

## 'France & the Olympics' Summer 1

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| <p><u>Subject: Science</u><br/>         Living Things &amp; their Habitats<br/>         □ explore and compare the differences between things that are living, dead, and things that have never been alive<br/>         □ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other<br/>         □ identify and name a variety of plants and animals in their habitats, including micro-habitats<br/>         □ 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>   | <p><u>Prior learning:</u><br/>         EYFS<br/>         UW: ELG: Understand some important processes and changes in the natural world around them including the seasons and changing states of matter.</p> <p>KS1<br/>         Plants (Year A Term 1 &amp; 2)<br/>         Humans (Year A Term 3 &amp; 4)<br/>         Working Scientifically/Forces &amp; Movement (Year A Term 5)<br/>         Materials (Year A Term 6)</p> <p>Seasonal Changes (Year B Term 1)<br/>         Animals (Year B Term 1 &amp; 2)<br/>         Everyday Materials (Year B Term 3)<br/>         Use of Materials &amp; Scientific Enquiry Skills (Year B Term 4)</p> | <p><u>Next steps learning:</u><br/>         KS2<br/>         Year 4 Living things and their habitats<br/>         □ recognise that living things can be grouped in a variety of ways<br/>         □ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br/>         □ recognise that environments can change and that this can sometimes pose dangers to living things.</p>              |
| <p><u>Small steps:</u></p> <ol style="list-style-type: none"> <li>1) What lives in our local habitat? To identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants. To identify and classify and sort objects into categories by sorting objects that are living, dead and have never been alive.</li> <li>2) What is a microhabitat and what lives there? To identify and name a variety of plants and animals in their habitats, including microhabitats by identifying minibeasts in microhabitats. To gather and record data to help in answering questions by investigating the preferred habitat of minibeasts.</li> <li>3) How are habitats different around the world? 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, by researching habitats and the animals that live in them. To ask simple questions and recognise that they can be answered in different ways by asking and answering questions about a range of different habitats.</li> <li>4) How are living things adapted and suited to different 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, and how they depend on each other by considering the adaptations of animals, and how living things in a habitat depend on each other.</li> </ol> |  | <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>• Ask simple questions</li> <li>• Recognise questions can be answered in different ways</li> <li>• Observe closely</li> <li>• Use simple equipment safely and appropriately</li> <li>• Identify and classify</li> <li>• Use their observations and ideas to suggest answers to questions</li> <li>• Perform simple tests</li> <li>• Gather and record data to help answer questions</li> </ul> |
| <p><u>Key vocabulary</u><br/>         Habitat, conditions, survive, urban, woodland, pond, coast, coastal, Minibeast, microhabitat, enquiry, survey, pictogram, research, conditions, ocean, tropical rainforest, arctic, desert, adaptation. Survive, adapt, depend, dependency.</p>   |  |  |
| <p><u>Assessment Opportunities:</u><br/>         Labelled maps of habitats<br/>         Surveys and pictograms<br/>         Questions and answers</p>   |  |  |

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| <p><u>Subject: Geography</u><br/>         France/Paris &amp; Map Making Skills<br/>         Human and physical geography<br/>         □ use basic geographical vocabulary to refer to:<br/>         □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br/>         □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop<br/>         Geographical skills and fieldwork<br/>         □ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage<br/>         □ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map<br/>         □ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key<br/>         □ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> | <p><u>Prior learning:</u><br/>         Early Learning Goals<br/>         UW: Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.<br/>         Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps.<br/>         Key Stage One<br/>         Brazil (Year A Term 1)<br/>         London &amp; the UK (Year A Term 3)<br/>         Human &amp; Physical Features (Year A Term 4)<br/>         Map skills (Year A Term 5)<br/>         Australia (Year B Term 1)<br/>         Castles/Physical Features &amp; The UK (Year B Term 4)</p> | <p><u>Next steps learning:</u><br/>         Key Stage Two<br/>         Human and physical geography<br/>         □ describe and understand key aspects of:<br/>         □ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br/>         □ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br/>         Geographical skills and fieldwork<br/>         □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br/>         □ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br/>         □ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> |
| <p><u>Small steps:</u></p> <ol style="list-style-type: none"> <li>1. Where is Paris and what is it like? To be able to locate Paris on a map and identify its key geographical features.</li> <li>2. Where are Parisian tourist attractions? To be able to use maps to describe and locate Parisian tourist attractions.</li> <li>3. How are Paris &amp; London similar? To be able to compare and contrast Paris and London.</li> <li>4. How can compass points help us with directions? To be able to use compass points to navigate around a map.</li> <li>5. Which landmarks can you recognise from aerial photographs and plan perspectives? To use aerial photographs and plan perspectives to recognise and create landmarks.</li> <li>6. What features need to be included on a map of the local area? To use simple fieldwork and observational skills to study the geography of the school and surroundings.</li> <li>7. How can we make a map? To devise a simple map and use and construct basic symbols in a key.</li> <li>8. How many human features can you name and place on a map? To design a map, referring to key human features</li> <li>9. How can we create 3D maps? To create a 3D map using their town designs</li> </ol>   |   | <p><u>Cross curricular links</u></p>   |
| <p><u>Key vocabulary</u><br/>         Paris, capital city, France, border, river, hill, compass, north, south, east, west, map, aerial photographs, plan perspectives, physical, human, features, landmarks, key,</p>  |   |  |
| <p><u>Assessment Opportunities</u><br/>         Created labelled maps,<br/>         True/false questions<br/>         Sorting activity</p>   |   |  |

