

Curriculum Overview

Nursery and Reception will follow EYFSP.

Topics for Nursery: Me and My world, Rumble in the Jungle, Land Ahoy!

Topics for Reception: My World and Beyond

Topics for Year 1: A Street through Time, Alive and Kicking, Carnival of the Animals

Topics for Year 2: Journeys, Toy Story, A Bug’s Life

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science	<p>Animals including humans Identify a variety of common animals (fish, amphibians, reptiles, birds, mammals) Name carnivores, herbivores and omnivores Know how to care for pets Name and show the basic parts of the human body Know what my senses are – see, taste, touch, hear, smell and know which body part they link to Materials</p>	<p>Animals including humans Know that animals have offspring that grow to be adults Know what animals and humans need to survive Describe why exercise is important for humans Know that humans need to eat different types of food Know how we can be hygienic Materials Know the uses of different everyday materials (wood,</p>	<p>Animals including humans Know that animals including humans need the right types and amounts of nutrition which comes from what they eat Know that humans and some other animals have skeletons and muscles for support, protection and movement Plants Identify and describe the functions of different parts of flowering plants</p>	<p>Animals including humans Know the simple functions of the basic parts of the digestive system in humans Know types and simple functions of teeth in humans Identify producers, predators and prey in a food chain Materials Know what is meant by solids, liquids and gases and group some materials according to this Know that some materials change</p>	<p>Animals including humans Know and describe how humans change as they develop to old age Materials Know how to group everyday materials based on their properties (including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets) Know that some materials will</p>	<p>Animals including humans Know the main parts of the human circulatory system Know and describe the functions of the heart, blood vessels and blood Know the impact of diet, exercise and drugs on the body Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit Compare and give reasons for how</p>

