

<p><u>Subject: Science</u> Animals/Living Things & their habitats</p> <ul style="list-style-type: none"> -identify and name a variety of common animals that are carnivores, herbivores and omnivores - explore and compare the differences between things that are living, dead, and things that have never been alive - 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. 	<p><u>Prior learning:</u> EYFS</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <p>KS1 Plants (Year A Term 1 & 2) Humans (Year A Term 3 & 4) Working Scientifically/Forces & Movement (Year A Term 5) Materials (Year A Term 6)</p> <p>Seasons/Animals (Year B Term 1)</p>	<p><u>Next steps learning:</u> KS2</p> <ul style="list-style-type: none"> • Identify that animals including humans, need the right types and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things • Describe the simple functions of the basic part of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey.
<p><u>Small steps:</u></p> <ol style="list-style-type: none"> 1. To identify, name and sort animals that are herbivores, carnivores and omnivores. 2. To use a food chain to show how animals get their food 3. To compare the differences between things that are living, dead and have never been alive To answer questions about things that are living, dead or have never been alive 4. To apply knowledge of animal diets and food chains to dinosaurs 	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions • Recognise questions can be answered in different ways • Observe closely • Use simple equipment safely and appropriately • Identify and classify • Use their observations and ideas to suggest answers to questions • Perform simple tests • Gather and record data to help answer questions <p><u>Cross curricular links:</u></p> <ul style="list-style-type: none"> - History - dinosaurs - English - information texts - Guided Reading - Dinosaur information text 	
<p><u>Key vocabulary</u> Diet, omnivore, carnivore, herbivore, Food chain, consumer, producer, predator, prey, herbivore, carnivore, omnivore, Life process, living, non-living, dead, never alive, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition</p>		
<p>Theme Overview: Children will explore animal diets and use these to create food chains. They will also learn about life processes, and what something needs to be alive. Children will then apply this knowledge to dinosaurs to create dinosaur food chains.</p>		
<p>By the end of this unit all children will be able to</p> <ul style="list-style-type: none"> • Recognise that animals eat different things • Sort animals by what they eat • Recognise that some things are alive, some are dead and some have never been alive 	<p>Most children will be able to:</p> <ul style="list-style-type: none"> • Identify carnivores, omnivores and herbivores, • Recognise some life processes • Sort living, dead and never been alive things • Create a simple food chain 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> • Understand and correctly use the terms, prey, predator, consumer and producer • Use life processes to explain if something is living, dead or has never been alive • Create more complex food chains

<p>Subject: History Mary Anning (Significant Individual) - the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Prior learning: Early Learning Goals • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Key Stage One Victorians (Year A Term 2) Issac Newton & how science/communication has changed over time (Year A Term 4) Transport over time, William Morris - a significant local person (Year A Term 5) Explorers (Year A Term 6)</p>	<p>Next steps learning: Key Stage Two</p> <ul style="list-style-type: none"> • Studies of aspects and themes in British History that extend pupils' chronological knowledge beyond 1066 • Local History Studies • Changes in Britain from the Stone Age to the Iron Age.
<p>Small steps:</p> <ol style="list-style-type: none"> 1. Why do we remember Mary Anning? To recall that Mary Anning is famous for her fossil discoveries at a young age. 2. What were the ups and downs in Mary Anning's life? 3. What was Mary like and what made her special? 4. What did others think of Mary? 5. How do we know that Mary really did do all these clever things? 6. What could we do to make Mary Anning more famous? 		<p>Cross curricular links EYFS - PE Dinosaur Dance English - Dinosaur information texts</p>
<p>Key vocabulary Fossil, Discovery, First, Past, Significant individual, Famous,</p>		

