



# Scheme Planning - Summer 1

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">National Curriculum Links Learn more, know more, remember more</p>	<p style="text-align: center;"><b>Music Charanga</b></p> <p>Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers</p> <p>MEG workshop students – Live music coverage</p> <p>TEN PIECES</p>	<p style="text-align: center;"><b>PSHE Jigsaw</b></p> <p>Relationships</p>	<p style="text-align: center;"><b>Computing Purple Mash</b></p> <p>Describe how internet search engines find and store data. Use search engines effectively. Be discerning in evaluating digital content. Respect individuals and intellectual property. Use technology responsibly, securely and safely.</p>	<p style="text-align: center;"><b>P.E.</b></p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p style="text-align: center;"><b>R.E North Yorkshire Agreed Syllabus</b></p> <p>Inspirational People North Yorkshire Agreed Syllabus</p>	<p style="text-align: center;"><b>Science Kent Scheme</b></p> <p>Animals and humans</p> <p>Look at growth, basic needs, exercise, food and hygiene.</p>	<p style="text-align: center;"><b>French Language Angels</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>
<p>Lesson 1</p>	<p>Glockenspiel: Stage 1</p>	<p>Families</p>	<p>Fact or Fake</p>	<p>Striking and fielding</p>	<p>What was worth celebrating?</p>	<p>Omnivores, carnivores, and herbivores</p>	<p>French fruits: Lesson 1</p>

Knowledge and Skills

	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking. (Yr1)</li> <li>- Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). (Yr2)</li> <li>- Play notes on instruments clearly and including steps/ leaps in pitch. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children are to learn how to play the D and E note on the Glockenspiel. They will understand the theory behind it and understand how to create the noises using this instrument (Yr1/2/3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- I can identify the members of my family and understand that there are lots of different types of families. (Yr1)</li> <li>- I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. (Yr2)</li> <li>- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children will produce a family tree with portraits of their family members (Yr1/2). They should be able to recall how they are related to their family members and why they are important to them. (Yr3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To begin to evaluate websites and know that everything on the internet is not true. (Yr1/2)</li> <li>- To recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Throughout the lesson, children will gain a bank of features to look out for when understand the reliability of sources on the internet. (Yr1/2) By the end of the session, children should make a table of factually correct information and fake information from the internet. (Yr3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Participate in team games, developing simple tactics for attacking and defending. (Yr1)</li> <li>- Children should: stay in a 'zone' during a game, decide where the best place to be is during a game, use one tactic in a game, follow rules and develop control when passing, throwing, catching. (Yr2)</li> <li>- 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. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Throughout this term, children will be participating in a series of games (Yr1), such as rounders, cricket, dodgeball etc, that involve fielding and striking a ball. By the end of the half term, children should understand how to attack and defend within these goals (Yr2) and understand the purpose of each role within the game. (Yr3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Recognise and identify some differences between religious festivals and other types of celebrations. (Yr1)</li> <li>- Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). (Yr2)</li> <li>- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children are to understand the purpose of a religious celebration (Yr1) and ask questions about religious festival. (Yr2) Children are going to create their own celebration based on their beliefs. (Yr3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Yr1)</li> <li>- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Yr2)</li> <li>- Identify that animals, including humans, need the right types and amount of nutrition, and that they AH2 cannot make their own food; they get nutrition from what they eat. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children are to understand the carnivores, herbivores and omnivores. (Yr1/2) Following this, they will categorise animals including humans into these three categories. (Yr3)</p>	<p><b>Skills:</b></p> <p>Year 3- Recognises and reads out a few familiar words or phrases - e.g. labels on familiar objects.</p> <p><b>Knowledge:</b></p> <p>Children are to learn basic fruit in French. By the end of the lesson, children should be able to label basic fruits in French.</p>
Lesson 2	Glockenspiel: Stage 1	Keeping safe- exploring physical contact/ online safety	Email authenticity	Striking and fielding	What do Christians celebrate at Easter?	Diet of animals and humans	French fruits: Lesson 2

