

Curriculum Map 2025- 2026

<u>Year 1</u>	<u>Seasons and celebrations!</u>		<u>Fruit and fire!</u>		<u>Wonderful Walton!</u>	
<u>Class reader</u>	Miss West's favourite picture books from our class library Books for Year 1 from Pie Corbett's reading spine: Where the Wild Things Are Lost and Found (Oliver Jeffers) – Link Geog and Science and English Elmer – Link to science materials Dogger – Link History Can't you Sleep Little Bear? – Link Science for length of days Other texts from Oliver Jeffers Percy the Park Keeper books (Seasonal link)		Miss West's favourite picture books from our class library Books for Year 1 from Pie Corbett's reading spine: Avocado Baby – Link DT Peace at Last – Link Science for senses The Elephant and the Bad Baby Percy the Park Keeper books (Seasonal link)		Books for Year 1 from Pie Corbett's reading spine: Cops and Robbers – Link Geog The Tiger that came to tea Beegu – Link Geog Knuffle Bunny Percy the Park Keeper books (Seasonal link) The Whales' Song – English link	
	<i>Autumn 1</i> 8 weeks	<i>Autumn 2</i> 7 weeks	<i>Spring 1</i> 6 weeks	<i>Spring 2</i> 6 weeks	<i>Summer 1</i> 6 weeks	<i>Summer 2</i> 7 weeks
Key Questions	What is the weather like this season? What clothes should I wear today? What are the 5 senses? How can we explore the seasons with our senses? What is an evergreen? Are all materials the same? Where is the North Pole? What are toys made from? Have toys always been made from plastic?		Where is Kenya? Who was Samuel Pepys? Why did the GFOL happen? Where is London? What is London like? Do all animals eat the same food? What is a carnivore?		Which plants can we find in our school grounds? What changes have we seen in the seasons this year? What season will come next? What is Walton like? Why do people visit here? What is the difference between London and Walton? How has the seaside changed?	
Brilliant Beginnings	Going on a seasons hunt in our school grounds		Fruity fun with Handa's fruits		Outdoor beach day – why do people visit Walton?	
Trips/events	Christmas Pantomime				Beach trip	
Fabulous Finishes	Christmas party		Making Fire Engines		Beach Trip and summer picnic	
Walton Drivers	Global Citizenship Knowledge of the world		Individuality Self worth		Tolerance Aspirations	