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| <p><u>Subject: Design &amp; Technology</u><br/> <u>Cooking &amp; Nutrition</u><br/>         □ use the basic principles of a healthy and varied diet to prepare dishes.<br/>         □ understand where food comes from.</p>  | <p><u>Prior learning:</u><br/> <u>EYFS</u><br/>         PD: Fine Motor ELG - Use a range of small tools including scissors, paintbrushes and cutlery; begin to show accuracy and care when drawing.<br/>         EAD: Creating with materials ELG - Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function; Share their creations, explaining the processes they have used.<br/> <u>KS1</u></p> <ul style="list-style-type: none"> <li>• Sewing - Christmas Tree Decorations (Year A Term 2)</li> <li>• Food (Year A Term 4)</li> <li>• Vehicles - axles (Year A Term 5)</li> <li>• Free Standing Structures (Year A Term 6)</li> <br/> <li>• Textiles/Sewing - Christmas Stockings (Year B Term 2)</li> <li>• Mechanisms - Moving Pictures (Year B Term 4)</li> </ul> | <p><u>Next steps learning:</u><br/> <u>KS2</u><br/>         □ understand and apply the principles of a healthy and varied diet.<br/>         □ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.<br/>         □ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> |
| <p><u>Small steps:</u></p> <ol style="list-style-type: none"> <li>1) To find out about the favourite fruits and vegetables in the class and present the data in a pictogram.</li> <li>2) To examine, taste and describe a variety of fruits and vegetables.</li> <li>3) To find out how to handle and prepare a variety of fruits and vegetables.</li> <li>4) To be able to design a recipe containing fruit or vegetables.</li> <li>5) To be able to make and evaluate a food product based on a design.</li> </ol> | <p><u>Cross curricular links:</u></p>   |  |
| <p><u>Key vocabulary:</u><br/>         Design, make, evaluate, fruit, vegetable, pictogram, taste, healthy eating, balanced diet, cut, chop, peel, grate, safe,</p>  |   |  |
| <p><u>Assessment Opportunities</u><br/>         Recipe designs.<br/>         Photographs of prepared dishes and of preparation<br/>         Evaluations</p>  |   |  |

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| <p><u>Subject: Art</u><br/>Henri Rousseau</p> <p>□ to use a range of materials creatively to design and make products<br/>         □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination<br/>         □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br/>         □ about 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.</p> | <p><u>Prior learning:</u><br/><u>EYFS</u><br/>EAD: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/>EAD: Share their creations, explaining the process they have used.<br/><u>KS1</u><br/>• Collage skills/Beatriz Milhaze &amp; Frida Kahlo - (Year A Term 1)<br/>• Portraits (Year A Term 3/4)<br/>• Landscapes &amp; Cityscapes (Monet/Van Gogh/Metzinger) (Year A Term 5)<br/>• Painting/Colour (Year A Term 6)<br/><br/>- Mark Making/Aboriginal Art (Year B Term 1)<br/>- Colour/Painting/Printing (Year B Term 3)</p> | <p><u>Next steps learning:</u><br/><u>KS2</u><br/>□ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]<br/>□ about great artists, architects and designers in history.</p> |
| <p><u>Small steps:</u></p> <ol style="list-style-type: none"> <li>1. To understand the life of the artist Henri Rousseau</li> <li>2. To explore and use the skills and techniques used by Henri Rousseau</li> <li>3. To understand the meaning of Henri Rousseau's genre, portrait-landscape</li> <li>4. To understand about the animals in Rousseau's paintings</li> <li>5. To use their imaginations and skills to paint their own pieces of art.</li> </ol>   |   | <p><u>Cross curricular links:</u><br/>Geography - France</p>  |
| <p><u>Key vocabulary:</u><br/>Henri Rousseau, Pure simple colours, large oversized flowers, animals in the foreground, plants in the background, portrait, landscape, design, evaluate,</p>  |   |   |
| <p><u>Assessment Opportunities</u><br/>Biography booklets<br/>End of unit painting.</p>  |   |   |

