



Year 1 Yearly overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<p>Place Value within 10</p> <ol style="list-style-type: none"> Sort objects Count objects Count objects from a larger group Represent numbers Recognise numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line <p>Additional and Subtraction</p> <ol style="list-style-type: none"> Introduce parts and wholes Part-whole model Write number sentences Fact families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – add together Addition – add more Addition problems Find a part Subtraction – finds a part Fact family – the eight facts 	<p>Place Value with in 20</p> <ol style="list-style-type: none"> Count within 20 Understand 10 Understand 11, 12 and 13 Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 <p>Addition and Subtraction within 20</p> <ol style="list-style-type: none"> Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtraction - counting back Subtraction - finding the difference Related facts Missing number problems <p>Place Value within 50</p> <ol style="list-style-type: none"> Count from 20 to 50 20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 	<p>Multiplication and Division</p> <ol style="list-style-type: none"> Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups - grouping Make equal groups - sharing <p>Fractions</p> <ol style="list-style-type: none"> Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity <p>Geometry – Position and Direction</p> <ol style="list-style-type: none"> Describe turns Describe position - left and right Describe position - forwards and backwards Describe position - above and below Ordinal numbers <p>Place Value within 100</p> <ol style="list-style-type: none"> Count from 50 to 100 Tens to 100 Partition into tens and ones 			



	<p>14. Subtraction - take away/cross out (How many left?) 15. Subtraction - take away (How many left?) 16. Subtraction on a number line 17. Add or subtract 1 or 2</p> <p>Geometry - Shape</p> <ol style="list-style-type: none"> Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shape 	<p>7. Estimate on a number line to 50 8. 1 more, 1 less</p> <p>Length and Height</p> <ol style="list-style-type: none"> Compare lengths and heights Measure length using objects Measure length in centimetres <p>Mass and Volume</p> <ol style="list-style-type: none"> Heavier and lighter Measure mass Full and empty Compare volume Measure capacity Compare capacity 	<p>4. The number line to 100 5. 1 more, 1 less 6. Compare numbers with the same number of tens 7. Compare any two numbers</p> <p>Measurement – Money</p> <ol style="list-style-type: none"> Unitising Recognise coins Recognise notes Count in coins <p>Measurement - Time</p> <ol style="list-style-type: none"> Before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour Tell the time to the half hour 			
<p>English writing</p>	<p>Text: Cave Baby by Julia Donaldson- Outcome: Narrative by retelling Purpose: To entertain Audience: Young children Ingredients: - Capital letters -Full stops -Finger spaces -Simple sentence structure -Adjectives</p>	<p>Text: Send for a Superhero by Michel Rosen Outcome: Superhero Narrative Purpose: To entertain Audience: Young children Ingredients: • capital letters, full stops, question marks and exclamation marks • Joining words and joining clauses using and • Sequencing sentences to form short narratives • Subordination (using when, if, that, because)</p>	<p>Outcome: Shape poem - Weather and Seasons Purpose: To entertain Audience: Children Ingredients: -adjectives -capital letters Rhyming words</p> <p>Text: Leo and the Octopus by Isabelle Marinov Outcome: Non-Fiction – Fact File Purpose: To inform</p>	<p>Text: One Day on our Blue Planet (in the Savannah) by Ella Bailey Outcome: Creative Narrative Purpose: To entertain Ingredients: -Word class: noun; adjective; verb -Conjunction 'and' - Collective nouns - Capital letters, full stops • Past tense –ed</p>	<p>Text: Jack and the Beanstalk Outcome: Narrative Purpose: To entertain Audience: Young children Ingredients: -Capital letters and full stops - Conjunction 'and' -Noun phrases -Good story sentence openers</p> <p>Text: Seed to Plant Outcome: Instructions Purpose: To inform</p>	<p>Outcome: Riddle Poems Purpose: To entertain Audience: Children Ingredients: -Capital letter for pronoun 'I' -adjectives Information leaflet -</p> <p>Text: If I were Prime Minister Outcome: Information booklet Purpose: To inform</p>