<p>Theme Overview Children will explore Mary Anning as a significant young woman achieving an amazing amount in a short time in what was a man's world. At a time when women rarely ventured into the realms of science this young girl took the world by storm. As an inspiration for young girls to think what might be possible in their lives, this life story has a lot of the ingredients to spark pupils' interest: dinosaurs, exciting finds, managing to sell her fossils in hard times, and a dog of course! Children will have lots of opportunities for hands-on activities, working with fossils, as well as consideration of historical evidence and coming up with compelling reasons why we still remember this young girl's achievements 200 years later. Recent press coverage of attempts by children to honour her relatively neglected memory gives children a connection between past and present and the opportunity to express their admiration in the devising ways to commemorate her remarkable life.</p>		
<p>By the end of this unit all children will be able to:</p> <ul style="list-style-type: none"> • Know that Mary Anning was a famous fossil hunter • Recognise some of the ways we know about Mary Anning • 	<p>Most children will be able to:</p> <ul style="list-style-type: none"> • Recall the main events in Mary's life • Recognise some examples of sources of evidence about Mary Anning's life • Identify some people that were important to Mary • Explain the impact Mary's discoveries had at the time 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> • Explain why certain events were impactful in Mary's life and within the wider world • Recognise that some sources of evidence are more valuable than others. • Explain why certain people were important to Mary and the impact they had on her • Explain the significance Mary's discoveries had on history

<p>Subject: Design & Technology (Christmas Stockings)</p>	<p>Prior learning: EYFS</p>	<p>Next steps learning: KS2</p>
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<p>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 select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. <p>KS1</p> <ul style="list-style-type: none"> • Sewing (Year A Term 2) • Moving Pictures with Mechanisms (Year A Term 3) • Food (Year A Term 4) • Vehicles - axles (Year A Term 5) • Free Standing Structures (Year A Term 6) 	<ul style="list-style-type: none"> • Select and use a wider range of tools and equipment to perform practical tasks accurately • Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities
<p>Small steps:</p> <ol style="list-style-type: none"> 1. To explore and analyse existing products 2. To explore different ways to join fabric using sewing skills 3. To explore different ways to decorate fabric using sewing skills 4. To design a Christmas stocking 5. To use sewing skills to make a Christmas stocking 6. To evaluate a finished product 		<p>Cross curricular links:</p>
<p>Key vocabulary: Function, Visual appeal, Join, Colour, Shape, Material, Size, Decoration, Stitch, Fabric, Needle, Thread, Overstitch, Running stitch, Backstitch, Glue, staple,</p>		

<p>Theme Overview</p>		
<p>Children will develop and use their knowledge of, and skills in, a variety of sewing techniques for joining and decorating fabric in order to design and make their very own Christmas stocking!</p>		
<p>By the end of this unit all children will be able to:</p> <ul style="list-style-type: none"> • Join fabric together • Create a design • Follow a design to make a stocking • Recognise 1 positive about their own work • Recognise 1 way to improve their own work 	<p>Most children will be able to:</p> <ul style="list-style-type: none"> • Join fabric together using running or over stitch • Add decoration to fabric • Know what design criteria is • Evaluate own finished products 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> • Join fabric together using backstitch or zigzag stitch • Add decoration to fabric using sewing skills • Follow design criteria • Evaluate own and other's finished products

<p>Subject: Computing Digital Painting use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Prior learning: EYFS</p> <ul style="list-style-type: none"> - Exploration of technology in provision <p>KS1</p> <ul style="list-style-type: none"> - Online Safety - term 2 (PSHE) - Computer systems (Year A term 1) - Data & information (Year A term 2) - Digital Photography (Year A Term 3) - Word processing (Year A Term 4) - Programming Beebots (Year A Term 5) - Programming ScratchJr (Year A Term 6) - Information Technology in the wider world (Year B Term 1) 	<p>Next steps learning: KS2</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals
<p>Small steps:</p> <ol style="list-style-type: none"> 1. To describe what different freehand tools do 2. To use the shape tool and the line tool 3. To make careful choices when painting a digital picture 4. To explain why I chose the tools I used 5. To use a computer on my own to paint a picture 6. To compare painting a picture on a computer and on paper 	<p>Cross curricular links: Links to Art from Year A and Term 5.</p>	
<p>Key vocabulary: paint program, tool, paintbrush, erase, fill, undo, Piet Mondrian, primary colours, shape tools, line tool, fill tool, undo tool, Henri Matisse, Wassily Kandinsky, tools, feelings, colour, brush style, Georges Seurat, pointillism, brush size,</p>		

<p>Theme Overview Children will explore the world of digital art and its exciting range of creative tools. Children will create their own paintings, while getting inspiration from a range of other artists. They will also consider their preferences when painting with, and without, the use of digital devices.</p>		
<p>By the end of this unit all children will be able to:</p> <ul style="list-style-type: none"> • Use a paint program to create a picture 	<p>Most children will be able to:</p> <ul style="list-style-type: none"> • Log in/off • Open/close paint program • Use shape tools • Use brush tools • Use line tools • Use fill tools • Use spray tool 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> • Save pictures • Print pictures • Use undo tool • Edit and improve a picture