	<p>Identify and name a range of materials (wood, plastic, glass, metal, water and rock)</p> <p>Describe physical properties of some everyday materials</p> <p>Group together some everyday materials based on their properties</p> <p>Plants</p> <p>Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees</p> <p>Know and describe the basic structure of a variety of common flowering plants including trees</p> <p>Seasonal changes</p> <p>Name the four seasons and how they are different</p> <p>Describe weather associated with the</p>	<p>metal, plastic, glass, rock, brick, paper, cardboard)</p> <p>Group together some everyday materials based on their uses</p> <p>Know and name some solid objects that can be changed by squashing, bending, twisting and stretching</p> <p>Plants</p> <p>Describe how seeds and bulbs grow into mature plants</p> <p>Know that plants need water, light and suitable temperature to grow and stay healthy</p> <p>Living things and their habitats</p> <p>Identify living things, non-living things and things that have never been alive</p> <p>Know that most living things</p>	<p>(roots, stem/ trunk, leaves and flowers)</p> <p>Know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Know the way in which water is transported within plants</p> <p>Know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Forces</p> <p>Know what is meant by friction and describe how things move on different surfaces</p> <p>Know how magnets attract/ repel some materials (two poles +/-)</p>	<p>state when they are heated or cooled</p> <p>Know that the rate of evaporation is affected by the temperature</p> <p>Know the part played by evaporation and condensation in the water cycle</p> <p>Electricity</p> <p>Name some common appliances that run on electricity</p> <p>Know and identify the basic parts of a circuit (including cells, wires, bulbs, switches and buzzers)</p> <p>Know what is meant by conductor or insulator and name some common conductors</p> <p>Know and describe the function of a switch in a circuit</p>	<p>dissolve in liquid to form a solution and how to recover a substance from a solution</p> <p>Know how mixtures might be separated through filtering, sieving and evaporating (depending on whether they are a solid, liquid, or gas)</p> <p>Know what is meant by reversible and irreversible changes and give some examples</p> <p>Earth and Space</p> <p>Know and describe the movement of the Earth and other planets, relative to the sun in the solar system</p> <p>Describe the movement of the moon relative to the Earth</p> <p>Know the relationship between the Sun,</p>	<p>components function (brightness of bulbs, loudness of buzzers)</p> <p>Know and use correct circuit symbols</p> <p>Light</p> <p>Know how light travels (straight lines)</p> <p>Know that objects are seen because they give out or reflect light into the eye</p> <p>Know that light travels from light sources to our eyes or from light sources to objects</p> <p>Know why shadows have the same shape as the object that cast them</p> <p>Evolution and inheritance</p> <p>Know that fossils provide information about living things in the past</p>
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	<p>seasons and how day length varies</p>	<p>(including plants) live in habitats or micro-habitats suited to their needs</p> <p>Know that habitats provide for the basic needs of different animals and plants (and how they depend on each other)</p> <p>Know that animals get their food from other plants or animals</p> <p>Know how a simple food chain works and name different sources of food</p>	<p>Know that some forces need contact between two objects but magnetic forces can act at a distance</p> <p>Know whether a material is magnetic or non-magnetic</p> <p>Light</p> <p>Know that we need light to see and dark is the absence of light</p> <p>Know that light is reflected from surfaces</p> <p>Know the dangers of the sun and how we must protect our eyes</p> <p>Know that shadows are formed when light from a light source is blocked by a solid object</p> <p>Know that the size and position of shadows can change according</p>	<p>Living things and their habitats</p> <p>Know that living things can be grouped in a variety of ways (using classification keys)</p> <p>Recognise that environments can change and can pose dangers to living things</p> <p>Sound</p> <p>Explain how sounds are made (Vibrations)</p> <p>Explain the patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Know how vibrations travel to the ear</p> <p>Find patterns between the pitch of a sound and the features of the object that produced it</p>	<p>Earth and Moon (spherical bodies)</p> <p>Know about the Earth's rotation and use it to explain about day and night</p> <p>Living things and their habitats</p> <p>Know the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction (birth, growth, development) in some plants and animals</p> <p>Forces</p> <p>Know that objects fall towards the Earth because of gravity</p> <p>Know the effects of air resistance, water resistance and friction</p> <p>Know how some mechanisms (gears,</p>	<p>Recognise that living things produce offspring of the same kind (normally not identical to parents)</p> <p>Know that animals and plants are adapted to suit their environment and that adaptation may lead to evolution</p> <p>Living things and their habitats</p> <p>Describe how living things are classified into groups based on observable characteristics and similarities or differences</p> <p>Be able to give reasons for classifying plants and animals based on their characteristics</p>
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History	<p>Know words and phrases like: old, new and a long time ago. Know that the toys their grandparents played with were different to their own. Organise a number of artefacts by age. Know what a number of older objects were used for. Know the main differences</p>	<p>Know words and phrases like: old, new, before, after, past, present, then, now and a long time ago. Know how to use books and the internet to find out more information. Know what certain objects from the past were used for. Know about an event or events that happened long ago, even before</p>	<p>Place events on a timeline in chronological order. Stone age, bronze, iron age Know how Britain changed between the beginning of the stone age and the iron age. Know the main differences between the stone, bronze and iron ages.</p>	<p>Research to find answers to specific historical questions based on locality. Iron age to Romans Know how Britain changed from the iron age to the end of the Roman occupation. Know how the Roman occupation of Britain helped to advance British society. Know how there was resistance to</p>	<p>Draw a timeline with different historical periods showing key historical events or lives of significant people. Romans to 1066 Know how Britain changed between the end of the Roman occupation and 1066. Know about how the Anglo-Saxons attempted to bring about law and</p>	<p>Know how to place features of historical events and people from the past societies and periods in a chronological framework. Research to find similarities and differences between 2 or more periods of history. Vikings Know where the Vikings originated</p>

