

KS1 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2019-20	Marvellous Me History/Geography	Muck, Mess and Mixtures Art	Spellbound Science	Towers, Tunnels and Turrets History/Geography	Land Before Time History	Enchanted Forest Science
2020-21	Superheroes PSHE/History	Once Upon A Time... Art	Paws, claws & whiskers Science	Fire, fire! History	To infinity and beyond... Science	Under the sea Geography/ Science

KS1 Curriculum Content

2019-20	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Starter	Uncover time capsule	Art week – Jackson Pollock Make a disgusting sandwich	Magic Show	Trip to Warwick Castle	Uncover dinosaur egg	Advertisement for new housing development
Purpose	Create own time capsule	Make a container for a disgusting sandwich	To invite a grown up into school to watch their magic show	To write a personal experience/recount	Write a letter to a museum to share their discovery	To write a persuasive letter to the council to say why they shouldn't build on the local woods
Experiences (visits, visitors, events etc.)	Visit to Redditch Library Visit to Church	Arts Week Nativity Pantomime	Magic Show	Warwick Castle Visit Immersive Day	All Things Wild Visit	Walk to/picnic in the woods Forest School activities
English Key texts	Letter writing The Paper Dolls	The disgusting sandwich The rascally cake The Colour Poem	The Magic Finger Presto! (visual literacy) Magic Tricks (instructions)	Shrek (visual literacy) Recount of trip Non-Fiction – castle job description/adverts knights	The Egg Tyrannosaurus Drip Stone girl bone girl Guess who riddles(types of dinosaurs)	The Tin Forest The Enchanted Wood Animals of Farthing Wood The Gruffalo
Maths Using White Rose	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division		Number: Multiplication and Division Statistics Measurement: Length and Height Geometry: Properties of Shapes Number: Fractions		Geometry: Position and Direction Measurement: Time Measurement: Weight, Volume and Temperature	
Science	Animals, including humans 5 senses	Everyday materials Investigations (slime, milk)	Seasonal changes		Food chains/herbivores, carnivores, omnivores	Plants/trees/flowers Living things and habitats

	Keeping healthy Parts of the body	Including predictions			Egg experiment	
Art Content and skills	Design and make products Use drawing, painting and sculpture	Jackson Pollock Hunderwasser The colour poem (collages)	Colour and pattern Mark Rothko Piet Mondrian	Sketches – William the conqueror/castles/Queen Elizabeth	Textures Create their own dinosaur egg (Paper Mache) Design and make own fossil (pasta) Salt-Dough fossils	
		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 Use a variety of tools and techniques including the use of different brush sizes and types. Work on different scales Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Record and explore ideas from first hand observation, experience and imagination Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media Begin to explore the use of line, shape and colour Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.	Make rubbings Explore sculpture	

	Cooking and nutrition	Design and Make a container for a disgusting sandwich		Design, Make, Test & Evaluate Strength of a Castle		Den building in the woods
DT Content and skills	<p>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</p> <p>Follow safe procedures for food safety and hygiene □ Choose and use appropriate finishing techniques</p>	<p>Suggest ideas and explain what they are going to do Make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials</p> <p>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</p> <p>Develop their design ideas through discussion, observation, drawing and modelling Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product</p>		<p>Draw on their own experience to help generate ideas Suggest ideas and explain what they are going to do</p> <p>Make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials</p> <p>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</p> <p>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</p> <p>Generate ideas by drawing on their own and other people's experiences □ Develop their design ideas through discussion, observation, drawing and modelling</p> <p>Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Evaluate against their design criteria Evaluate their products as they are developed, identifying</p>	<p>Make their design using appropriate techniques. Identify a purpose for what they intend to design and make.</p>	

				strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them		
Computing Content and skills	E-Safety			Research, save and retrieve information about job roles in a castle.	Research fossils	Algorithms
	As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.). □ They show an awareness of different forms of information			As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.). They show an awareness of different forms of information Children use a search engine to find specific relevant information to use in a presentation for a topic. They save and retrieve their work.	As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.). They show an awareness of different forms of information Children use a search engine to find specific relevant information to use in a presentation for a topic. They save and retrieve their work.	Control simple everyday devices to make them produce different outcomes. Control a device, on and off screen, making predictions about the effect their programming will have. Children can plan ahead.
History Content and skills	History of Redditch Family Trees			Significant Individuals – William the Conqueror/Queen Elizabeth I	Significant individual- Mary Anning Why dinosaurs became extinct- understand how the world has changed	History of local woods
	Recognise the difference between past and present in their own and others lives Compare adults talking about the past – how reliable are their memories? Find answers to simple questions about the past from sources of information e.g. artefacts.			Find answers to simple questions about the past from sources of information e.g. artefacts They know and recount episodes from stories about the past Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Identify differences between ways of life at different times	They know and recount episodes from stories about the past Use stories to encourage children to distinguish between fact and fiction Find answers to simple questions about the past from sources of information e.g. artefacts Compare 2 versions of a past event	

	<p>Sequence photographs etc. from different periods of their life</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>				<p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	
<p>Geography</p> <p>Content and skills</p>	<p>UK and surrounding seas</p> <p>Human and physical features</p> <p>Map work</p> <p>Fieldwork</p>			<p>Map work</p> <p>Countries of the UK and Europe</p>	<p>Directions</p> <p>Draw a map</p> <p>Use an atlas to locate places</p>	<p>Follow a route to the wood</p>
	<p>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p> <p>Picture maps and globes</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area</p> <p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Make simple comparisons between features of different places.</p> <p>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p>			<p>Picture maps and globes</p> <p>Find land/sea on globe</p>	<p>Draw picture maps of imaginary places and from stories.</p> <p>Use own symbols on imaginary map.</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p>	<p>Use a simple picture map to move around the school; <input type="checkbox"/> Recognise that it is about a place.</p> <p>Follow a route on a map. <input type="checkbox"/> Use a plan view. <input type="checkbox"/> Use an infant atlas to locate places.</p>
<p>Music</p> <p>Content and skills</p>	<p>Performance and singing</p>	<p>Nativity songs</p>	<p>Music Express</p>	<p>Music Express</p>	<p>Music Express</p>	<p>Music Express</p>

PE Content	Year 1	Multi-skills & dance	Throwing and catching & gymnastics	Football & dance	Yoga & Tennis	Athletics & Gymnastics	Team games & Athletics/fitness
	Year 1/2	Throwing and catching & dance	Multi-skills & Gymnastics	Football & fitness/circuit training	Yoga & Tri- golf	Athletics & Dance	Gymnastics & Cricket
	Year 2	Muli-skills & Yoga	Throwing and catching & Gymnastics	Kick rounders/football & dance	Athletics & Gymnastics	Tennis & Athletics	Tag Rugby & circuit training/Fitness
RE		Who is a Muslim and what do they believe?	What is God like?	Who is Jewish and what do they believe?		What can we learn from sacred books?	

2020-21	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Starter	Pile of letters - who are they from?	Dress up day	Mrs Bradbury wants to get a new pet (a cat?)	Investigate diary that appears in classroom	Alien invasion – objects/dust/slime etc. around school - who is it from?	Bob sent a letter to his cousin Dougal – he spends a lot of time in space so he wants to know more about under the sea.
Purpose	Create alternative version of story	Create own traditional twist tale	To write an advert for a new pet for Mrs Bradbury.	Create poster for school	To write a booklet to tell people about the moon.	Letter to Bob – about under the sea
Experiences (visits, visitors, events etc.)	Delivery of box . Dress up day – colour	Character day Retell a story to reception/nursery	Mo the animal man Safari park	Fireman visit - set fire to the houses Visit a fire station	Planetarium	Sea life centre
English Key texts	The Day the Crayons Quit The Lady with the Lamp	Don't read this book – Jill Lewis Three little wolves & the big bad pig	Wanted; Perfect Pet	Vlad & the great fire of London	The Man on the Moon; A Day in the life of Bob	Dougal's Deep-sea Diary
Maths Using White Rose	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division		Number: Multiplication and Division Statistics Measurement: Length and Height Geometry: Properties of Shapes Number: Fractions		Geometry: Position and Direction Measurement: Time Measurement: Weight, Volume and Temperature	
Science		*identifying and classifying *use their observations & ideas to suggest answers to questions distinguish between an object and the material from which it is made □ identify and name a variety of everyday materials, including wood, plastic, glass,	*observing closely, using simple equipment *performing simple tests *identifying and classifying *use their observations & ideas to suggest answers to questions *Gathering and recording data to help in answering questions		*observing closely, using simple equipment *performing simple tests *identifying and classifying *use their observations & ideas to suggest answers to questions *Gathering and recording data to help in answering questions	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 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles,