<p>Subject: Music Musical me Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>	<p>Prior learning: ELG EAD: · Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. KS1 Term 1 - Your imagination - beat/pitch (Year A Term 1) Term 2 - Ho Ho Ho - using voices in different ways (Year A Term 2) Term 3 - Hands, Feet, Heart - Pitch (Year A Term 3) Term 4 - In the groove - Music for storytelling (Year A Term 4) Term 5 - Friendship Songs - dynamics/notation (Year A Term 5) Term 6 - Round Round - Consolidation (Year A Term 6) Kapow Music Term 1: Year 1 Animal stories (Year B Term 1)</p>	<p>Next steps learning: KS2</p> <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Use and understand staff and other musical notations
<p>Small steps:</p> <ol style="list-style-type: none"> 1. To sing and play an instrument at the same time 2. To choose and play appropriate dynamics and timbres for a piece of music 3. To use musical notation to play melodies 4. To use letter notation to write my own melody 5. To use timbre and dynamics in musical composition 	<p>Cross curricular links: English. -retelling stories</p>	
<p>Key vocabulary: Rhythm, pulse, dynamics, timbre, beat, melody, notation</p>		

<p>Theme Overview Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion as well as using letter notation to write a melody.</p>		
<p>By the end of this unit all children will be able to:</p> <ul style="list-style-type: none"> • Recognise when clapped rhythms are the same • Sing a melody accurately • Play an instrument in time • Show an emotion in their voice • Understand the terms dynamics and timbre 	<p>Most children will be able to:</p> <ul style="list-style-type: none"> • Clap the rhythm of their name. • Sing the melody accurately while playing their instrument in time. • Show a range of emotions using their voices. • Describe the dynamics and timbre of their pieces. • Play a known melody from letter notation in the right order, if not with the right rhythms. • Play a new melody from letter notation in the right order, if not in time. 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> • Invent a melody, write it down and play it back. • Select instruments with different timbres. • Compose and perform a piece using different dynamic levels.

<p>Subject: PSHE VIPs (Friendships and Relationships)</p> <p>H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings H23. to identify what they are good at, what they like and dislike H33. about the people whose job it is to help keep us safe</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R21. about what is kind and unkind behaviour, and how this can affect others R24. how to listen to other people and play and work cooperative R25. how to talk about and share their opinions on things that matter to them</p>	<p>Prior learning: ELG:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. <p>KS1 Year A Term 1 - Staying Safe H.8, H.28, H.29, H.30, H.31, H.32, H.33, H.35, H.36, R.13, R.14, R.15, R.16, R.18, R.19, R.20 Term 2 - Digital Wellbeing H28, H 34, R 10, R11, R12, R14, R15, L7, L8, L9 Term 3 - Be Yourself H12, H13, H14 H15, H16, H18, H19, H20, H21, H22, H23, R25 Term 4 - One World R2, R3, R4, L1, L2, L3, L6 Term 5 - TEAM - R1 R2 R7 R9 R10 R11 R12 R21 R22 R23 R24 H23 L4 L14 Term 6 - Aiming High - H20, H21, H23, H24, L14, L15, L16, L17, R23, R25, Year B Term 1 - Online Safety - L7. L8. L9. H28. H34. R10. R11. R12. R14. R15.</p>	<p>Next steps learning: KS2 R10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</p>
<p>Small steps:</p> <ol style="list-style-type: none"> 1. To talk about the important people in our lives and explain why they are special 2. To describe why families are important 3. To describe what makes someone a good friend 4. To describe ways to help resolve arguments and disagreements without being unkind 5. To cooperate with others to achieve a task 6. To describe how to show special people that we care about them and understand why this is important 	<p>Cross curricular links:</p>	
<p>Key Vocabulary special, important, care, kind, help, trust, love, happy, safe</p>	<p>Key individuals:</p>	<p>Reading links:</p>
<p>Theme Overview This unit explores the Very Important Persons (VIPs) in children's lives and the ways in which they can develop positive relationships with them. It enables children to identify who the special people in their life are and what makes someone a special person. Children are also encouraged to explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches children the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.</p>		
<p>End Point By the end of this unit all children will be able to:</p> <ul style="list-style-type: none"> • explain who the special people in their lives are; • talk about the importance of families; • describe what makes someone a good friend; • know how to resolve an argument in a positive way; • know the skills involved in successful cooperation • identify a way to show others that they care. 	<p>Most children will be able to:</p> <ul style="list-style-type: none"> *identify who the special people in their lives are and explain why they are important to them; • explain why having a family network is important; • know what makes someone a good friend and demonstrate these qualities; • put positive resolution techniques into practice; • cooperate with others to complete a task; • identify several ways to show others that they care and understand the importance of doing this. 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> • discuss why they need VIPS in their lives; • encourage others to put positive resolution techniques into practice; • take the lead in demonstrating successful cooperation skills; • discuss the positive impact of showing others that they are cared for.