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	<p>Text: Astro Girl by Ken Wilson-Max Outcome: Fact File Purpose: To inform Audience: Anyone interested in the subject Ingredients: -capital letters, full stops, finger spaces - prediction -retrieval - command sentences -adjectives -question marks</p>	<p>and co-ordination (using or, and, but) • statement, question, exclamation, command sentences</p> <p>Text: Billy and the Beast by Nadia Shireen Outcome: Defeat a monster Narrative Purpose: To entertain Audience: Young children Ingredients: -Using the suffix -ed -Use conjunctions – and, because -Capital letters and full stops</p> <p>Outcome: Acrostic Poem Christmas Purpose: To convey ideas Audience: Children Ingredients: -correct layout -adjectives -similes</p>	<p>Audience: Anyone interested in the subject Ingredients: -Using conjunctions (and, when, because) -Adjectives -Capital letter, full stop, finger spaces -Correct features of a non-chronological report (title, subtitles, facts, illustrations) - Sentence types: statements, questions and commands</p> <p>Text: Julian is a Mermaid by Jessica Love Outcome: Poem Purpose: To express emotions or convey ideas Audience: Ingredients: -Co-ordination (and, or, but) -Capital letters, finger spaces -joining words and phrases with 'and'</p>	<p>Text: Old Enough to Save the Planet by Loll Kirby Outcome: Non-chronological report Purpose: To inform Audience: Anyone interested in the subject Ingredients: -Capital letters, Full stops, Commas in a list, Questions marks -Joining words (and, because) -Conjunctive adverbs (however, in addition, further-more) -Sentence types: statements, questions and commands</p>	<p>Audience: Anyone interested in the subject Ingredients: -Numbered steps -Imperative verbs -Time connectives</p>	<p>Audience: Anyone interested in the subject Ingredients: -capital letters, full stops, finger spaces -Conjunctions – 'and' 'because'</p> <p>Text: Emmeline Pankhurst – Little People Big Dreams Outcome: Biography Purpose: To inform Audience: Anyone interested in the subject Ingredients: -Capital letters, full stops and finger spaces -Capital letters for proper nouns -Fronted adverbials of time</p>
Reading	Each half-term word reading skill are taught alongside comprehension skills using VIPERS V • discussing word meanings, linking new meanings to those already known					



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	<ul style="list-style-type: none"> V • draw upon knowledge of vocabulary in order to understand the text V • join in with predictable phrases V • use vocabulary given by the teacher V • discuss his/her favourite words and phrases I • children make basic inferences about characters' feelings by using what they say as evidence. I • infer basic points with direct reference to the pictures and words in the text I • discuss the significance of the title and events I • demonstrate simple inference from the text based on what is said and done P • predicting what might happen on the basis of what has been read so far in terms of story, character and plot P • make simple predictions based on the story and on their own life experience. P • begin to explain these ideas verbally or through pictures. E • answer a question about what has just happened in a story. E • develop their knowledge of retrieval through images. E • recognize characters, events, titles and information. E • recognize differences between fiction and non-fiction texts. E • retrieve information by finding a few key words. E • Contribute ideas and thoughts in discussion S • retell familiar stories orally e.g fairy stories and traditional tales S • sequence the events of a story they are familiar with S • begin to discuss how events are linked 					
Reading for Pleasure	You Matter Not now Bernard Meesha makes Friends We feel happy My dad is a grizzly bear Sonia Shema the very best big sister Look im a maths Wizard	The hat full of secrets Squishy Mcfluff Fantastic Mr Fox Arlo Anita and the Dragon Harry the poisonous centipede Dolphin Boy Stick man Gorilla	Look up Man on the Moon That Rabbit On sudden hill What if pig	Poems out loud Chocolate cake Light house keepers' lunch Magic show	Around the world in 80 days. Molly Rodgers to the rescue Big book blooms Sophie adventures	Lights on cotton rock Captain Tom Moore Deep-sea voyage A dress with pockets How airports work The owl who is afraid of the dark Monster, Hungry Phone.