		<p>metal, water, and rock □ describe the simple physical properties of a variety of everyday materials □ compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses □ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Identify - Plants/trees/flowers Living things and habitats</p>	<p>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</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) □ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other □ identify and name a variety of plants and animals in their habitats, including microhabitats □ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>			<p>birds and mammals, including pets) □ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other □ identify and name a variety of plants and animals in their habitats, including microhabitats □ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>
<p>Art Content and skills</p>	<p>*to use drawing, painting and sculpture to develop and share their ideas,</p>	<p>to use drawing, painting and sculpture to develop and share their ideas,</p>	<p>to develop a wide range of art and design techniques in using</p>		<p>*to use drawing, painting and sculpture to develop and share their ideas,</p>	

	<p>experiences and imagination</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <ul style="list-style-type: none"> □ Mix and match colours to artefacts and objects. □ Work on different scales. □ Mix secondary colours and shades □ using different types of paint. <p>Mix a range of secondary colours, shades and tones.</p> <p>Mix and match colours using artefacts and objects.</p>	<p>experiences and imagination</p>	<p>colour, pattern, texture, line, shape, form and space</p> <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p>		<p>experiences and imagination</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types. using different types of paint.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <ul style="list-style-type: none"> □ Name different types of paint and their properties. □ Work on a range of scales e.g. large brush on large paper etc. □ Mix and match colours using artefacts and objects.
<p>DT</p> <p>Content and skills</p>	<p>*design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>*design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>*design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>*to use a range of materials creatively to design and make products</p> <p>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>
	<p>Draw on their own experience to help generate ideas</p> <ul style="list-style-type: none"> □ Suggest ideas and explain what they are going to do 	<p>Draw on their own experience to help generate ideas</p> <ul style="list-style-type: none"> □ Suggest ideas and explain what they are going to do 	<p>Draw on their own experience to help generate ideas</p> <ul style="list-style-type: none"> □ Suggest ideas and explain what they are going to do 	<p>Experiment with, construct and join recycled, natural and man-made materials.</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p>

	<p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Develop their design ideas through discussion, observation, drawing and modelling</p> <ul style="list-style-type: none"> □ Identify a purpose for what they intend to design and make □ Identify simple design criteria □ Make simple drawings and label parts *Cut, shape and join fabric to make a simple garment. Use basic sewing techniques 	<p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Develop their design ideas through discussion, observation, drawing and modelling</p> <ul style="list-style-type: none"> □ Identify a purpose for what they intend to design and make □ Identify simple design criteria □ Make simple drawings and label parts *Cut, shape and join fabric to make a simple garment. Use basic sewing techniques 	<p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <ul style="list-style-type: none"> □ How to thread a needle, cut, glue and trim material. <p>Use a variety of techniques, inc. weaving,</p> <ul style="list-style-type: none"> □ Create textured collages from a variety of media. □ Stitch, knot and use other manipulative skills. Develop their design ideas through discussion, observation, drawing and modelling □ Identify a purpose for what they intend to design and make □ Identify simple design criteria □ Make simple drawings and label parts *Cut, shape and join fabric to make a simple garment. Use basic sewing techniques 	<ul style="list-style-type: none"> □ Explore shape and form. □ Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently 	<ul style="list-style-type: none"> □ Explore sculpture with a range of malleable media, especially clay. □ Create images from imagination, experience or observation. □ Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	
<p>Computing</p> <p>Content and skills</p>			<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>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</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>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</p>		<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>use logical reasoning to predict the behaviour of simple programs</p>