	<p>between their school days and that of their grandparents</p> <p>Name a famous person from the past and explain why they are famous</p> <p>Know the name of a famous person, or a famous place, close to where they live</p>	<p>their grandparents were born.</p> <p>Know what we use today instead of a number of older given artefacts.</p> <p>Know that children's lives today are different to those of children a long time ago.</p> <p>Know about a famous person from outside the UK and explain why they are famous.</p> <p>Know how the local area is different to the way it used to be a long time ago.</p> <p>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.</p>	<p>Know what is meant by 'hunter-gatherers.'</p> <p>Local history (pot banks/mining)</p> <p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p> <p>Know how the lives of wealthy people were different from the lives of poorer people during this time.</p>	<p>the Roman occupation and know about Boudica.</p> <p>Know about at least one famous Roman emperor.</p> <p>Ancient Egypt</p> <p>Know about, and name, some of the advanced societies that were in the world around 3000 years ago.</p> <p>Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty.</p>	<p>order into the country.</p> <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms.</p> <p>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today.</p> <p>Use a time line to show when the Anglo-Saxons were in England.</p> <p>Ancient Greeks</p> <p>Know some of the main characteristics of the Athenians and the Spartans.</p> <p>Know about the influence the gods had on Ancient Greece.</p> <p>Know at least five sports from the Ancient Greek Olympics.</p>	<p>from and show this on a map.</p> <p>Know that the Vikings and Anglo-Saxons were often in conflict.</p> <p>Know why the Vikings frequently won battles with the Anglo-Saxons.</p> <p>Theme from 1066 (crime and punishment, battles)</p> <p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.</p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework.</p> <p>Know how Britain has had a major</p>
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						<p>influence on the world.</p> <p>Mayan civilisation Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin. Know why they were considered an advanced society in relation to that period of time in Europe.</p>
Geography	<p>The UK Know the names of the four countries that make up the UK and name the three main seas that surround the UK. Know which the hottest and coldest season is in the UK. Know the main differences between city, town and village.</p>	<p>The UK Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. Explain some of the advantages and disadvantages of living in a city or village. Know and use the terminologies: left</p>	<p>The UK Know the names of and locate at least eight counties and at least six cities in England. Europe Know the names of and locate at least eight European countries. Know at least five differences between living in the UK and a</p>	<p>The UK Know where the main mountain regions are in the UK. Know, name and locate the main rivers in the UK. Know how to plan a journey within the UK, using a road map. The World Know the names of and locate at least</p>	<p>Europe Know the names of a number of European capitals. North and South America Know the names of, and locate, a number of South or North American countries. Know key differences between living in the UK and in a</p>	<p>The UK Know what most of the Ordnance Survey symbols stand for. Know how to use six-figure grid references. The World Know about time zones and work out differences. Know the names of and locate some of the world's deserts.</p>