Grammar and Punctuation	Each half term, we teach Grammar and punctuation explicitly in a SPAG session and interwoven into our Literacy lessons. -Noun phrases -Subordinating conjunctions (B)					



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	<p>-Co-ordinating conjunctions (BOA)</p> <p>-Past and present tense are consistent</p> <p>-Aa.!?</p>					
Spelling	<p>Feel, right, go, food, hard, my, sort, took, into, down, hear, out, light, zoom, hair, year, what, chain, march, she, queen, sharp, me, chair, shark, love, better, bucket, frog, drum, they, splat, thinks, some, green, brown, were, train, paint, sure, milk, thump, day, play, said, cloud, sound, you, boy, joy, like, read, treat, push, found, children, magnet, popcorn, all, cartoon, rabbit, of, spray, toy, one, proud, say, here.</p>	<p>Bird, girl, their, pie, tried, people, blue, true, oh, human, unit, your, third, cried, both, go, Mr, child, kind, Mrs, basic, acorn, Ms, fever, me, ask, post, paper, take, same, could, time, like, would, home, woke, should, rude, cute, our, made, slide, these, even, house, new, chew, mouse, shriek, field, water, claw, draw, want, straw, grew, time, fried, sure, spray, game, some, open, float, little, being, eaten, what, prize.</p>	<p>Happy, water, funny, head, bread, any, wheel, white, many, toe, shoulder, again, carry, whisper, fly, dry, who, grow, yellow, whole, huge, magic, where, phone, photo, two, why, show, bubble, gentle, school, total, petal, call, face, mice, different, give, leave, ask, touch, won, thought, dance, horse, friend, key, monkey, work, brother, money, fruit, group, water, happy, secret, want, fizzy, visit, could, follow, groan, people, amazing, snowy.</p>	<p>Word, world, once, awful, playful, our, share, square, laugh, floor, door, their, poor, dare, catch, itchy, because, picture, nature, eye, calf, half, once, father, nasty, our, beach, fetch, always, small, who, difficult, animal, whole, swap, watch, people, bear, tear, thought, wear, squash, learn, early, any, write, wrong, many, scent, listen, two, colour, actor, friend, school, echo, laugh, freeze, squeeze, eye, ball, salt,</p>	<p>Play, tray, they, made, game, sure, sea, treat, pure, fever, secret, said, comic, lie, cried, were, time, like, one, both, over, says, home, note, here, shock, strip, blue, true, today, new, flew, their, use, rule, people, saw, straw, your, think, stair, bread, thread, any, bird, girl, many, sound, out, who, joy, annoy, whole, shine, spoiled, mind, child, two, later, baking, eye, show, grow, thought, music, unit, through, thorn, goal, phone, dolphin, friend, when, white, once, field, shriek, our, gem, magic, because, wheel.</p>	<p>Eight, great, busy, know, sign, beautiful, thumb, crumb, pretty, cheer, steer, hour, grey, break, usual, treasure, move, bridge, dodge, improve, crystal, myth, parents, large, change, shoe, station, action, friend, mission, mansion, hour, special, social, many, precious, through, sneeze, magician, naughty, before, choice, final, climbing, climbed, badge, daughter, adventure, science, where, busy, special, because, sweeping, searched, improve, colour, again, celebrate, mystery</p>
PSHE Matters	<p>Exploring Emotions</p> <ul style="list-style-type: none"> Name a range of words to describe feelings. 	<p>Bullying Matters</p> <p>Explore what is bullying and what is not.</p> <ul style="list-style-type: none"> Recognise kind and unkind behaviour in 	<p>Difference and Diversity.</p> <p>Recognise ways they are the same as and different to others.</p>	<p>Being Healthy</p> <p>Explore what 'being healthy' means and why it is important.</p>	<p>Being Responsible</p> <p>Understand what a rule is and that we follow rules to help each other.</p>	<p>Relationships</p> <ul style="list-style-type: none"> Explain what makes a good friend/ friendship. Talk about some ways to make friends