Knowledge and Skills

	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking. (Yr1)</li> <li>- Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). (Yr2)</li> <li>- Play notes on instruments clearly and including steps/ leaps in pitch. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children are to learn the theory and the language involved in playing the Glockenspiel. (Yr1/2/3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- I know appropriate ways of physical contact to greet my friends and know which ways I prefer. (Yr1)</li> <li>- I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. (Yr2)</li> <li>-I know and can use some strategies for keeping myself safe online. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children will understand what it means to have a personal bubble and how you should approach their peers when crossing into their personal bubbles. This is to be recreated with hoops, washing up liquid and a tub. (Yr1/2) However, Year 3 will focus their attention on what it means to be safe online by creating a checklist of rules for their peers to follow when online.</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To know you should only open email from a known source. (Yr1/2)</li> <li>- To be able to recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing). (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children are to understand how to identify whether is an email is safe or not (Yr1/2). By the end of the lesson, they should categorise emails as safe or phishing and explain their thought behind their sorting. (Yr3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Participate in team games, developing simple tactics for attacking and defending. (Yr1)</li> <li>- Children should: stay in a 'zone' during a game, decide where the best place to be is during a game, use one tactic in a game, follow rules and develop control when passing, throwing, catching. (Yr2)</li> <li>- 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. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Throughout this term, children will be participating in a series of games (Yr1), such as rounders, cricket, dodgeball etc, that involve fielding and striking a ball. By the end of the half term, children should understand how to attack and defend within these goals (Yr2) and understand the purpose of each role within the game. (Yr3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Retell some stories behind Festivals. (Yr1)</li> <li>- Make connections between stories, symbols and beliefs with what happens in at least two festivals. (Yr2)</li> <li>- Suggest how and why religious festivals are valuable to many People. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Cross curricular link with cookery to be made by baking hot cross buns. Children will be exposed to a range of Easter themed symbols and learn about their significance to the celebration. (Yr1/2/3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Asking simple questions and recognising that they can be answered in different ways. (Yr1)</li> <li>- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Yr2)</li> <li>- Identify that animals, including humans, need the right types and amount of nutrition, and that they AH2 cannot make their own food; they get nutrition from what they eat. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children will be exposed to real foods with labels and will be taught how to identify whether a food is healthy or not. (Yr1/2) Following this, they will conduct research on various animals and what they need to keep healthy. (Yr3)</p>	<p><b>Skills:</b></p> <p>Year 3- Recognises and reads out a few familiar words or phrases - e.g. labels on familiar objects.</p> <p><b>Knowledge:</b></p> <p>Children are to progress their learning on basic fruit in French. By the end of the lesson, children should continue to label fruits in French.</p>
Lesson 3	Glockenspiel: Stage 1	Friends and conflict	How to collect online evidence	Striking and fielding	What was the meaning of Jesus' last meal with his friends?	Balanced diet for humans: The food plate	French fruits: Lesson 3

Knowledge and Skills

	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking. (Yr1)</li> <li>- Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). (Yr2)</li> <li>- Play notes on instruments clearly and including steps/ leaps in pitch. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children are to combine their knowledge on playing the Glockenspiel by being introduced to a musical piece called DeeCee's Blues. (Yr1/2/3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- I can identify what being a good friend means to me. (Yr1)</li> <li>- I can identify some of the things that cause conflict with my friends. (Yr2)</li> <li>- I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Throughout the session, children will be given scenarios to respond to surround the topic of how to be a good friend (Yr1) and how to solve differences between friends (Yr2). By the end of the session, children will reflect the qualities of a good friend. (Yr3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To know how to use the internet for learning and communicating with others, making choices when navigating through sites. (Yr1/2)</li> <li>- To use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non-ICT resources. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children will further understand the reliability of online sources and how to collect information when navigating through various sites. (Yr1/2) By the end of the lesson, children will produce a step-by-step guide on how gather resources, evaluate their effectiveness and collect information online. (Yr3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Participate in team games, developing simple tactics for attacking and defending. (Yr1)</li> <li>- Children should: stay in a 'zone' during a game, decide where the best place to be is during a game, use one tactic in a game, follow rules and develop control when passing, throwing, catching. (Yr2)</li> <li>- 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. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Throughout this term, children will be participating in a series of games (Yr1), such as rounders, cricket, dodgeball etc, that involve fielding and striking a ball. By the end of the half term, children should understand how to attack and defend within these goals (Yr2) and understand the purpose of each role within the game. (Yr3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Retell some stories behind festivals. (Yr1)</li> <li>- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. (Yr2)</li> <li>- Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children are to recreate the Last Supper with their peers. (Yr1) Children will recognise how Jesus celebrated his life and the importance of this event (Yr2). They will then use the story of the Last Supper to create their own modern last super menu with their own meanings around the different aspects. (Yr3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Using their observations and ideas to suggest answers to questions. (Yr1)</li> <li>- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Yr2)</li> <li>- Identify that animals, including humans, need the right types and amount of nutrition, and that they AH2 cannot make their own food; they get nutrition from what they eat. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children will understand the food plate and what humans need to have a healthy diet. (Yr1/2) Following this, they will use the food from yesterday to build a meal that is healthy and balanced before conducting a taste test and evaluating their bodies response to the food. (Yr3)</p>	<p><b>Skills:</b></p> <p>Year 3- Recognises and reads out a few familiar words or phrases - e.g. labels on familiar objects.</p> <p><b>Knowledge:</b></p> <p>Children are to complete an assessment lesson on their French fruits. They are to test their knowledge with flash cards and being encouraged to spell the vocabulary accurately.</p>
Lesson 4	Glockenspiel: Stage 1	Secrets/ Being my own best friend/ Being a Global citizen	Making choices online	Striking and fielding	What does crucifying Jesus mean to Christians?	Human skeleton	French vegetables: Lesson 1

