warm and cool colours</p> <p>To understand how to use colour mixing to make a variety of warm colours.</p> <p>To understand how to use colour mixing to make a landscape painting of The Great Fire of London.</p> <p>To use a range of materials creatively to design and make products:</p>	<p>4 Seasons Christmas Calendar</p> <p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space – warm and cool colours</p>	<p>David Hockney Mother 1 – photo collage</p> <p>To discuss technique and use of colour, texture, shape and form.</p> <p>To understand what a portrait is and the range of media used for them.</p> <p>Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To practise the technique and use of colour, texture, shape and form in their own photo collage.</p>			<p>Seascapes – To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Observational drawing – sketching</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>

DT		<p>Design a plate To use the basic principles of a healthy and varied diet to prepare dishes</p>		<p>Where food comes from-Farm to Fork – Ghanaian dish LO: Understand where food comes from Prepare a healthy plate</p>	<p>Design a product - Lighthouse Keeper lighthouse-levers</p> <p>Explore and evaluate a range of existing products in the context of exploring existing moving books</p> <p>Explore and use mechanisms (sliders, levers and pulleys), in their products in the context of using a slider to make a picture move.</p> <p>Design purposeful, functional and appealing products for themselves and other users based on design criteria in the context of designing an appealing moving picture.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates</p>	
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					<p>and mock-ups in the context of drawing an annotated sketch to show their ideas about a moving picture.</p> <p>Explore and use mechanisms (for example levers, sliders, wheels and axles) in their products in the context of making a moving picture.</p> <p>Evaluate their ideas against design criteria in the context of evaluating a moving picture.</p>	
PSHE	<p>Jigsaw - Being me in my world</p> <p>To identify some of my hopes and fears for this year To understand the rights and responsibilities for</p>	<p>Jigsaw -Celebrating difference</p> <p>To understand that sometimes people make assumptions about boys and girls (stereotypes) To understand that sometimes people</p>	<p>Jigsaw - Dreams and goals</p> <p>To choose a realistic goal and think about how to achieve it To carry on trying even when things get difficult</p>	<p>Jigsaw - Healthy me</p> <p>To know what keeps my body healthy To show or say what relaxed means and know some things that make me feel relaxed and stressed</p>	<p>Jigsaw – Relationships</p> <p>To identify different members of my family and understand my relationship with each of them. To</p>	<p>Jigsaw - Changing me</p> <p>To recognise cycles of life in nature To tell you about the natural process of growing from young to old and</p>

	<p>being a member of my class and school To understand the rights and responsibilities for being a member of my class To listen to other people and contribute my own ideas about rewards and consequences To understand how following the Learning Charter will help me and others learn To recognise the choices I make and understand the consequences</p>	<p>make assumptions about boys and girls (stereotypes) To understand that bullying is sometimes about difference To recognise what is right and wrong and know how to look after myself To understand that it is OK to be different from other people and to be friends with them To tell you some ways I am different from my friends</p>	<p>To recognise who I work well with and who is more difficult for me to work with To work well in a group To know how to share success with other people</p>	<p>To understand how medicine work in my body and how important it is to use them safely To sort foods into the correct groups and know which foods my body needs every day to keep healthy To make some healthy snacks and explain why they are good for my body To decide which goods to eat to give my body energy</p>	<p>know why it is important to share and cooperate To understand there are lots of forms of physical contact within a family and that some of this is acceptable and some is not To identify some of the things that cause conflict with my friends To understand that sometimes it is good to keep a secret and sometimes it is not To recognise and appreciate people who can help me in my family, school and community To express appreciation for the people in my special relationships</p>	<p>understand that this is not in my control To recognise how my body has changed since I was a baby and where I am on the continuum from young to old To recognise the physical differences between boys and girls and use the correct names for parts of the body and appreciate that some parts of my body are private To understand there are different types of touch and be able to tell you which ones I like and don't like To identify what I am looking forward to when I move to my next class</p>
Music	<u>Hands, feet, heart</u> South African music and freedom songs,	<u>Ho, ho, ho</u> Christmas vocabulary (literacy)	<u>I wanna play in a band</u> Rock style of music, working together	<u>Zootime</u>	<u>Friendship song</u>	<u>Reflect, rewind and replay</u>