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	<ul style="list-style-type: none"> • Understand that all feelings are ok. • Understand that feelings can affect how our bodies feel and behave <p>Explore how to recognise different feelings.</p> <ul style="list-style-type: none"> • Talk about how we recognise what others might be feeling. • Understand that not everyone feels the same about the same things <p>Talk about ways to manage big and uncomfortable feelings.</p> <ul style="list-style-type: none"> • Identify who they can ask for help and can demonstrate how to ask for help. 	<p>themselves and others. •</p> <p>Identify that bodies and feelings can be hurt by words and actions.</p> <ul style="list-style-type: none"> • Understand that hurtful behaviour is not acceptable. • Explore simple strategies to resolve arguments between friends. • Understand how to report bullying and who they can talk to. 	<ul style="list-style-type: none"> • Talk about some ways that they are special. • Express their thought and opinions and recognise that others can be different. <p>Talk about some ways to treat themselves and others with kindness.</p> <ul style="list-style-type: none"> • Know what it means if something is fair or unfair. 	<ul style="list-style-type: none"> • Understand that food is necessary to keep our bodies healthy. • Identify that food choices can vary for families/cultures. • Name/describe different physical activities and identify ones they enjoy. • Explain how physical activity can help us to stay healthy. • Understand that sleep and relaxation are important for growing and keeping healthy. • Talk about healthy ways to feel good, calm down or change their mood. <p>Demonstrate how to brush teeth.</p> <ul style="list-style-type: none"> • Explain what good dental care is • understanding the foods/drinks that support it. • Demonstrate simple hygiene routines that stop germs from spreading 	<ul style="list-style-type: none"> • Understands that rules need be fair. • Give examples of rules from different situations. Identify simple responsibilities they have. • Describe some simple ways to manage waste <p>Recognise that people have different needs.</p> <ul style="list-style-type: none"> • Describe some ways to care for people, animals and other living things. 	<ul style="list-style-type: none"> • Explain basic techniques for resisting pressure. • Recognise kind and unkind behaviour. • Name the special people in their lives. • Resolve conflict in simple ways e.g. choosing to share, take turns, etc. • Tell someone if you are worried about something in a relationship/family. Talk about some ways that their family is the same or different to others. • Describe some things they enjoy doing with their family and how it makes them feel.
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				<ul style="list-style-type: none"> • Begin to recognise different ways of staying healthy in the sun. • Understand what it means to take a break and how this is important for our health. 		
History		<p>Discovering History 1. What is the Past? 2. Family Trees 3. How do we know about history? 4. What do archaeologists do? 5. Our Local History</p>		<p>Kings, Queens, and Leaders 1. Kings and Queens 2. King John I and the Magna Carta 3. Henry III and Parliament 4. Charles I 5. Oliver Cromwell and</p>		<p>Parliament and Prime Ministers 1. James II, Mary II and William of Orange 2. Simon de Montfort and parliament 3. Robert Walpole 4. Our Prime Minister today 5. Elections</p>
Geography	<p>Spatial Sense 1. Aerial Views 2. Maps 3. Location 4. Compass Points 5. Drawing maps</p>		<p>The UK 1. The four countries in the United Kingdom 2. Scotland 3. Wales 4. Northern Ire</p>		<p>Seven Continents 1. Europe 2. Antarctica 3. Africa 4. Asia 5. North and South America 6. Australia</p>	
Science	<p>The Human Body Naming parts of the body, the five senses and associated body parts, understanding sensory impairment.</p>	<p>Animals and their Needs Living things, naming animals, grouping animals, describing animals, how plants and animals obtain food, offspring, caring for animal babies, caring for pets.</p>	<p>Seasons and Weather The four seasons, tools to record the weather, daily weather and weather forecasts, weather symbols, weather around the world, floods and hurricanes.</p>	<p>Taking Care of the Earth The Earth's natural resources, conservation of natural resources, logging, recycling, how pollution is caused and can be prevented.</p>	<p>Plants What plants need to grow, the parts and functions of plants, food production, flowers and seeds, deciduous and evergreen.</p>	<p>Materials and Magnets Classification of materials, magnets, magnetic attraction</p>