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| <p><u>Subject: Computing</u><br/>Digital Music</p> <ul style="list-style-type: none"><li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li></ul>   | <p><u>Prior learning:</u><br/><u>EYFS</u></p> <ul style="list-style-type: none"><li>- Exploration of technology in provision</li></ul> <p><u>KS1</u></p> <ul style="list-style-type: none"><li>- Online Safety - term 2 (PSHE)</li><li>- Computer systems (Year A term 1)</li><li>- Data &amp; information (Year A term 2)</li><li>- Digital Photography (Year A Term 3)</li><li>- Word processing (Year A Term 4)</li><li>- Programming Beebots (Year A Term 5)</li><li>- Programming ScratchJr (Year A Term 6)</li></ul><br><ul style="list-style-type: none"><li>- Technology Around Us (Year B Term 1)</li><li>- Digital Painting (Year B Term 2)</li><li>- Robot Programming (Year B Term 3)</li><li>- Programming Quizzes (Year B Term 4)</li></ul> | <p><u>Next steps learning:</u><br/><u>KS2</u></p> <ul style="list-style-type: none"><li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li><li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li></ul> |
| <p><u>Small steps:</u></p> <ol style="list-style-type: none"><li>1. To say how music can make us feel</li><li>2. To identify that there are patterns in music</li><li>3. To experiment with sound using a computer</li><li>4. To use a computer to create a musical pattern</li><li>5. To create music for a purpose</li><li>6. To review and refine our computer work.</li></ol> | <p><u>Cross curricular links:</u><br/>Music - Musical vocabulary</p>  |  |
| <p><u>Key vocabulary:</u><br/>Music, planets, mars, Venus, war, peace, quiet, loud, feelings, emotions, pattern, rhythm, pulse, Neptune, pitch, tempo, rhythm, notes, pattern, instrument, create, pulse/beat, Open, edit.</p>  |   |  |
| <p><u>Assessment Opportunities</u><br/>Saved digital music<br/>Videos<br/>Photographs</p>   |   |  |

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| <p><u>Subject: Music</u><br/>         Kapow Music - Journey through Britain</p> <ul style="list-style-type: none"> <li>□ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>□ play tuned and untuned instruments musically</li> <li>□ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>□ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>• Listening to and recognising instrumentation.</li> <li>• Beginning to use musical vocabulary to describe music.</li> <li>• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>• Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>• Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>• Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>• Performing expressively using dynamics and timbre to alter sounds as appropriate.</li> </ul> <p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>• To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.</li> <li>• To know that 'duration' means how long a note, phrase or whole piece of music lasts.</li> <li>• To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.</li> </ul> | <p><u>Prior learning:</u><br/> <u>ELG</u><br/>         EAD; Being Imaginative &amp; Expressive ELG: Sing a range of well known rhymes &amp; songs; Perform songs, rhymes, poems, and stories with others and try to move in time with the music.<br/> <u>KS1</u><br/>         (Year A Charanga Music)<br/>         Term 1 - Your imagination - beat/pitch (Year A Term 1)<br/>         Term 2 - Ho Ho Ho - using voices in different ways (Year A Term 2)<br/>         Term 3 - Hands, Feet, Heart - Pitch (Year A Term 3)<br/>         Term 4 - In the groove - Music for storytelling (Year A Term 4)<br/>         Term 5 - Friendship Songs - dynamics/notation (Year A Term 5)<br/>         Term 6 - Round Round - Consolidation (Year A Term 6)</p> <p>(Year B Kapow Music)<br/>         Term 1: Animals - Classical Music, dynamics &amp; tempo<br/>         Term 2: Musical Me - Use of Voice &amp; Musical Notation<br/>         Term 3 - Fairy Tales - Timbre<br/>         Term 4 - Superheroes- Pitch &amp; Tempo</p> | <p><u>Next steps learning:</u><br/> <u>KS2</u><br/>         □ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression<br/>         □ improvise and compose music for a range of purposes using the inter-related dimensions of music<br/>         □ listen with attention to detail and recall sounds with increasing aural memory<br/>         □ use and understand staff and other musical notations<br/>         □ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians<br/>         □ develop an understanding of the history of music.</p> |
| <p><u>Small steps:</u></p> <ol style="list-style-type: none"> <li>1. To learn about the music of the British Isle.</li> <li>2. To learn about the music of the British Isles and create music of our own. (Countryside)</li> <li>3. To learn about the music of the British Isles and create music of our own (City)</li> <li>4. To compose a piece of music as part of a group</li> <li>5. To evaluate and improve a group composition</li> </ol>  | <p><u>Cross curricular links:</u><br/>         Links to Term 4 Geography.</p>   |   |
| <p><u>Key vocabulary:</u><br/>         Composition, duration, dynamics, inspiration, pitch, structure, tempo, texture, timbre</p>   |   |   |
| <p><u>Assessment Opportunities</u><br/>         End of Unit Quiz<br/>         Video performances</p>  |   |   |