Focus English texts	The Gigantic Turnip In the Spider's Pocket I Found	How to Catch a Star 'Lost and Found' Oliver Jeffers	Poetry - Winter is ... Handa's Surprise Elmer	Handa's Hen Non- Fiction GFOL books. Vlad and the GFOL	Poetry- Summer seaside The Storm Whale	Big Blue Whale
English Units Talk for Writing units	<u>NARRATIVE 1</u> Class text / stimulus: <i>The Gigantic Turnip</i> – Aleksei Tolstoy Fiction Model Text: <i>The Enormous Turnip</i> adapted model Genre & Plot Structure: Traditional tale / Cumulative Focus / Outcome (Hot Task): To write an innovated version e.g. the enormous potato. <u>POETRY 1</u> Model poem: <i>In the spider's pocket I found</i> Link Peace at last for a senses list poem	<u>NARRATIVE 2</u> Class text / stimulus: <i>How to Catch a Star</i>- Oliver Jeffers Fiction Model Text: <i>How to Catch a Star</i> adapted model Genre & Plot Structure: Wishing Story Focus / Outcome (Hot Task): A new version of a wishing tale. Children will innovate a new way to catch a star. <u>NON-FICTION 2</u> Non-fiction Model Text: Teacher written How to catch a fairy Genre & Plot Structure: Instructions Focus / Outcome (Hot Task): To write instructions to create their own star catcher	<u>NARRATIVE 3</u> Class text / stimulus: <i>Handa's Surprise</i> – Eileen Browne Fiction Model Text: <i>Handa's Surprise</i> adapted model Genre & Plot Structure: Journey tale / story from another culture Focus / Outcome (Hot Task): A version of Handa's surprise but where Akeyo takes fruit to Handa and meets different animals on the way. <u>POETRY 2</u> Model poem: <i>Winter is....</i>	<u>NON-FICTION 1</u> Class text / stimulus: <i>Handa's Hen</i> - Eileen Browne Non-fiction Model Text: <i>Amazing Antelopes</i> Genre & Plot Structure: Report – Information report Focus / Outcome (Hot Task): To write an information report about the animals in Handa's surprise and/or Handa's hen.	<u>NARRATIVE 4</u> Class text / stimulus: <i>The Storm Whale</i> –Benji Davis Fiction Model Text: <i>The Storm Whale</i> adapted model Genre & Plot Structure: Finding tale Focus / Outcome (Hot Task): To write another finding story based on the plot of finding an animal in trouble, saving it and returning it to its natural habitat. <u>POETRY 3</u> Model poem: <i>Summer seaside</i>	<u>NON-FICTION 3</u> Class text / stimulus: <i>Big Blue Whale</i> – Nicola Davies Non-fiction Model Text: Teacher written non-chronological report about Blue Whales Genre & Plot Structure: Information – non- chronological report Focus / Outcome (Hot Task): To write a non-chronological report about a different sea creature.
Maths Units	WHITE ROSE Place Value within 10 (5 weeks) Addition and subtraction within 10 (5 weeks) Shape (1 week) Consolidation (1 week)		WHITE ROSE Place value within 20 (3 weeks) Addition and Subtraction within 20 (3 weeks) Place value within 50 (2 weeks) Length and Height (2weeks) Mass and Volume (2 weeks)		WHITE ROSE Multiplication and Division (3 weeks) Fractions (2 weeks) Position and Direction (1 week) Place value within 100 (2 weeks) Money (1 week) Time (2 weeks) Consolidation (1 week)	

Science	<u>KAPOW Unit 1 - Seasonal Changes</u> Unit outcomes Pupils who are secure will be able to: - Name the four seasons in order and describe the typical weather in each. - Name some activities and events in the four seasons. - Describe the appearance of a tree's leaves in each season. - Recall that summer has the most daylight hours and winter has the least daylight hours. - Record data about the temperature across the four seasons. - Label a map of the UK with capital cities and seasonal weather symbols. When working scientifically, pupils who are secure will be able to: - Complete a pictogram and use it to answer simple questions. - Record data about the temperature across the four seasons Nb Seasonal change will be taught across the year and linked to Geography field work skills by observing seasonal plant changes in our school grounds. SEE BELOW	<u>KAPOW Unit 3 – Animals sensitive bodies</u> Unit outcomes Pupils who are secure will be able to: - Draw and label human body parts. - Identify the body parts associated with each sense. When working scientifically, pupils who are secure will be able to: - Compare and group body parts. - Begin to recognise patterns in data and use these to answer questions. - Record data in a table. - Measure using non-standard units. <u>Extra Senses investigations</u> will take place linked to our class story Handa's Surprise. Can they guess which fruit they are smelling, tasting, touching?	<u>KAPOW Unit 5 – Introduction to plants</u> Unit outcomes Pupils who are secure will be able to: - Identify plants and their features. - Recall some of the roles that flowering plant parts have. - Name some trees and their parts. - Identify similarities and differences between deciduous and evergreen leaves. - Recall that seeds and bulbs come from plants. - Recognise that seeds need water for growth. When working scientifically, pupils who are secure will be able to: - Raise questions about plants and respond to suggestions on how to set up an investigation to answer a question. - Use a magnifying glass to observe the different parts of flowering plants. - Draw and label a diagram of a flowering plant. - Use an identification chart to name flowering plants. - Sort plants into groups based on specific criteria. - Use non-standard units to measure leaf length. - Recognise similarities and differences in seeds and bulbs. - Recognise that predictions do not always match observations. - Identify which plant parts can be eaten. - Recognise that scientific research into plants leads to important discoveries. Nb <u>Observations of plants in the school grounds will take place across the year</u> linking to our seasons unit and Geography fieldwork. SEE BELOW
	<u>KAPOW Unit 2 Materials</u> Unit outcomes Pupils who are secure will be able to: - Name objects and identify the materials they are made from. - Recognise that objects are made from materials that suit their purpose. - Recall that a property is how a material can be described. When working scientifically, pupils who are secure will be able to: - Sort objects based on the materials they are made from. - Group objects based on their properties. - Suggest ways to test materials for their properties. - Make predictions and recognise whether they were accurate.	<u>KAPOW Unit 4 – Animals – comparing animals</u> Unit outcomes Pupils who are secure will be able to: - Name and describe the physical features of a range of animals. - Sort animals into groups based on their similarities and differences. - Identify characteristics specific to mammals, birds, reptiles, amphibians and fish. - Recall the diets of carnivores, herbivores and omnivores. When working scientifically, pupils who are secure will be able to: - Use a non-fiction text to find out about specific animals' diets. - Recognise that there are different ways to gather data. - Record data in a block graph and use this to answer questions.	<u>KAPOW Unit 6 – Making Connections. Investigating science through stories.</u> Unit outcomes Pupils who are secure will be able to: - Identify the typical weather associated with each season. - Describe animal features. - Recognise similarities and differences between animals in the same animal group. - Build an animal home with natural materials. - Explain the difference between carnivores, herbivores and omnivores. When working scientifically, pupils who are secure will be able to: - Carry out online research to find answers to questions. - Measure length in centimetres. - Suggest how to carry out a waterproof test. - Begin to recognise if a test is fair.

