

|                | 1<br>September<br>8 <sup>th</sup> – 12 <sup>th</sup>   | 2<br>September<br>15 <sup>th</sup> – 19 <sup>th</sup>   | 3<br>September<br>22 <sup>nd</sup> – 26 <sup>th</sup>  | 4<br>September/October<br>29 <sup>th</sup> – 3 <sup>rd</sup>  | 5<br>October<br>6 <sup>th</sup> – 10 <sup>th</sup>  | 6<br>October<br>13 <sup>th</sup> – 17 <sup>th</sup>   | 7<br>October<br>20 <sup>th</sup> – 24 <sup>th</sup>  |
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| <b>Maths</b>   | <b>Unit 1</b><br>Representing and partition numbers to 100<br>Number line to 100<br>100's<br>Representing number to 1000   | Partition number to 1000<br>Partition number to 1000 flexibly<br>100s, 10s and 1s<br>Use a number line to 1000<br>Estimate on a number line to 1000 | Find 1, 10 and 100 more or less<br>Compare number to 1000<br>Order numbers to 1000<br>Count in 50's<br>End of Unit check | <b>Unit 2</b><br>Use known number bonds<br>Add/subtract 1s<br>Add/subtract 10s<br>Add/subtract 100s<br>Spot the pattern   | Add 1s across 10<br>Add 10s across 100<br>Subtract 1s across 10s<br>Subtract 10s across 100s<br>Make connections<br>End of unit check | <b>Unit 3</b><br>Add two numbers<br>Subtract two number<br>Add two numbers (across 10)<br>Add two number (across 100)<br>Subtract two numbers (across 10) | Subtract two numbers (across 100)<br>Add a 3-digit and a 2-digit number<br>Subtract a 2-digit and a 3-digit number<br>Complements to 100<br>Estimate answers |
| <b>English</b> | <b>Leon and the Place Between – Angela McAllister</b><br>Own version fantasy narratives: Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue.<br><u>Vocabulary, Grammar &amp; Punctuation</u><br><ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> <li>Fronted adverbials [for example, later that day, I heard the bad news.]</li> <li>Use of commas after fronted adverbials</li> <li>Using and punctuating direct speech</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to – the strict maths teacher with curly hair)</li> </ul><br><b>Reading comprehension</b><br><b>The Lost Spells – Robert MacFarlane and Jackie Morris</b><br><u>Develop positive attitudes to reading and understanding of what they read by:</u><br><ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books, (including fairy stories, myths and legends) and retelling some of these orally.</li> <li>Identifying themes and conventions</li> <li>Discussing words and phrases that capture the reader's interest and imagination</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> </ul> |   |  | <b>The BFG – Roald Dahl</b><br>Recount (diary entry), character descriptions, wanted posters, new chapter, instructions (recipes), letters<br><u>Vocabulary, Grammar &amp; Punctuation</u><br>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition<br><ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> <li>Fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>Use of commas after fronted adverbials</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> </ul> <b>Reading comprehension</b><br><b>The BFG – Roald Dahl</b><br><ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read</li> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with Evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul> Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say. |   |   |  |

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| Science | <p><b>Light and Dark</b><br/> <b>Ll:</b> I can recognise that there needs to be light to see things and that darkness is the absence of light.</p> <p>SC: By the end of this lesson, children will be able to identify natural and man-made light sources; explain what darkness is and sort light sources according to criteria.</p> <p>Organising light sources into natural and artificial</p> <p><b>Key question:</b> What is a light source?</p> <p><b>Career link:</b> Astronomer<br/> <b>Scientists:</b> James Clerk Maxwell</p> <p><b>FROGS</b><br/> <b>Vocabulary:</b> absent, beam, blocked, dark, light, light source, recognise, bounce, travel</p> <p><b>Book:</b> The king who banned the dark</p> <p>Pre-Assessment activity and what students would like to learn about questionnaire.</p> | <p><b>Natural and artificial sources</b><br/> <b>Ll:</b> I can identify the difference between natural and artificial light and that light comes from a source.