Knowledge and Skills

	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking. (Yr1)</li> <li>- Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). (Yr2)</li> <li>- Play notes on instruments clearly and including steps/ leaps in pitch. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children are to be introduced to the note F on the Glockenspiel. Additionally, they will combine their knowledge on D and E to follow musical notation on the Glockenspiel. (Yr1/2/3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- I can recognise my qualities as person and a friend. (Yr1)</li> <li>- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. (Yr2)</li> <li>- I understand how my needs and rights are shared by children around the world and can identify. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Year 1- Children will progress their learning to understand how they are a good friend to others and instil confidence in their own abilities.</p> <p>Year 2- Children will be given secrets that people may share. They must decide how to identify a good secret or a bad secret.</p> <p>Year 3- A recap of British Values will be given to the children. They must understand what rights they have as a child and how these rights are shared with others. They will create their own act of rights that children should have.</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To know that personal information should not be shared online. (Yr1/2)</li> <li>- To know that content put online is extremely difficult to remove. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>A reminder of the various dangers online will be shared with children. There should be a discussion on how children should act online and what they can share online that would keep them safe. (Yr1/2)</p> <p>The overall message that children should promote through a poster is that the internet is permanent. (Yr3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Participate in team games, developing simple tactics for attacking and defending. (Yr1)</li> <li>- Children should: stay in a 'zone' during a game, decide where the best place to be is during a game, use one tactic in a game, follow rules and develop control when passing, throwing, catching. (Yr2)</li> <li>- 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. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Throughout this term, children will be participating in a series of games (Yr1), such as rounders, cricket, dodgeball etc, that involve fielding and striking a ball. By the end of the half term, children should understand how to attack and defend within these goals (Yr2) and understand the purpose of each role within the game. (Yr3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Retell some stories behind festivals. (Yr1)</li> <li>- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. (Yr2)</li> <li>- Suggest how and why religious festivals are valuable to many people. (Yr3)</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Yr1)</li> <li>- Use scientific language and read and spell age-appropriate scientific vocabulary. (Yr2)</li> <li>- Identify that humans and some animals have skeletons and muscles for support, protection and movement. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>A model of the human skeleton will be displayed at the front where children will learn the names of bones in the skeleton and their purpose within the human body. (Yr2/3)</p> <p>Following this, they will build their own human skeleton with labels of each bone. (Yr3)</p>	<p><b>Skills:</b></p> <p>Year 3- Recognises and reads out a few familiar words or phrases - e.g. labels on familiar objects.</p> <p><b>Knowledge:</b></p> <p>Children are to learn basic vegetables in French. By the end of the lesson, children should be able to label basic vegetables in French.</p>
Lesson 5	Glockenspiel: Stage 1	Trust and appreciation	Persuasive design: Online advertising	Striking and fielding	What do Christians believe happened on Easter Sunday morning?	Types of skeleton	French vegetables: Lesson 2