	• Use their observations to answer questions. • Begin to recognise if a test is fair. Extra investigations outside of the scheme linked to stories • Link to 'Lost and Found' story - Investigate which materials from the penguin's suitcase would float or sink. • Link to Elmer - Which material is best for keeping Elmer dry? NC: Materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Compare and group together a variety of everyday materials on the basis of their simple physical properties – floating and sinking.	• Recognise what the scientist Jane Goodall was known for. • Recall some of Jane Goodall's key findings. NC:Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. <u>Link to the animals found in Handa's Surprise</u>	• Use data to answer questions. • Recognise patterns in data. • Group birds according to their diet.
Seasonal change unit and plant unit taught across the year in order to observe seasonal changes.			
	Through exploring our school grounds in our Geography work the children will have opportunities to experience the following: <u>Seasonal changes</u> - Summer / Autumn focus I can explain changes through summer autumn I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter.	Through exploring our school grounds in our Geography work the children will have opportunities to experience the following: <u>Seasonal changes</u> - Winter / Spring focus I can explain changes through winter and spring. I can describe the weather in winter and spring and that the days get longer and shorter. Link 'Can't you Sleep Little Bear?' for early dark nights. The seasons Kapow unit from term 1 allows the children to measure temperature across the year. The seasons Kapow unit encourages observation of trees in each season	Through exploring our school grounds in our Geography work the children will have opportunities to experience the following: <u>Seasonal changes</u> – Spring / Summer focus I can explain changes through spring and summer. I can describe the weather in spring and summer and that the days get longer and shorter. Recap on what we have learnt about all 4 seasons this year. Compare seasonal clothing, weather, plants, celebrations The seasons Kapow unit from term 1 allows the children to measure temperature across the year. The seasons Kapow unit encourages observation of trees in each season
	<u>Plants</u> Link to Science seasons work and Geography fieldwork in our school grounds Introduction to plants in our school grounds. Identify a variety of common wild and garden plants, including deciduous and evergreen trees. Introduce the evergreen trees during autumn walks.	<u>Plants</u> Link to Science seasons work and Geography fieldwork in our school grounds Development of plants unit noting the changes that take place during winter. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees – Now that it is winter notice the difference between both trees	<u>MAIN PLANTS UNIT</u> <u>Plants</u> Link to Science seasons work and Geography fieldwork in our school grounds Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. Planting seeds at the start of term and observing them growing.