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| <p><b>Subject: PSHE</b><br/>Diverse Britain<br/>L1, L2, L3, L4, L5, L6,<br/><br/>R21, R23, R25,</p>  | <p><b>Prior learning:</b><br/><b>ELG:</b><br/>PSED: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.<br/>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenges.<br/><b>KS1</b><br/>Year A<br/>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<br/>Term 2 - Digital Wellbeing H28, H 34, R 10, R11, R12, R14, R15, L7, L8, L9<br/>Term 3 - Be Yourself H12, H13, H14 H15, H16, H18, H19, H20, H21, H22, H23, R25<br/>Term 4 - One World R2, R3, R4, L1, L2, L3, L6<br/>Term 5 - TEAM - R1 R2 R7 R9 R10 R11 R12 R21 R22 R23 R24 H23 L4 L14<br/>Term 6 - Aiming High - H20, H21, H23, H24, L14, L15, L16, L17, R23, R25,<br/>Year B<br/>Term 1 - Online Safety H28, H 34, R 10, R11, R12, R14, R15, L7, L8, L9<br/>Term 2 - VIPs - friendships &amp; relationships H14, H16, H23, H33, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R16, R21, R23, R25<br/>Term 3 - Money Matters - L10, L11, L12, L13, L14, L15, L16<br/>Term 4 - Feelings &amp; Growth Mindsets - H1. H11. H12 H13. H17. H18. H19. H23.</p> | <p><b>Next steps learning:</b><br/><b>KS2</b><br/>L1, L2, L3, L4, L5, L6, L7, L8, L9, L10<br/><br/>R30, R32, R34</p> |
| <p><b>Small steps:</b></p> <ol style="list-style-type: none"> <li>1. To describe ways that can help the school community</li> <li>2. To describe ways I can be a good neighbour</li> <li>3. To identify things that help or harm the neighbourhood</li> <li>4. To describe what it is like to live in the British Isles.</li> <li>5. To explore how people living in the British Isles can be different and how they are the same.</li> <li>6. To talk about being British and living in the British Isles.</li> </ol>   | <p><b>Cross curricular links:</b><br/>Geography links to term 4<br/><br/>British Value links</p>  |  |
| <p><b>Key Vocabulary</b><br/>community, belong, help, respect, share, listen, community, local area, neighbour, helpful, choice, choose, consequences, neighbourhood, environment, harm, responsibility, natural, built, Britain, United Kingdom, town, countryside, island, coast, mountain, lakes, river, celebrations, diverse, diversity, different, same, celebrate, kindness, respect, difference, similarity, Similar, accepting, believe, beliefs, live, dress, right, happy, safe, British, famous, proud, multicultural, diverse, community, British Isles</p> |   |  |
| <p><b>Assessment Opportunities</b></p>   |   |  |