<p>Art</p> <p>Summary</p> <p>Concepts in Art: Colour, Line, Style Types of Art: Paintings of Children, Narrative Art, Architecture, Sculpture, Pointillism, Cubism Skills: Painting, Drawing, 3D form, Collage Process (analysing, exploring, observing, evaluation): verbal, observational and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork</p> <p>Skill progression</p> <p>Painting Brush hold, brush choice, colour mixing, brushstrokes, colour matching, accuracy, watercolour Drawing Using lines, using a ruler, observation, detail, pencil, charcoal, felt tips, oil pastels 3d</p>	<p>Colour</p> <p>Artists: Van Gogh, Bruegel, Vermeer, Hockney, Monet</p> <p>Concepts: Primary and secondary colours, warm and cool colours, tints and shades, rough and smooth brushstrokes</p> <p>Skills: colour mixing, holding and using a brush, using different brushstrokes PAINTING MIXED MEDIA</p>	<p>Line</p> <p>Artists: Rembrandt, Miro, Klee</p> <p>Concepts: Lines as basic tools, describing different lines, different materials for making lines, lines can be used to represent different things</p> <p>Skills: drawing different lines with different materials, drawing lines with a ruler, painting and colouring neatly inside shapes, drawing from the imagination DRAWING MIXED MEDIA</p>	<p>Architecture</p> <p>Buildings: Westminster Abbey, St Paul's Cathedral, Houses of Parliament, Southwark Cathedral, The Penguin House at London Zoo</p> <p>Concepts: Defining architecture, purpose, features, design process.</p> <p>Skills: line drawing (detail), collage with tissue paper, modelling with clay, designing for a purpose, model making with mixed media DRAWING 3D FORM COLLAGE</p>	<p>Style in Art/Narrative Art</p> <p>Artists: Seurat, Van Gogh, Tintoretto, Uccello, Moreau</p> <p>Concepts: style, painting technique, brushstrokes, pointillism, narrative paintings, characters in paintings</p> <p>Skills: painting with dots, using short brushstrokes, colour mixing, drawing from the imagination PAINTING DRAWING</p>	<p>Paintings of Children</p> <p>Artists: Hogarth, Bruegel, Hockney, Cassatt</p> <p>Concepts: Paintings can tell us about the past, art can give us messages, cubism</p> <p>Skills: Accurately copying shapes, colour matching, painting with watercolour, choosing which brush to use, drawing people from manikins, planning and arranging elements of a picture PAINTING DRAWING COLLAGE</p>	<p>Sculpture</p> <p>Artists: Degas, Gormley, Hepworth, Moore, Giacometti</p> <p>Concepts: Defining sculpture, materials, carving/building-up sketches/maquettes, casting, colour in sculpture, different styles, scale</p> <p>Skills: Modelling with clay, casting in plaster, painting plaster and painting detail, sculpting with pipe cleaners DRAWING 3D FORM</p>
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<p>form Modelling with clay – sticking and carving, model making with mixed media, casting plaster, sculpting with wire and Modroc Collage Collage with tissue paper - tearing</p>						
<p>DT</p>		<p>Build – Vehicles 1. Research and Investigate different types of vehicles; different parts of a vehicle; explore wheels and axles in toy cars. 2. Design Understand criteria (user, purpose, function, appeal); generate/innovate/develop ideas; talking; drawing; labelling. 3. Make Select tools/materials for making a toy vehicle with wheels and axles; cutting; different ways of joining decorating; finishing 4. Use and Evaluate Car racing in the playground exploring speed; film/photograph children doing this; evaluation against criteria and existing products</p>		<p>Cook – Jam Tarts -Following a simple recipe • Measuring in spoonfuls • Rubbing fat into flour • Mixing • Making, rolling and cutting pastry • Baking • Cooling</p> <p>Cook – Dips and Vegetables • Following a simple recipe • Measuring in spoonfuls • Cutting, chopping • Using a knife and a chopping board • Bridge and claw technique—flat side down • Cutting with scissors • Mashing • Mixing</p>		<p>Sew – Animal Sock Puppets 1. Research and Investigate Existing products 2. Design Understand criteria (user, purpose, function, appeal), generate/develop ideas, talking, drawing, labelling 3. Make Select tools/materials, making paper templates/, drawing/cutting shapes, gluing, joining fabric, drying 4. Use and Evaluate Recording of children using puppets, evaluate against criteria.</p>