Geography skills	Geographical enquiry - Teacher led enquiries, to ask and respond to simple closed questions. - Use information books/pictures as sources of information. - Investigate their surroundings - Make observations about where things are eg within school or local area.		Scale/Distance Use relative vocabulary (eg bigger/smaller, like/dislike)
	Map knowledge Learn names of some places within/around the UK. eg Home town, cities, countries e.g. Wales, France	Drawing maps Draw picture maps of imaginary places and from stories.	Direction/Location Follow directions (Up, down, left/right, forwards/backwards)
	Perspective Draw around objects to make a plan	Representation Use own symbols on imaginary map.	Style of map Picture maps and globes
Geography	Use simple fieldwork and observational skills to study the geography of their school grounds. LINK to science seasons and plants work - Make observations about where things are - Investigate their surroundings	Use simple fieldwork and observational skills to study the geography of their school building.	Use simple fieldwork and observational skills to study the local area Use basic geographical vocabulary to refer to key physical features, and key human features in the local area. Using maps Use a simple picture map of Walton. Recognise that it is about a place. Use locational and directional language [for example up, down, forwards / backwards, left / right) to follow directions. Investigate their surroundings Make observations about where things are eg within the local area. Include the pier, church, shops, Naze, lifeboat, caravan parks, swimming pool, backwaters.
	Use basic geographical vocabulary to refer to key physical features, and key human features in the school grounds	Perspective Draw around objects to make a plan	Place Knowledge Where do I live and what is my address? Use Google Earth on Ipads Describe where we live - Link 'Beegu' story for what would it be like to arrive in our town. Link 'Cops and Robbers' to keeping safe in Walton during the summer when tourists visit, and it is busy. Who can help us if we need help.
	Drawing maps Draw picture maps of imaginary places and from stories – Representation Use own symbols on imaginary map. 'Where the Wild Things are.' 'How to Catch a Star' Make a map for Santa to find our school	Drawing maps Draw picture maps of imaginary places and from stories – Representation Use own symbols on imaginary map. 'Handa's Surprise' Place Knowledge Name, locate and identify the four countries and some main cities of the uk. LINK with History to find out about London	Drawing maps Draw their own map of Walton Use aerial photos of Walton
	Identify seasonal and daily weather patterns in the United Kingdom. (Link to science) Observing the weather across the day / across a week / across a season Recording weather charts at different blocks in the year to notice seasonal patterns Matching appropriate clothing and weather dependent items What would the weather chart look like for the penguin? (Autumn) What would the weather chart look like for Handa? (Spring)		
	Identify the cold areas of the world in relation to the North and South Poles. Link to 'Lost and Found.' What does the penguin need to take in his suitcase for this environment / weather	Identify the hot areas of the world in relation to the equator. Link to 'Handa's Surprise' What would we pack in our suitcase for this environment / weather if we went to visit Handa?	Recap on previous learning - Identify the hot and cold areas of the world in relation to the North and South Poles. Link to English texts and where would whales live.

History skills	Chronological understanding - Sequence events in their life - Sequence 3 or 4 artefacts from distinctly different periods of time - Match objects to people of different ages Historical enquiry Find answers to simple questions about the past from sources of information e.g. artefacts	Range and depth of historical knowledge Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past	Interpretations of history - Use stories to encourage children to distinguish between fact and fiction - Compare adults talking about the past – how reliable are their memories? Organisation and communication Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...
History	Changes in living memory. Identify history as events which have happened in the past and sequence events in our lives. Use Christmas and Christmas toys (toys for babies, toddlers, young child, now) to consider how they have changed since they were born. Learn about childhood toys in the past through our Christmas experiences – read Dogger Sequence Toy artefacts – what do they tell us about the past? Recognise the difference between past and present. Christmas day 100 years ago and Christmas day today – toy focus. Find out from our extended families how Christmas toys have changed. Events beyond living memory The Gunpowder plot Order the story. Consider how we know if the story is true? The life of a significant individual -Guy Fawkes Match items that might belong to him. Events beyond living memory Remembrance Day How do we know what happened? Significant historical events, people and places in their own locality – Herbert Columbine - (Link to Remembrance Day)	Events beyond living memory The Great Fire of London Order / recount the story. Use story books / information texts to gather facts. How could we work out what is true? What evidence do we have? Use the paintings that we will also use in our art sessions. The life of a significant individual - Samuel Pepys Sequence writing artefacts – what do we know about this period of time now? Match items that might belong to him. Recognise the difference between the past and present. How would we respond to a fire today? Visit from the fire service?	Changes in living memory. Identify history as events which have happened in the past and order events in our lives. The Seaside in the past Use extended families to find out about holidays at the seaside in the past. Significant historical events, people and places in their own locality Walton seaside in the past Recognise the difference between seaside experiences now and then. Match items that might belong at a Victorian seaside. What can we learn from this?