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| <p><b>Subject: RE</b><br/>Why are some places important to people?</p>   | <p><b>Prior learning:</b><br/><b>EYFS</b><br/>UW: People, Culture &amp; Communities – know some similarities and differences between different religious and cultural communities in this country, drawing own their experiences and what has been read in class.</p> <p><b>KS1</b><br/>Celebrations (Year A Term 2)<br/>Belonging (Year A Term 3)<br/>Christianity (Year A Term 4)<br/>Islam (Year A Term 5)<br/>Stories (Year A Term 6)</p> <p>What makes some things sacred to some groups of people? (Year B Term 1)<br/>Why do people celebrate important occasions? (Year B Term 2)<br/>What makes some stories so important to different people? (Year B Term 3)<br/>Why is it important to look after our world? (Year B Term 4)</p> | <p><b>Next steps learning:</b><br/><b>KS2</b><br/>Core Questions:<br/>• What is most important in life?<br/>• How do people show what is most important to them?<br/>• How does this affect their attitudes to themselves, other people and the world around them?<br/>Enquiries (referencing back to the core questions)<br/>• Are places of worship really needed?<br/>• What holds communities together?</p> |
| <p><b>Small steps:</b></p> <ol style="list-style-type: none"> <li>1. What places are special to you? To be able to describe a place that is special to them.</li> <li>2. What places are special to some religious people? To know that some religious people have a special place.</li> <li>3. Which places are special to Christian's? To learn about Christian special places.</li> <li>4. Which places are special to Muslims? To learn about Muslim special places.</li> <li>5. Which places are special to Buddhists? To learn about Buddhist special places,</li> </ol> |  | <p><b>Cross curricular links:</b><br/>British Values - Mutual respect<br/>- Tolerance of those with different faiths and beliefs and those without faith.</p>   |
| <p><b>Key vocabulary:</b><br/>Place, special, religious, Christianity, Buddhism, Muslim, church, mosque, temple,</p>   |  |   |
| <p><b>Assessment Opportunities</b><br/>Drawings and explanations.<br/>Cloze sentences.<br/>Written descriptions.<br/>Diary entry</p>   |  |   |



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| <p><b><u>Subject: PE</u></b><br/><b><u>EYFS</u></b><br/><b><u>Yoga</u></b></p>   | <p><b><u>Prior learning:</u></b><br/>EYFS<br/>Term 1 - Listening/Team Games<br/>Term 2 - Dance<br/>Term 3 - Ball Skills<br/>Term 4 - Gymnastics</p> | <p><b><u>Next steps learning:</u></b><br/><b>KS1</b><br/>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</p> |
| <p><b><u>Small steps:</u></b></p> <ol style="list-style-type: none"><li>1. To develop balance, agility and coordination through yoga by stretching up and bending forward.</li><li>2. To develop balance, agility and coordination through yoga while on all fours.</li><li>3. To develop balance, agility and coordination through yoga, by coming in and out of the dog pose.</li><li>4. To develop balance, agility and coordination through yoga, by varying speed from fast to slow.</li><li>5. To develop balance, agility and coordination through yoga by following my peers. To develop balance in standing positions.</li><li>6. To develop balance, agility and coordination through yoga by working with my peers. To develop balance when moving between positions.</li></ol> | <p><b><u>Cross curricular links:</u></b></p>  |  |
| <p><b><u>Key vocabulary</u></b><br/>Reach, steady, lift, release, co-ordination, all-fours, arching, dog pose, agility, speed, smooth, Balance, standing,</p>  |   |  |
| <p><b><u>Assessment Opportunities</u></b><br/>Photographs of poses.<br/>Video of transitions between poses.<br/>Comments on each others poses.</p>   |   |  |

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| <p><b><u>Subject: PE</u></b><br/><b><u>KS1</u></b><br/>Bat &amp; Ball Skills.<br/>□ 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<br/>□ participate in team games, developing simple tactics for attacking and defending</p>  | <p><b><u>Prior learning:</u></b><br/>EYFS<br/>PD: Gross Motor Skills - ELG: Negotiate space and obstacles safely with consideration for themselves and others; demonstrate strength, balance and coordination; move energetically such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>KS1<br/>Year B<br/>Term 1 - Ball Skills<br/>Term 2 - Invasion Games (applying ball skills)<br/>Term 3 - Dance<br/>Term 4 - Attacking &amp; Defending Skills</p> | <p><b><u>Next steps learning:</u></b><br/><b><u>KS2</u></b><br/>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> |
| <p><b><u>Small steps:</u></b></p> <ol style="list-style-type: none"><li>1. To hold a cricket bat correctly</li><li>2. To use a cricket bat to control a ball and begin to hit it towards a target</li><li>3. To use overarm techniques to throw a ball forwards</li><li>4. To hit a ball that has been thrown to them</li><li>5. To combine skills to play a competitive game</li><li>6. To cooperate with others to play a team game, taking on difficult roles within a game.</li></ol> | <p><b><u>Cross curricular links:</u></b></p>  |  |
| <p><b><u>Key vocabulary</u></b><br/>Bat, batter, bowler, competitive, feedback, fielder, opponent, overarm throw, roll, runs, tactics, teamwork, umpire, underarm throw.</p>  |   |  |
| <p><b><u>Assessment Opportunities</u></b><br/>Videos<br/>Photographs<br/>Questioning</p>  |   |  |