</p> <p>SC: By the end of the lesson, I will know how to recognise the difference between natural and artificial light and that light comes from a source.</p> <p><b>Key question:</b> What is a natural/artificial source of light</p> <p><b>Career link:</b> Astronomer<br/> <b>Scientists:</b> James Clerk Maxwell</p> <p><b>FROGS</b><br/> <b>Vocabulary:</b> absent, beam, blocked, natural, artificial, dark, light, light source, recognise, bounce, travel</p> | <p><b>Reflective Surfaces and mirrors</b><br/> <b>Ll:</b> I can notice that light is reflected from surfaces.</p> <p>SC: By the end of this lesson, children will be able to identify reflective materials and understand how light is reflected. They will be able to design a poster to encourage younger children to wear reflective materials at night to keep them safe.</p> <p><b>Key question:</b> What colour would be the best to make a safety jacket from? How does the colour of a material affect how reflective it is?</p> <p><b>Career link:</b> Astronomer<br/> <b>Scientists:</b> James Clerk Maxwell</p> <p><b>FROGS</b><br/> <b>Vocabulary:</b> reflect/reflective, materials, notice, surface, block, opaque, glare</p> | <p><b>Sun Safety</b><br/> <b>Ll:</b> I can recognise that light from the Sun can be dangerous and that there are ways to protect your eyes and skin from the Sun.</p> <p>SC: By the end of this lesson, children will be able to explain why the Sun can be harmful to our eyes if we look at it directly. They will be able to identify ways in which we can protect ourselves from sun damage. They will understand that when the sun is directly above there is less filtering, so we receive brighter light.</p> <p><b>Key question:</b> Is the sun dangerous? Is the sun the same brightness all day?</p> <p><b>Career link:</b> Optician<br/> <b>Scientists:</b> James Clerk Maxwell</p> <p><b>FROGS</b><br/> <b>Vocabulary:</b> Protect, dangerous, ray, filtering, midday, safety, glare</p> | <p><b>Shadows</b><br/> <b>Ll:</b> I can recognise that shadows are formed when light from a light source is blocked by an opaque object.</p> <p>SC: By the end of this lesson, children will be able to predict which materials make the best/worst shadows using the knowledge gained through their own exploration.</p> <p><b>Key question:</b> What is a shadow? Does the thickness of a material affect how much light can pass through it? How many Pieces of tracing paper are translucent as a single piece of white paper?</p> <p><b>Career link:</b> Optician<br/> <b>Scientists:</b> James Clerk Maxwell</p> <p><b>FROGS</b><br/> <b>Vocabulary:</b> absent, opaque, transparent, translucent, patterns, shadows, look for, notice, straight line,</p> | <p><b>Shadows</b><br/> <b>Ll:</b> I can create a fair test to explore the way that the length of shadows changes.</p> <p>SC: By the end of this lesson, children will be able to talk about the relationship between the height/ angle of the light source and the length of the shadow. They will be able to use the results from their investigation to explain how they know.</p> <p><b>Key question:</b> Does moving the light source above the object make the object's shadow longer? How can we change the darkness, size and shape of a shadow?</p> <p><b>Career link:</b> Optician<br/> <b>Scientists:</b> James Clerk Maxwell</p> <p><b>FROGS</b><br/> <b>Vocabulary:</b> angle, height, shadow, opaque, transparent, translucent, fair test, loo for, notice, answer.</p> | End of unit assessment   |
|         | <p><b>History and Geography</b><br/> <b>History</b><br/> <b>Ll:</b> To I can find out where the Roman Empire originated and put key events from Roman Britain into chronological order.</p> <p>SC: By the end of the lesson I will know how to identify key dates in Roman history and understand how Rome grew into an empire.</p>  | <p><b>Geography</b><br/> <b>Ll:</b> I can identify the features of the world</p> <p>SC: By the end of the lesson student will be able to identify the location of the Tropics of Cancer and Capricorn, the equator, and the artic circle. . They will be able to describe the climate in the tropics and how it differs from the UK.</p>  | <p><b>History</b><br/> <b>Ll:</b> I can explain how the Roman Empire expanded over time</p> <p>SC: By the end of the lesson students with understand that the Roman empire expanded over time and the army contributed to the expansion of the empire. Students will explore effect equipment</p>   | <p><b>Geography</b><br/> <b>Ll:</b> I can Locate and label the countries of Europe.