Art and Design skills	Exploring and developing ideas (ONGOING) - Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points for their work and develop their ideas. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Evaluating and developing work (ONGOING) - Review what they and others have done and say what they think and feel about it. eg Annotate sketchbook - Identify what they might change in their current work or develop in their future work. Breadth of study - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Use ICT - Investigate different kinds of art, craft and design.	Painting - Use a variety of tools and techniques including the use of different brush sizes and types. - Mix and match colours to artefacts and objects. - Work on different scales. - Mix secondary colours and shades - using different types of paint. - Create different textures e.g. use of sawdust. Printing - Make marks in print with a variety of objects, including natural and made objects. - Carry out different printing techniques e.g. monoprint, block, relief and resist printing. - Make rubbings. - Build a repeating pattern and recognise pattern in the environment.	3 D form - Manipulate clay in a variety of ways, eg rolling, kneading and shaping. - Explore sculpture with a range of malleable media, especially clay. - Experiment with, construct and join recycled, natural and man-made materials. - Explore shape and form. Textiles/collage - Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. - How to thread a needle, cut, glue and trim material. - Create images from imagination, experience or observation. - Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Drawing - Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. - Use a sketchbook to gather and collect artwork. - Begin to explore the use of line, shape and colour
Art & Design	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Use a range of materials creatively to design and make products Painting Making a Summer leaf for our seasons display Making an autumn tree for our seasons display Drawing - Using colouring pencils to record their feelings in their own design of colour monster. - Using chalks to create firework displays. Observe videos of displays first. Printing / painting Using shapes to create their own decorated Christmas tree for their home mug / card design for parents to buy. 3D form / Sculpture (clay) - (History link Remembrance day) Poppy making Begin to understand the safety and basic care of materials and tools. Explore mark-making using a variety of tools ie Change the surface of a malleable material. Add lines and textures. Begin to experiment and manipulate clay in a variety of ways including rolling, kneading, cutting. Collage Design and make their own magical stars. Link to 'How to Catch a Star.' Children to investigate different materials to create patterns / textures for their stars.	Use drawing, painting and sculpture to develop and share their ideas, observations, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Use a range of materials creatively to design and make products Look at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Painting / Collage - Making a winter tree for our seasons display. GFOL fire painting and Tudor house collage Focus on colour mixing. Use the work of artists from this time period of the GFOL such as Lieve Verschuier and Jan Griffier to consider colours, shapes and lines that we will use. Experiment with a variety of tools and techniques including different brush sizes and types; e.g. using thick and thin paintbrushes Begin to mix secondary colours and shades. Drawing - Observational drawings of Handa's fruit – Link English Use oil pastels Begin to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. - Mother's day cards – Drawing daffodils	Use drawing, painting and sculpture to develop and share their ideas, observations, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Use a range of materials creatively to design and make products Look at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Painting Making a Spring tree for our seasons display. Make a summer tree for our seasons display. Representing seascapes Printing – science link Bark rubbings of the trunks in our school grounds Collage Representing seascapes both modern and Victorian