	<p>Know their address, including postcode.</p> <p>The World</p> <p>Know features of hot and cold places in the world.</p> <p>Know and recognise main weather symbols.</p> <p>Know where the equator, North Pole and South Pole are on a globe.</p> <p>Know which is N, E, S and W on a compass.</p>	<p>and right; below, next to</p> <p>The World</p> <p>Know the names of and locate the seven continents of the world.</p> <p>Know the names of and locate the five oceans of the world.</p> <p>Know the main differences between a place in England and that of a small place in a non-European country.</p> <p>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.</p>	<p>Mediterranean country.</p> <p>Use maps to locate European countries and capitals.</p> <p>The World</p> <p>Know the names of four countries from the southern and four from the northern hemisphere.</p> <p>Know what causes an earthquake.</p> <p>Label the different parts of a volcano.</p> <p>Know and name the eight points of a compass.</p>	<p>eight major capital cities across the world.</p> <p>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.</p> <p>Know what is meant by the term 'tropics'.</p> <p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian.</p> <p>Rivers</p> <p>Know and label the main features of a river.</p> <p>Know the name of and locate a number of the world's longest rivers.</p> <p>Explain the features of a water cycle.</p>	<p>country in either North or South America.</p> <p>Know what is meant by biomes and what the features of a specific biome are.</p> <p>Label layers of a rainforest and know what deforestation is.</p> <p>The World</p> <p>Know how to use graphs to record features such as temperature or rainfall across the world.</p>	<p>Know why industrial areas and ports are important</p> <p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</p> <p>Third world countries</p> <p>Know main human and physical differences between developed and third world countries.</p>
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D+T	<p>Design a product which moves</p> <p>use their own ideas to design something & describe how their own idea works</p> <p>explain to someone else how they want to make their product and make a simple plan before making</p> <p>make product which moves</p> <p>Choose appropriate tools and resources</p> <p>use own ideas to make something</p> <p>Describe how something works</p> <p>explain what works well & not so well in the model that they have made</p>	<p>Explain why they have chosen specific textiles</p> <p>Think of an idea and plan what to do next</p> <p>Choose tools and materials and explain why they have chosen them</p> <p>Join materials and components in different ways</p> <p>Measure materials to use in a model or structure (shelter)</p> <p>Explain what went well with their work</p> <p>Make a model stronger and more stable</p> <p>Use wheels and axles when</p>	<p>Design a product and make sure that it looks attractive</p> <p>Choose a material for both its suitability and its appearance</p> <p>prove that a design meets a set criteria</p> <p>Select the most appropriate tools & techniques for a given task</p> <p>Work accurately to measure, make cuts & make holes</p> <p>make a product which uses mechanical components</p> <p>Follow a step-by-step plan, choosing the right equipment & materials</p>	<p>Produce a plan and explain it</p> <p>Communicate ideas in a range of ways, including sketches and drawings which are annotated</p> <p>Use ideas from other people when designing</p> <p>persevere and adapt when original ideas do not work</p> <p>Know which tools are used for a specific task and show knowledge of handling the tool</p> <p>Know which material is likely to give the best outcome</p>	<p>Come up with a range of ideas after collecting information</p> <p>Produce a step-by-step plan</p> <p>Design a product that requires pulleys or gears</p> <p>Explain how a product will appeal to a specific audience</p> <p>Use a range of tools and equipment competently</p> <p>Make a product that relies on pulleys and gears</p> <p>Make a prototype before making a final version</p> <p>Evaluate appearance and</p>	<p>Show that culture and society is considered in plans and designs</p> <p>Follow and refine original plans</p> <p>Use market research to inform plans and ideas</p> <p>Justify planning in a convincing way</p> <p>Know which tool to use for a specific practical task</p> <p>Know how to use any tool correctly and safely</p> <p>Know what each tool is used for</p> <p>Explain why a specific tool is best for a specific action</p> <p>Know how to test and evaluate designed products</p>