			internet or other online technologies.	internet or other online technologies.		
			<p>Use a range of simple tools in a paint package / image manipulation software to create / modify a picture. As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.).</p> <ul style="list-style-type: none"> □ They show an awareness of different forms of information <p>Use a range of tools in a paint package / image manipulation software to create / modify a picture to communicate an idea.</p> <ul style="list-style-type: none"> □ Create a simple animation to tell a story. Children use a search engine to find specific relevant information to use in a presentation for a topic. □ They save and retrieve their work. 	<p>Use a range of simple tools in a paint package / image manipulation software to create / modify a picture. As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.).</p> <ul style="list-style-type: none"> □ They show an awareness of different forms of information <p>Use a range of tools in a paint package / image manipulation software to create / modify a picture to communicate an idea.</p> <ul style="list-style-type: none"> □ Create a simple animation to tell a story. Children use a search engine to find specific relevant information to use in a presentation for a topic. □ They save and retrieve their work. 		<p>Control simple everyday devices to make them produce different outcomes.</p> <ul style="list-style-type: none"> □ Control a device, on and off screen, making predictions about the effect their programming will have.
History Content and skills	the lives of significant individuals in the past who have contributed to national and international achievements Significant person - 'hero' - Florence Nightengale/Rosa Parks/Mary Seacole	changes within living memory		the lives of significant individuals in the past who have contributed to national and international achievements events beyond living memory that are significant nationally or globally Events beyond living memory/Samuel Pepys	Inventions – the jet engine/the space race	Significant individuals Christopher Columbus/James Cook
	Recognise the difference between past and present in their own and others lives	Recognise the difference between past and present in their own and others lives		Use stories to encourage children to distinguish between fact and fiction Find answers to simple questions about the past	Sequence 3 or 4 artefacts from distinctly different periods of time	

	<p>They know and recount episodes from stories about the past</p> <p>Identify differences between ways of life at different times</p>	<p>They know and recount episodes from stories about the past</p> <p>Identify differences between ways of life at different times</p>		<p>from sources of information e.g. artefacts</p> <p>They know and recount episodes from stories about the past</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> <p>Use a source –observe or handle sources to answer questions about the past on the basis of simple observations</p> <p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recount episodes from stories about the past</p> <p>Identify differences between ways of life at different times</p>	<p>They know and recount episodes from stories about the past</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts,</p> <p>Sequence artefacts closer together in time - check with reference book</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p>Use a source –observe or handle sources to answer questions about the past on the basis of simple observations</p> <p>They know and recount episodes from stories about the past</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	
<p>Geography</p> <p>Content and skills</p>			<p>Animal habitats across the world</p>			<p>Name and locate oceans/seas</p>

						Devise maps, use basic symbols in a key Compass directions	
			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 e.g. within school or local area. Children encouraged to ask simple geographical questions; Where is it? What's it like? <input type="checkbox"/> Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.			Picture maps and globes Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Find land/sea on globe. Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Begin to understand the need for a key. Use class agreed symbols to make a simple key. Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	
					Use a simple picture map to move around the school; <input type="checkbox"/> Recognise that it is about a place. Follow a route on a map. <input type="checkbox"/> Use a plan view. <input type="checkbox"/> Use an infant atlas to locate places		
Music Content and skills	Music Express Music can link to different sounds and emotions e.g. blue might be slow and sad etc.	Music Express	Music Express Use instruments to make animal sounds.	Music Express London's burning	Music Express	Music Express	
PE Content	Year 1	Games – Multi skills Dance	Football Gymnastics	Games – Throwing & Catching Dance	Yoga Tennis	Athletics Gymnastics	Team Games Fitness / Athletics
	Year 1 / 2	Games – Throwing & Catching Dance	Games – Multi skills Fitness / Circuit Training	Football Gymnastics	Yoga Tri-Golf	Athletics Dance	Gymnastics Hit Run Catch
	Year 2	Games – Multi skills Yoga	Games – Throwing & Catching Gymnastics	Kick Rounders / Football Dance	Athletics Gymnastics	Tennis Tag Rugby	Cricket Fitness / Circuit Training
RE	1.10 – What does it mean to belong to a faith community?	1.3 – Why does Christmas matter to Christians?	1.2 – Who made the world?	1.5 – Why does Easter matter to Christians?	1.8 – What makes some places sacred to believers?	1.4 – What is the good news that Jesus brings?	