D & T skills	Developing, planning and communicating ideas. Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Model their ideas in card and paper • Develop their design ideas applying findings from their earlier research	Working with tools, equipment, materials and components to make quality products (inc food) Make their design using appropriate techniques • With help measure, mark out, cut and shape a range of materials • Use tools eg scissors and a hole punch safely • Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • Select and use appropriate fruit and vegetables, processes and tools • Use basic food handling, hygienic practices and personal hygiene • Use simple finishing techniques to improve the appearance of their product	Evaluating processes and products • Evaluate their product by discussing how well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it
D & T	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] TEXTILES Design, make and evaluate their own Christmas snowman puppet. CONSTRUCTION Designing and making Christmas cards using card mechanisms – sliders	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] FOOD Design and make their own fruit salad linked to English ‘Handa’s Surprise.’ CONSTRUCTION Make their own fire engines from construction kits and recycled materials. Add wheels and axles.	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Making clay whales

Computing- Purple mash units.	Unit 1.1 - Introduction to Purple Mash Unit 1.2 - Creative computing • Using paint tools to draw a picture • Creating a jisaw using a digital device and share it so that others can play. • Creating a game in 2DIY. • Unit 1.3 - Data Explorers • Grouping and sorting items • Collecting data and creating a pictogram	Unit 1.4 – Creating and following Instructions Unit 1:5 – Animated Stories • Learning about digital books • Creating their own story characters • Changing story backgrounds • Adding animation and sounds to their story	Unit 1.6 – Coding • Learning about simple coding including planning and making a program. Unit 1.7 – Technology around us Unit 1:8 – Making Beats • Creating their own music
	ONLINE SAFETY DELIVERED THROUGHOUT THE YEAR USING 2BESAFE - BEING SAFE IN A DIGITAL WORLD		
	Self image and identify Online relationships Online reputation	Online bullying Managing online Information	Health wellbeing and lifestyle Privacy and security Copyright and ownership
Music	Active Music Unit 1 Rhythm and Pulse Listen with concentration and understanding to a range of high-quality live and recorded music – Learning our Christmas songs for our Christmas performance.	Active Music Unit 2 Pitch Active music Unit 3 Singing Games	Active Music Unit 4 Instrumental Games

RE	Unit 1 Philosophy – What do my senses tell me about the world? Unit 2 Human and Social science – How does a celebration bring a community together?		Unit 3 Theology - What do Jewish people remember on Shabbat? Unit 4 Theology – What does the cross mean to Christians?		Unit 5 Philosophy – How did the universe come to be?	
PSHCE	Beginning and Belonging BB12	Family and Friends FF12 Anti-bullying AB12	Diversity and Communities DC12	Drug Education DE12	Personal Safety PS12 Managing change	Healthy Lifestyles HL12 Sex & Relationships Education SR1
PE	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. Throw and catch a ball with a partner Move fluently, changing direction and speed easily and avoiding collisions Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking Describe and comment on their own and other's actions Describe what they have done Watch others and say what they are doing. Explore the reasons why we need to eat a healthy diet and making decisions about healthy eating. Explore the effects exercise has on our bodies and how it benefits us. Respond to different stimuli with a range of actions Copy and explore basic body actions demonstrated by the teacher Copy simple movement patterns from each other and explore the movement Respond to different stimuli with a range of actions Copy and explore basic body actions demonstrated by the teacher Copy simple movement patterns from each other and explore the movement		Perform dances using simple movement patterns. Follow the leader – jumps, hops, skips Respond to different stimuli with a range of actions Copy and explore basic body actions demonstrated by the teacher Copy simple movement patterns from each other and explore the movement Manage the space safely, showing good awareness of each other, mats and apparatus Compose and link movement phrases to make simple dances with clean beginning, middle and end. Link & repeat basic gymnastic actions perform movement phrases with control and accuracy Make up simple movement phrases in response to simple tasks. Practise and repeat their movement phrases and perform them in a controlled way Perform basic gymnastic actions like traveling, rolling and jumping Explore the effects exercise has on our bodies and how it benefits us.		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. Participate in team games, developing simple tactics for attacking and defending Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming Use skills in different ways in different games and try to win by changing the way they use skills in response to their opponent's actions. Describe and comment on their own and other's actions Describe what they have done Watch others and say what they are doing. Explore the effects exercise has on our bodies and how it benefits us. Explore the reasons why we need to eat a healthy diet and making decisions about healthy eating	