</p> <p>SC: Understand that Europe is made up of 50 countries. We will use our mapping skills to identify the location of these countries.</p> <p><b>Key question:</b> What are the countries make up Europe.</p>   | <p><b>History</b><br/> <b>Ll:</b> I can explain why the romans wanted to invade Britain and Boudica's rebellion</p> <p>SC: Students will be able to consider the pros and cons about invading Britain and participate in a class debate about the Boudica's rebellion</p>  | <p><b>Geography</b><br/> <b>Ll:</b> I can identify some of Europe's human and physical features, including regions.</p> <p>SC: By the end of the lesson students will be able to identify human and physical features and name and locate</p>  | <p><b>History</b><br/> <b>Ll:</b> I can understand the size and structure of Hadrian's Wall as it was when it was first built.</p> <p>SC: By the end of the lesson students will understand how archaeologists find evidence about</p> |

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|     | <p>Key question: Where did the Roman Empire come from? What is AD and BC?</p> <p>Vocabulary: AD, BC, Roman, empire, republic, Rome, Italy, conquer, ancient, culture</p> <p>Pre-assessment</p>   | <p>Key question: Why do we have lines of latitude and longitude? What are the tropics of Cancer and Capricorn?</p> <p>Career link: planetary scientist and cartographer.</p> <p>Vocabulary: Longitude, latitude, Tropics of Cancer, Tropic of Capricorn, equator, northern Hemisphere, Southern Hemisphere, Prime meridian, country, vertical, horizontal, time zone, Antarctica circle</p> <p>Pre-assessment</p>  | <p>worn by the Romans and create their own Roman shield.</p> <p>Key question: How did the Roman army help to expand the Roman Empire?</p> <p>Vocabulary: Expand, settlement, city state, republic, empire, elected, contributed, organised, advanced, legionary, tortoise formation.</p>   | <p>How many languages are spoken in Europe?</p> <p>Vocabulary: Arial photograph, atlas, city, compass, map, country, city, landmass, continent, oceans, atlas, globe</p>  | <p>Key question: How did Britain become part of the Roman Empire? Who was Julius Caesar? Who was Claudius?</p> <p>Vocabulary: Invasion, attempt, Julius Caesar, Claudius, determined, conquer</p>   | <p>the main regions of Europe.</p> <p>Key questions: What are the human features? What are the physical features?</p> <p>Vocabulary: Landscape, mountain range, coastline, moorland, valley, rock formation, topography, peak, summit, landmark, region, boundary, population,</p>  | <p>Roman Britain and describe Hadrian's wall and why it was built. We will recreate the wall and re-enact the Romans manning the wall from the pict's.</p> <p>Key questions: what is archaeology? Who was Hadrian? Why was Hadrian's wall built?</p> <p>Vocabulary: Hadrian, Picts, northern tribes, territory, taxes, milecastles, turrets, excavating,</p> |
| Art | <p>Introduction</p> <p>Ll: I can talk about Camillie Pissarro</p> <p>SC: Students will learn about Camillie Pissarro. They will have an understanding about impressionism and know that he was a French painter who created landscapes and townscapes.</p> <p>On a double page students will create a colour grid with secondary/primary and tertiary colours to practice their mixing skills and create a fact file about Camillie Pissarro.</p> <p>Vocabulary: primary, secondary, tertiary, mixing, impressionism.</p> <p>Pre-assessment task</p> | <p>Ll: I can create washes for backgrounds using my secondary/ tertiary colour knowledge.</p> <p>SC: Students will be able to use their knowledge of secondary and tertiary colours to support them in creating a wash background.</p> <p>Students will take inspiration from Camille Pissarro's artwork. Taking note of brush strokes to add texture and hyperrealism. We will also look at how Pissarro used colours to capture changing light. Using flat wash, graded wash, spray technique, sponge wash, colour lifting, edge softening.</p> <p>Vocabulary: hyperrealism, Skyline, Texture, Mixing, Washes, Formations, Distort, primary, secondary, watercolour, aerial, skylines.</p> | <p>Ll: I can create a cityscape composition</p> <p>SC: Students will use line and shape to create windows that will be used in a pattern to create repetition in each building.