Knowledge and Skills

	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking. (Yr1)</li> <li>- Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). (Yr2)</li> <li>- Play notes on instruments clearly and including steps/ leaps in pitch. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children are to learn how to play two musical pieces on the glockenspiel called 'Roundabout' and 'March of the Golden Guards'. (Yr1/2/3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- I know who can help me in my school community. (Yr1)</li> <li>- I recognise and appreciate people who can help me in my family, my school and my community. (Yr2)</li> <li>- I can explain how some of the actions and work of people around the world help and influence my life. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children are to identify the people in their life that help them and how these people influence their world. They will participate in a series of role plays on the role of these people. (Yr1/2/3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To know how to recognise advertising on websites and learn to ignore it. (Yr1/2)</li> <li>- To be able to understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children are to understand why companies choose advertising online and how it affects their business- however, they should understand the dangers involved in advertisements. (Yr1/2) They will produce a detailed argument on whether advertisements online are good or bad using their knowledge from the lesson. (Yr3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Participate in team games, developing simple tactics for attacking and defending. (Yr1)</li> <li>- Children should: stay in a 'zone' during a game, decide where the best place to be is during a game, use one tactic in a game, follow rules and develop control when passing, throwing, catching. (Yr2)</li> <li>- 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. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Throughout this term, children will be participating in a series of games (Yr1), such as rounders, cricket, dodgeball etc, that involve fielding and striking a ball. By the end of the half term, children should understand how to attack and defend within these goals (Yr2) and understand the purpose of each role within the game. (Yr3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Recognise and identify some differences between religious festivals and other types of celebrations. (Yr1)</li> <li>- Identify similarities and differences in the way festivals are celebrated within and between religions. (Yr2)</li> <li>- Suggest how and why religious festivals are valuable to many people. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children are to be informed of the story of Easter Sunday. Once they show confidence with the story, they will design a comic strip recalling the events of that day that Christians believe occurred. (Yr1/2/3)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Yr1)</li> <li>- Use scientific language and read and spell age-appropriate scientific vocabulary. (Yr2)</li> <li>- Identify that humans and some animals have skeletons and muscles for support, protection and movement. (Yr3)</li> </ul> <p><b>Knowledge:</b></p> <p>Children will learn about exoskeleton, endoskeleton and hydrostatic skeleton and how these are used to aid an animal or human's survival. (Yr2/3) By the end of the lesson, they should identify the skeleton of each animal and/or human. (Yr1)</p>	<p><b>Skills:</b></p> <p>Year 3- Recognises and reads out a few familiar words or phrases - e.g. labels on familiar objects.</p> <p><b>Knowledge:</b></p> <p>Children are to progress their learning on basic vegetables in French. By the end of the lesson, children should continue to label vegetables in French.</p>
Lesson 6	Glockenspiel: Stage 1	Celebrating my special relationships	Upsetting video advice	Striking and fielding	Why is Diwali significant to Hindus?	Muscles	French vegetables: Lesson 3

**Skills:**

- Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking. (Yr1)

- Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). (Yr2)

- Play notes on instruments clearly and including steps/ leaps in pitch. (Yr3)

**Knowledge:**

Children will combine their knowledge on the glockenspiel and their creativity to make and compose their own music themed around a beach or festivals.

**Skills:**

- I can tell you why I appreciate someone who is special to me. (Yr1)

- I can express my appreciation for the people in my special relationships. (Yr2)

- I know how to express my appreciation to my friends and family. (Yr3)

**Knowledge:**

Children will complete a summative assessment on the knowledge learnt throughout the 'Relationships' aspect of PSHE. They will create thank you cards for the people in their life who help them and explain how qualities of how that person helps them in life. (Yr1/2/3)

**Skills:**

- To know they must tell a trusted adult immediately if anyone tries to meet them via the internet. (Yr1/2)

- To know how to report any suspicions. (Yr3)

**Knowledge:**

The purpose of the session is to make children aware of the steps they should take if they come across anything upsetting online. (Yr1/2) They will produce an advice column for a child their age to give advice on how to deal with upsetting content using the knowledge previously learnt. (Yr3)

**Skills:**

- Participate in team games, developing simple tactics for attacking and defending. (Yr1)

- Children should: stay in a 'zone' during a game, decide where the best place to be is during a game, use one tactic in a game, follow rules and develop control when passing, throwing, catching. (Yr2)

- 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. (Yr3)

**Knowledge:**

Throughout this term, children will be participating in a series of games (Yr1), such as rounders, cricket, dodgeball etc, that involve fielding and striking a ball. By the end of the half term, children should understand how to attack and defend within these goals (Yr2) and understand the purpose of each role within the game. (Yr3)

**Skills:**

- Recognise and identify some differences between religious festivals and other types of celebrations. (Yr1)

- Identify similarities and differences in the way festivals are celebrated within and between religions. (Yr2)

- Suggest how and why religious festivals are valuable to many people. (Yr3)

**Knowledge:**

After hearing the story of Rama and Sita, children will use clay to sculpt their own Diwali pot to understand the traditions surround this festival. (Yr1/2/3)

**Skills:**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Yr1)

- Identifying and classifying. (Yr2)

- Identify that humans and some animals have skeletons and muscles for support, protection and movement. (Yr3)

**Knowledge:**

Children will explore the function of their muscles within their own body. (Yr1/3) They will fully understand why muscles exist and their function. Children will make their own arm muscle with straws to detail how the muscle can function. (Yr2)

**Skills:**

Year 3- Recognises and reads out a few familiar words or phrases - e.g. labels on familiar objects.

**Knowledge:**

Children are to complete an assessment lesson on their French vegetables. They are to test their knowledge with flash cards and being encouraged to spell the vocabulary accurately.