<p>Subject: RE Why do people celebrate important occasions?</p>	<p>Prior learning: EYFS UW: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. KS1 Celebrations (Year A Term 2) Belonging (Year A Term 3) Christianity (Year A Term 4) Islam (Year A Term 5) Stories (Year A Term 6)</p> <p>What makes some things sacred to some groups of people? (Year B Term 1)</p>	<p>Next steps learning: KS2 • How and why do people worship? • What holds communities together? • How do religions express their beliefs about God? • What do celebrations show about what we think is important in life?</p>
<p>Small steps:</p> <ol style="list-style-type: none"> To describe what a ceremony is To explore what happens at Aqiqah (Islam) To explore what happens at Bar & Bat Mitzvah (Jewish) To explain what happens at a Dastar Bandi (Sikhism) To explain what happens at a Hindu wedding To use what I have learnt to help me plan a ceremony 	<p>Cross curricular links: British Values – Mutual respect - Tolerance of those with different faiths and beliefs and those without faith.</p>	
<p>Key vocabulary: Ceremony, ceremonies, event, important, religious, non-religious, celebrate, remember, recognise, official, Aqiqah, Muslim, Islam, baby, Allah, value, gift, charity, Bar Mitzvah, Bat Mitzvah, rite of passage, Torah, Hebrew, Synagogu, Sikh, Sikhism, celebration, Dastar Bandi, turban, patka, Gurdwara, Granthi, Guru Granth Sahib, langar. Hindu, Hinduism, wedding, couple, bride, groom, husband, wife, mehndi, henna, sangeet, sari, safa, the Baraat, garlands, mandap, mangala sutra, symbol, Sanskrit, sacred, Saptapadi, kum-kum powder, tradition.</p>		
<p>Theme Overview Children will learn about what a ceremony is, understanding common features of religious and non-religious ceremonies. They will find out about what happens at an Aqiqah, a Bar and Bat Mitzvah, a Dastar Bandi and a Hindu wedding. Children will consider how people feel at these important ceremonies and will draw similarities and differences between them. They will use their knowledge and understanding about ceremonies to help them to work with others to plan their own ceremony.</p>		
<p>By the end of this unit all children will:</p> <ul style="list-style-type: none"> explain what a ceremony is and name some religious and non-religious ceremonies; talk about their experiences of attending ceremonies; know that an Aqiqah is an important ceremony held for Muslim babies; explain what a Bar Mitzvah or Bat Mitzvah is; give an opinion on when a child should become responsible for their own actions; know what happens at a Dastar Bandi ceremony; share their own experiences of attending a wedding and relate this to what they have learnt about Hindu weddings; understand most of the vocabulary used to describe objects or rituals used at the ceremonies they have learnt about; work with support from others to plan and act out their own ceremony. 	<p>Most children will be able to:</p> <ul style="list-style-type: none"> give a detailed explanation of what a ceremony is and name and describe some religious and non-religious ceremonies; share their experiences and reflections on ceremonies they may have attended; know what happens at an Aqiqah ceremony and reflect on the importance of giving in this important ceremony for Muslims; explain what it means to be a Bar Mitzvah or Bat Mitzvah and describe what happens at this Jewish ceremony; give an opinion on when a child should become responsible for their own actions, backing up any argument made with reasons; ask and answer questions about what happens at a Dastar Bandi ceremony, reflecting on the feelings a young Sikh might have after this ceremony; describe what happens at a Hindu wedding and reflect on the similarities and differences between a Hindu wedding and a wedding they may have attended; understand and use the vocabulary used to describe objects or rituals involved in the ceremonies they have learnt about; work with others to plan and act out their own ceremony, reflecting on how this ceremony contained features from other ceremonies they have learnt about. 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> give a detailed explanation of what a ceremony is and name and describe some religious and non-religious ceremonies; share their experiences and reflections on ceremonies they may have attended; know what happens at an Aqiqah ceremony and reflect on the importance of giving in this important ceremony for Muslims; explain what it means to be a Bar Mitzvah or Bat Mitzvah and describe what happens at this Jewish ceremony; give an opinion on when a child should become responsible for their own actions, backing up any argument made with reasons; ask and answer questions about what happens at a Dastar Bandi ceremony, reflecting on the feelings a young Sikh might have after this ceremony; describe what happens at a Hindu wedding and reflect on the similarities and differences between a Hindu wedding and a wedding they may have attended; understand and use the vocabulary used to describe objects or rituals involved in the ceremonies they have learnt about; work with others to plan and act out their own ceremony, reflecting on how this ceremony contained features from other ceremonies they have learnt about.