</p> <p>Students will demonstrate variety in their cityscape composition through the use of different shaped buildings and windows. Students will demonstrate proper watercolour technique to paint their city artwork.</p> <p>Vocabulary: Texture, Mixing, Washes, Formations, Distort, primary, secondary, watercolour, composition, pattern.</p> | <p>Ll: I can use colours that reflects my mood to develop my brush techniques</p> <p>SC: Students will learn about different types of brush strokes to create cross hatches, hatching, shapes, lines and patterns, experimenting with palette knives and pointillism techniques.</p> <p>They will listen to music and choose a colour that reflects that mood (primary or secondary) they will create a piece of artwork using the different types of brush strokes and techniques.</p> <p>Vocabulary: hatches, hatching, shapes, lines, patterns. texture, Mixing, Distort, primary, secondary, watercolour, shadow,</p> | <p>Ll: I can use different brush techniques to create tone and shadow</p> <p>SC: Students will take inspiration from the piece of art' Le Boulevard de Montmartre' by Camillie Pissarro.</p> <p>Students will be taught how to sketch a city street in one point perspective and add shadows and tone using the hatching and cross hatching skills taught (tempera).</p> <p>Vocabulary: hatches, hatching, shapes, lines, patterns. texture, shadow, perspective, photorealism, hyperrealism, skylines.</p> | <p>Ll: I can use tempera paint to create a cityscape.</p> <p>Sc: Students will be able to use tempera paints to create a colourful sky. Draw the outline of the building in their picture and leave the building the same colour as the paper. Create a reflection of the building in the water.</p> <p>Students will combine all their new skills using tempera paint and discuss how it is different to different to watercolours.</p> <p>Vocabulary: hatches, hatching, shapes, lines, patterns. texture, shadow, perspective,</p> | <p>Assessment</p> <p>Assessment of learning will take place.</p>   |

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|                  |  |   |   |   |   | photorealism, hyperrealism, skylines.  |                   |
| <b>RE</b>        | <p>Sri Harmandir Sahib (Golden Temple)</p> <p>LI: To understand why the Sri Harmandir Sahib is important to Sikhs.</p> <p>SC: I can recall when and why the Sri Harmandir Sahib was built.</p> <p>I can explain how the building shows equality.</p> <p>I can make links between the gurdwara and equality in my own school/community.</p> <p>Explore images/videos of the Golden Temple, record key facts, discuss symbolism of the four entrances, and compare with school inclusivity.</p> <p>Key Question: How does the Sri Harmandir Sahib show Sikh beliefs about equality?</p> <p>Vocabulary: Equality, Gurdwara, Guru, Langar, Context, Meaning and Purpose.</p> | <p>Waheguru and the Guru Granth Sahib</p> <p>LI: To explore Sikh beliefs about God (Waheguru) through the Guru Granth Sahib.</p> <p>SC: I can identify the Guru Granth Sahib as the Sikh holy scripture.</p> <p>I can explain what the Mool Mantar teaches about Waheguru.</p> <p>I can compare Sikh beliefs about God with other worldviews.</p> <p>Study the Mool Mantar in Punjabi/English, use guided questions to interpret its meaning, and match key terms with definitions.</p> <p>Key Question: What does the Mool Mantar teach Sikhs about God?</p> <p>Vocabulary: Waheguru, Guru Granth Sahib, Mool Mantar, Equality, Meaning and Purpose.</p> | <p>Gurmukh and Manmukh</p> <p>LI: To understand what it means for Sikhs to live as gurmukh (God-centred).</p> <p>SC: I can explain the difference between gurmukh and manmukh.</p> <p>I can give examples of Guru teachings that guide Sikhs in daily life.</p> <p>I can reflect on what helps me live a "good life."</p> <p>Read Guru teachings, use key questions to interpret meaning, and discuss why being self-centred may block a good life.</p> <p>Key Question: How do Sikh teachings help people live a good life?</p> <p>Vocabulary: Gurmukh, Manmukh, Sikh, Sikhi, Guru, Values and Morality.</p> | <p>Guru Nanak and Duty</p> <p>LI: To explore Sikh ideas of duty through the story of Guru Nanak.</p> <p>SC: I can explain what "duty" means and give examples from life.</p> <p>I can retell Guru Nanak's story and explain its meaning.</p> <p>I can identify ways Sikhs today show duty and commitment.</p> <p>Watch Guru Nanak's story video, explore the idea of Khalsa, and study UK Sikh practices using reports/statistics.