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Computing	<p>Computing systems and networks – Technology around us</p> <p>Unit guide Learning graph Lessons Lesson 1 Technology in our classroom Lesson 2 Using technology Lesson 3 Developing mouse skills Lesson 4 Using a computer keyboard Lesson 5 Developing keyboard skills Lesson 6 Using a computer responsibly</p>	<p>Creating media – Digital painting</p> <p>Unit guide Learning graph Lessons Lesson 1 How can we paint using computers? Lesson 2 Using shapes and lines Lesson 3 Making careful choices Lesson 4 Why did I choose that? Lesson 5 Painting all by myself Lesson 6 Comparing computer art and painting</p>	<p>Programming A – Moving a robot</p> <p>Unit guide Learning graph Lessons Lesson 1 Buttons Lesson 2 Directions Lesson 3 Forwards and backwards Lesson 4 Four directions Lesson 5 Getting there Lesson 6 Routes</p>	<p>Data and information – Grouping data</p> <p>Unit guide Learning graph Lessons Lesson 1 Label and match Lesson 2 Group and count Lesson 3 Describe an object Lesson 4 Making different groups Lesson 5 Comparing groups Lesson 6 Answering questions</p>	<p>Creating media – Digital writing</p> <p>Unit guide Learning graph Lessons Lesson 1 Exploring the keyboard Lesson 2 Adding and removing text Lesson 3 Exploring the toolbar Lesson 4 Making changes to text Lesson 5 Explaining my choices Lesson 6 Pencil or keyboard</p>	<p>Programming B – Introduction to animation</p> <p>Unit guide Learning graph Lessons Lesson 1 Comparing tools Lesson 2 Joining blocks Lesson 3 Make a change Lesson 4 Adding sprites Lesson 5 Project design Lesson 6 Following my design</p>
Computing online	Self-image and online reputation	Online relationships	Managing online information and privacy and security	Health, wellbeing and lifestyles	Copywrite and ownership	Online bullying
Music	<p>Introducing beat</p> <p>How can we make friends when we sing together?</p>	<p>Adding Rhythm & pitch</p> <p>How does stories tell stories about the past?</p>	<p>Introducing tempo and dynamics</p> <p>How does music make the world a better place?</p>	<p>Combining pitch, rhythm, and pulse</p> <p>How does music help us to understand our neighbours?</p>	<p>Having fun with improvisation</p> <p>What songs can we sing through the day?</p>	<p>Explore sound and create a story.</p> <p>How does music teach us about looking after our planet?</p>
RE	1.3 Who is Jewish and what do they believe? (Believing)	Why does Christmas matter to Christians? (Incarnation)	1.7 What does it mean to belong to a	Why does Easter matter to Christians? (Salvation)	1.8 How should we care for others and the	Who made the world? (Creation)



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			faith community? (Living)		world, and why does it matter?(Living)	
PE Year A	Athletics Circuits, running, jumping, throwing, competition practice, relay, hurdles, mini-Olympics	Fitness Circuit training, endurance running, core strength, agility, fun circuits, strength and conditioning, creating your own workout	Dodgeball Rules of the game, running, throwing, catching, blocking, team play	Netball Rules of the game, passing, shooting, defending, player rolls, game	Tag Rugby/Football Control, dribbling, passing, scoring try/shooting, tagging/tackling, game/2V2	Hockey Control and safety, dribbling, passing, defending, shooting, team game
PE Year B	Athletics Circuits, running, jumping, throwing, competition practice, relay, mini Olympics	Handball/Basketball Control, dribbling, passing, shooting, shooting/layup, 1V1 games	Dance Dance interpretation, creative dance in groups, learning routines, The Big Show.	Gymnastic Shapes, balance, rolls, bench work, jumping and vaults, apparatus circuits	Orienteering Map drawing, mapping to scale, map finding, compass work, treasure hunt clues	Tennis Throwing and catching, bowling, fielding, batting, diamond cricket, rounders
Events and Trips		Jungle Jo – animal visit to school		Conkers		Whole school trip