<p>Subject: PE (KS1) Invasion Games</p> <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending 	<p>Prior learning: EYFS</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Key Stage One</p> <ul style="list-style-type: none"> Team Games/Dancing (Year A Term 3) Gymnastic/Movement skills /Net/Wall games (Year A Term 4) Multi - Skills Running/Jumping(Year A Term 5) Multi- Skills Throwing (Year A Term 6) <ul style="list-style-type: none"> Ball Skills (Year B Term 1) 	<p>Next steps learning: KS2</p> <ul style="list-style-type: none"> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
<p>Small steps:</p> <ol style="list-style-type: none"> To move with the ball in a game To use space when passing and receiving in a game To use throwing & catching to pass and receive the ball in a game To know how to make or deny space when attacking and defending in a game To use attacking and defending skills in a game To apply specific skills to an invasion game To follow rules to play a game 	<p>Cross curricular links:</p>	
<p>Key vocabulary Teamwork, communicate, intercept, move, space, control, accuracy, attack, defend,</p>		
<p>Theme Overview: Children will apply their ball skills from last term to play a range of invasion games working on developing their attacking and defending skills. As well as exploring and applying a range of tactics to help them work co-operatively in team games.</p>		
<p>By the end of this unit all children will be able to</p> <ul style="list-style-type: none"> begin to recognise how the body feels during and after physical activity; begin to use the terms attacking and defending; throw and catch a ball with a partner using different techniques; kick a ball whilst moving; pass a ball in different ways; begin to use throwing, catching and kicking skills in a game with some success; use at least one technique to attack, such as dodging to play a game with some success; use at least one technique to defend, such as marking to play a game with some success; begin to choose and use the best space in a game; perform learnt skills with some control; understand the importance of rules and follow them in simple games; begin to work as part of a team. 	<p>Most children will be able to:</p> <ul style="list-style-type: none"> recognise and describe how the body feels during and after physical activity; begin to use and understand the terms attacking and defending; throw and catch a ball with a partner using different techniques and begin to choose the best pass to make in a game; kick a ball, using the correct technique whilst moving, with some control and fluency; pass a ball in different ways, using the correct technique, with some control and accuracy; use throwing, catching and kicking skills in a game with increasing confidence and success; begin to apply a range of attacking and defending skills in a game successfully, including dodging and marking; increasingly choose and use the best space in a game, including passing to a player who is in space; perform learnt skills with increasing control; follow rules to play different games and understand the importance of having them; show good teamwork in competitive situations. 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> describe how the body feels during and after a range of physical activities and begin to explain why; use, understand and explain the terms attacking and defending; throw and catch a ball with a partner using different techniques and demonstrate the best pass to make in a game; kick a ball whilst moving including changing direction and speed, with control and confidence; pass a ball in different ways over a range of distances, demonstrating control and accuracy; confidently use throwing, catching and kicking skills in a game with control and accuracy; perform learnt skills with good control; consistently apply a range of attacking and defending skills in a game successfully; use space well to pass and receive a ball; know how to make or deny space in a game when attacking and defending; follow more complex rules in games and explain the importance of having them; work effectively as part of a team.