</p> <p>Key Question: Is it more important to do your duty, or to commit to doing your duty?</p> <p>Vocabulary: Duty, Khalsa, Gurmukh, Context, Meaning and Purpose, Values and Morality.</p> | <p>Sewa and Langar</p> <p>LI: To understand how Sikhs fulfil their duty through sewa and langar.</p> <p>SC: I can describe what happens in the langar.</p> <p>I can explain how sewa reflects Sikh beliefs in equality and Waheguru.</p> <p>I can identify challenges Sikhs may face in fulfilling their duty in different contexts.</p> <p>Research the langar at the Golden Temple, record details (who serves/eats, what food is given), and discuss accessibility/duties in different contexts.</p> <p>Key Question: How does volunteering in the langar help Sikhs become gurmukh?</p> <p>Vocabulary: Sewa, Langar, Equality, Gurmukh, Values and Morality, Context.</p> | <p>What is My Duty?</p> <p>LI: To reflect on Sikh teachings about duty and connect them to my own life.</p> <p>SC: I can summarise Sikh beliefs about duty, Waheguru, and gurmukh.</p> <p>I can explain how Sikhs know their duty (Guru Granth Sahib, Gurus).</p> <p>I can reflect on similarities/differences with my own sense of duty.</p> <p>Create a presentation, story, or lesson for younger pupils explaining Sikh duty and how Surjit fulfils his. Respond to the debate statement: "Everyone should be made to do their duty, even if they don't want to."</p> <p>Key Question: How do Sikhs know what their duty is, and how does this compare to my own life?</p> <p>Vocabulary: Duty, Equality, Gurmukh, Waheguru, Guru Granth Sahib, Langar, Values and Morality.</p> |                   |
| <b>Computing</b> | <p>Systems and Networks</p> <p>How does a digital device function?</p>   | <p>What parts make up a digital device?</p> <p>SC: I can classify input and output devices. I can describe</p>  | <p>How do digital devices help us?</p> <p>SC: I can explain how I use digital devices for different</p>   | <p>How am I connected?</p> <p>SC: I can recognise different connections. I can explain how messages are passed</p>  | <p>How are computers connected?</p> <p>SC: I can recognise that a computer network is</p>   | <p>What does our school network look like?</p> <p>SC: I can identify how devices in a network are</p>  | <p>Assessment</p> |

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|      | <p>SC: I can explain that digital devices accept inputs. I can explain that digital devices produce outputs. I can follow a process.</p> <p>Vocabulary: Digital device, input, process, output, function</p>  | <p>a simple process. I can design a digital device.</p> <p>Vocabulary: Digital device, input, process, output, function</p>   | <p>activities. I can recognise similarities between using digital devices and using non-digital tools. I can suggest differences between using digital devices and using non-digital tools.</p> <p>Vocabulary: Program, digital, non-digital</p>   | <p>through multiple connections. I can discuss why we need a network switch.</p> <p>Vocabulary: Connection, network, network switch</p>   | <p>made up of a number of devices. I can demonstrate how information can be passed between devices. I can explain the role of a switch, server, and wireless access point in a network.</p> <p>Vocabulary: Server, wireless access point</p>   | <p>connected together. I can identify networked devices around me. I can identify the benefits of computer networks.</p> <p>Vocabulary: Network cables, network sockets</p>  | <p>Assessment of learning will take place.</p> |
| PSHE | <p>Being me in my world</p> <p>Help others to feel welcome.</p> <p>LI: I recognise my worth and can identify positive things about myself and my achievements.</p> <p>I can set personal goal. I know how to use my Jigsaw Journal. I value myself and know how to make someone else feel welcome and valued.</p> <p>Vocabulary: Welcome, Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledge, Affirm.</p> | <p>Try to make our school community a better place. Our nightmare schools.</p> <p>LI: I can face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.</p> <p>Vocabulary: Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support</p> | <p>Think about everyone's right to learn. Our dream schools.</p> <p>LI: I understand why rules are needed and how they relate to rights and responsibilities.</p> <p>I know how to make others feel valued.