	<p>links to Nelson Mandela (history)</p> <ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat and to use your body to find the pulse. • To listen, talk about and answer questions together using the correct musical language. • To compare how songs are different through the instruments used and structure. • To perform a song with confidence off by heart. 	<p>link), historical context of musical styles</p> <ul style="list-style-type: none"> • To learn to rap and sing the song. • To know some songs have a chorus or a response/answer part and that songs have a musical style and structure. • To know the names of untunes percussions instruments that we can play in class and to recognise them when heard in a song. 	<p>(teamwork), rhythm and beat</p> <ul style="list-style-type: none"> • To choose one song and be able to talk about it - lyrics, musical dimensions (texture, dynamics, tempo, rhythm and pitch) and identify the main sections of the song (introduction, verse and chorus), naming the instruments heard in the song • To find and demonstrate the pulse and understand the difference between pulse and rhythm • Know the difference between a musical question and an answer • To understand why we need to 	<p>Reggae style of music, link to animals and poetry</p> <ul style="list-style-type: none"> • To know and be able to talk about singing in a group (choir) and that you must listen to the leader/conductor • To know that songs make you feel different things (e.g. happy, energetic and sad) • To understand texture - how a solo singer makes a thinner texture than a larger group (choir) • To be able to talk about the instruments used in class (a glockenspiel, a recorder and xylophone) • To know that improvisation is making up your own tunes on the spot and that when 	<ul style="list-style-type: none"> • To choose two songs and talk about their musical characteristics and dimensions (texture, dynamics, tempo, rhythm and pitch), identifying the main sections of the songs (intro, verse and chorus). Name some of the instruments in the song and the historical context of the songs. • Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to connect a song. • Take musical leadership - create musical ideas for the group to 	<p>Western classical music, consolidate the foundations of the language of music</p> <ul style="list-style-type: none"> • To talk about performing to an audience - it can be one person to one person, you must sing/play with confidence, it involves communicating ideas, thoughts and feelings about the song/music
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			<p>warm our voices before we sing</p> <ul style="list-style-type: none"> To be able to talk about the instruments used in class (a glockenspiel) 	<p>someone improvises they make up their own tune which hasn't been heard before, it is not written down and belongs to them.</p>	<p>copy/respond to</p> <ul style="list-style-type: none"> Improvisation - know that using two notes confidently is better than five notes and that if you improvise you cannot make a mistake 	
RE	<p><u>Harvest and Thanksgiving</u> Introduce other religions: Christian (harvest) Jewish (Sukkot) Hindu (Divali)</p> <ul style="list-style-type: none"> To recall the Creation story and understand that Christians believe God made the world in 7 days To understand 	<p><u>Christmas-Local pastor to visit class</u> Why are presents given at Christmas time? Introduce advent and the meaning.</p> <ul style="list-style-type: none"> To understand why we give and receive presents and that presents are not always physical objects To understand the meaning of each advent 	<p><u>Books and stories</u> Islamic and Jewish stories, Drama opportunities.</p> <ul style="list-style-type: none"> To understand how we can be a good Samaritan. To listen to and read Islamic stories and understand the meaning and teachings behind them, To be able to identify stories from the old 	<p><u>Who is Jesus? Easter Story</u> (link to y5)</p> <ul style="list-style-type: none"> To read and understand each part of the Easter story... ➤ Maundy Thursday ➤ Good Friday ➤ Easter Sunday ➤ Palm Sunday ➤ To understand why Christians take part in Lent and looking at how we can give up 	<p><u>Places of worship</u> <u>Visit a mosque</u> and church Build a church out of lego with features</p> <ul style="list-style-type: none"> To understand about the different places of worship – temple, church, mosque, gurdwara To know that everyone has 	<p><u>Special Times</u> Ramadam (fasting, visitor in) and Eid.</p> <ul style="list-style-type: none"> To understand the Islamic festival of Ramadan and the celebrate of Eid To understand the different traditions that Islamic followers take part in

	<p>d why we celebrate Harvest Festival</p> <ul style="list-style-type: none"> • To research into the Harvest Festival traditions, including Wheatsheaf bread • To understand why Diwali is celebrated and discuss the significance and differences between Diwali and other religions 	<p>candle in everyday life</p> <ul style="list-style-type: none"> • To understand how we can prepare for advent • To be able to recall the events of the birth of Jesus and the true meaning behind Christmas 	<p>and new testament.</p>	<p>something for Lent.</p>	<p>their own special place</p>	<p>throughout the period of Ramandan.</p>
PE	<p>Outdoor: Real PE – Personal Cog Warm up: Rock, paper, scissors Stuck in the mud</p>	<p>Outdoor: Real PE – Social Cog Warm up: Stepping stones</p>	<p>Outdoor: Real PE – Creative Cog Warm up: Grand Prix FUNS: 9</p>	<p>Outdoor: Ball skills To stop a ball with control using our feet To pass a ball using our feet</p>	<p>Outdoor: Ball skills To throw a ball underarm To catch a ball Indoor –</p>	<p>Outdoor: Athletics Warm up: Golden Mile Activities: Sprinting</p>

	<p>FUNS: 10 Activities: Matching pairs Follow the Leader</p> <p>FUNS: 1 Activities: Balloon Balance Mirror Image</p> <p>Indoor: Real Gym – Balance and Shape Emerging 1 and 2 and then a sequence</p>	<p>FUNS: 6 Activities: Develop combinations (competitive) Obstacle course incorporating Funs 1, 6 and 10</p> <p>Indoor: Real PE –</p> <p>Real Gym – Travel Emerging 1 and 2 and then a sequence incorporating a balance</p>	<p>Activities: Getting around us All routes</p> <p>FUNS: 7 Activities: Rollerball Lean away</p> <p>Indoor: Real PE – Cognitive Cog</p> <p>Warm up: Race walk Line out</p> <p>FUNS: 5 Activities: Balance circuit Rock, paper, scissors adapted</p> <p>FUNS: 4 Activities: Balance transfer Develop combinations</p>	<p>To dribble a ball using our feet To roll a ball To throw a ball underarm To catch a ball</p> <p>Indoor: Social Cog Warm up: Find and select shapes</p> <p>FUNS: 2 Activities: Mirror Image Exchange objects</p>	<p>Real Gym – Flight Emerging 1 and 2 and then a sequence incorporating a shape</p> <p>Athletics Javelin throw Standing long jump Sprinting</p>	<p>Speed bounce Skipping Long jump Javelin To bounce a ball To throw a ball to score To move a ball with our hands To throw a ball in different directions To place a ball on the ground to score</p> <p>Indoor – Real Gym Real Gym – Rotation Emerging 1 and 2 and then a sequence incorporating a balance and shape</p>