</p> <p>Vocabulary: Rights, Responsibility, Learning, Charter, Nightmare, Dream</p> | <p>Care about other people's feelings</p> <p>Rewards and consequences</p> <p>LI: I understand that my actions affect myself and others and I care about other people's feelings.</p> <p>I understand that my behaviour brings rewards/consequences.</p> <p>Vocabulary: Behaviour, Rewards, Consequences, Actions, Feelings, Rights, Responsibilities, Fairness, Choices</p> | <p>Work well with others.</p> <p>Our learning charter.</p> <p>LI: I can make responsible choices and take action.</p> <p>I can work cooperatively in a group.</p> <p>Vocabulary :Co-operate, Rights, Responsibilities, Rewards, Consequences, Choices, Learning, Charter, Challenge, Group dynamics, Teamwork.</p> | <p>Choose to follow the Learning Charter</p> <p>Owning our Learning Charter</p> <p>LI: I understand my actions affect others and try to see things from their points of view. I am choosing to follow the Learning Charter.</p> <p>Vocabulary: Learning, Charter, Actions, Viewpoint, Ideal school, Belong</p> | <p>End of unit check</p>                       |

| PE | Fundamental skills  | Fundamental skills   | Fundamental skills  | Fundamental skills  | Fundamental skills  | Fundamental skills  | Fundamental skills  |
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|    | <p>To develop balancing and understand the importance of this skill.</p> <p>SC: Squeeze your muscles to help you to balance.<br/>Social: To show respect towards others when competing.<br/>Emotional: To challenge myself to work to the best of my ability.<br/>Thinking: To understand how we use balance in everyday life.</p> <p>Vocabulary: balance, muscles, tense, maintain, sportsmanship,</p> | <p>To develop technique when running at different speeds.</p> <p>SC: Observe others closely to see how their body changes. Think about how each body part moves for different speeds.</p> <p>Social: To listen to others and share ideas.<br/>Emotional: To challenge myself to work hard.<br/>Thinking: To change my speed to be able to continue to run over a period of time</p> <p>Vocabulary: deceleration acceleration, balance, colosseum, jogging, sprinting, pace..</p> | <p>To develop agility using a change of speed and direction.</p> <p>SC: Transfer your weight from one side to the other. Turn your head, shoulders and hips to face the new direction you want to travel in.</p> <p>Social: To play fairly with others.<br/>Emotional: To show honesty when playing games.<br/>Thinking: To create a plan to help me outwit an opponent.</p> <p>Vocabulary: Agility, deceleration acceleration, balance, colosseum, jogging, sprinting, pace, dodging</p> | <p>To develop technique and control when jumping, hopping, and landing.</p> <p>SC: Use your arms to provide momentum.<br/>Bend your knees on take-off and landing to help you to balance.</p> <p>Social: To work with a small group, listening to others and sharing ideas.<br/>Emotional: To be honest when competing.<br/>Thinking: To create a plan based on my findings.</p> <p>Vocabulary: distance, landing, bending, pushing, muscles, squeeze, balance, hopping landing, jumping landing, momentum, quick succession, combination</p> | <p>To develop skipping with a rope.</p> <p>SC: Make sure the rope taps the floor each time. Use the rhythm to help you.</p> <p>Social: To show support and kindness towards others.<br/>Emotional: To be determined not to give up if I find things challenging.<br/>Thinking: To read and understand task cards.</p> <p>Vocabulary: Oxygen, pumped, muscles, rhythm, technique, resilience</p> | <p>To apply fundamental skills to a variety of challenges.</p> <p>SC: Move your arms faster to help you to move forward quickly. Run on the balls of your feet.</p> <p>Social: To encourage others in my group.<br/>Emotional: To try my best.<br/>Thinking: To listen to the instructions and understand what to do.</p> <p>Vocabulary: dodge, fundamental, acceleration, direction, balance, deceleration, co-ordination.</p> | <p>To apply fundamental skills to a team game.</p> <p>SC: Combine skills to participate in a team game confidently and safely.</p> <p>Social: To encourage others in my group.<br/>Emotional: To try my best.<br/>Thinking: To listen to the instructions and understand what to do.</p> <p>Vocabulary: dodge, fundamental, acceleration, direction, balance, deceleration, co-ordination, sportsmanship.</p> |