	<p>Make their own model stronger Cut food safely</p>	<p>appropriate to do so Weigh ingredients to use in a recipe Describe the ingredients used when making a dish or a cake</p>	<p>Make a product which uses both electrical components Explain how to improve a finished model Know why a model has or has not been successful Know how to strengthen a product by stiffening a given part or reinforce a part of the structure Use a simple IT program within the design (link with graph recording)</p>	<p>Measure accurately Explain how the original design has been improved Evaluate and suggest improvement for design Present a product in an interesting way Evaluate products for both purpose and design Use IT where appropriate to add to the quality of the product Link scientific knowledge by using lights, switches or buzzers Use electrical systems to enhance the quality of the product Know how to be both hygienic and safe when using food Bring a creative element to the</p>	<p>function against original criteria Suggest alternative plans; outlining the positive features and drawbacks link specific knowledge of design by using pulleys or gears Use more complex IT program to help enhance the quality of the product produced Be both hygienic and safe in the kitchen Know how to prepare a meal by collecting the ingredients in the first place Know which season various foods are available for harvesting</p>	<p>Evaluate product against clear criteria Explain how products should be stored and give reasons Use electrical systems correctly and accurately to enhance a given product Know which IT product would further enhance a specific product Use knowledge to improve a made product by strengthening, stiffening or reinforcing Explain how food ingredients should be stored and give reasons Work with a budget to create a meal Understand the difference between a savoury and a sweet dish</p>
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				food product being designed		
Art	<p>Know how to cut, roll & coil materials</p> <p>Know how to use IT to create a picture</p> <p>Know how to show how people feel in paintings and drawings</p> <p>Know how to use pencils to create lines of different thickness in drawings.</p> <p>Know how to create moods in art work</p> <p>Know the names of the primary and secondary colours</p> <p>Know how to create a repeating pattern in print</p> <p>describe what can be seen and give an opinion about the work of an artist</p> <p>ask questions about a piece of art</p>	<p>Know how to create a printed piece of art by pressing, rolling, rubbing and stamping</p> <p>Know how to make a clay pot and</p> <p>Know how to join two clay finger pots together</p> <p>Know how to use different effects within an IT paint package</p> <p>Choose and use three different grades of pencil when drawing</p> <p>Know how to use charcoal, pencil and pastel to create art</p> <p>Know how to use a viewfinder to focus on a specific part of an artefact before drawing it</p> <p>Know how to mix paint to create all</p>	<p>Know how to show facial expressions in art</p> <p>Know how to use different grades of pencil to shade and to show different tones and textures</p> <p>Know how to create a background using a wash</p> <p>Know how to use a range of brushes to create different effects in painting</p> <p>Know how to use sketches to produce a final piece of art</p> <p>Know how to use digital images and combine with other media</p> <p>Know how to use IT to create art which includes their own work and that of others</p>	<p>Know how to show facial expressions and body language in sketches and paintings</p> <p>Know how to use marks and lines to show texture in art</p> <p>Know how to use line, tone, shape and colour to represent figures and forms in movement and reflections</p> <p>Know how to print onto different materials using at least four colours</p> <p>Know how to integrate digital images into artwork</p> <p>Use sketchbooks to help create facial expressions</p> <p>Use sketchbooks to experiment with different texture</p>	<p>Know how to sculpt clay and other mouldable materials.</p> <p>Know how to use shading to create mood and feeling</p> <p>Know how to organise line, tone, shape and colour to represent figures and forms in movement</p> <p>Know how to express emotion in art</p> <p>Experiment by using marks and lines to produce texture</p> <p>Experiment with shading to create mood and feeling</p> <p>Experiment with media to create emotion in art</p> <p>Know how to use images created, scanned and found; altering them</p>	<p>Know how to create an accurate print design following given criteria</p> <p>Know how to overprint to create different patterns</p> <p>Know which media to use to create maximum impact</p> <p>Use a full range of pencils, charcoal or pastels when creating a piece of observational art</p> <p>Explain why different tools have been used to create art</p> <p>Explain why chosen specific techniques have been used</p> <p>Know how to use feedback to make amendments and improvement to art</p> <p>Know how to use a range of e-resources to create art</p>

		<p>the secondary colours</p> <p>Know how to create brown with paint</p> <p>Know how to create tints with paint by adding white and know how to create tones with paint by adding black</p> <p>Suggest how artists have used colour, pattern and shape</p> <p>Know how to create a piece of art in response to the work of another artist</p>		<p>Use photographs to help create reflections</p> <p>Experiment with the styles used by other artists</p> <p>Explain some of the features of art from historical periods</p> <p>Know how different artists developed their specific techniques</p>	<p>where necessary to create art</p> <p>Research the work of an artist and use their work to replicate a style</p>	<p>Explain the style of art used and how it has been influenced by a famous artist</p> <p>Understand why art can be very abstract and what message the artist is trying to convey</p>
French			<p>Name and describe people, a place and an object.</p> <p>Have a short conversation, saying 3 to 4 things.</p> <p>Give response using a short phrase.</p> <p>Start to speak, using a full sentence.</p> <p>Read and understand a short passage using familiar language.</p> <p>Explain the main points in a short passage.</p> <p>Read a passage independently.</p> <p>Use a bilingual dictionary or glossary to look up new words</p>	<p>Hold a simple conversation with at least 4 exchanges.</p> <p>Use knowledge of grammar to speak correctly.</p> <p>Understand a short story or factual text and note the main points.</p> <p>Use the context to work out unfamiliar words.</p> <p>Write a paragraph of 4-5 sentences.</p> <p>Substitute words and phrases.</p>		

			Write phrases from memory. Write 2-3 short sentences on a familiar topic. Write what they like/dislike about a familiar topic			
PSHE						
Computing (see also skills progression document)	Create a series of instructions and plan a journey for a programmable toy. Create, store and retrieve digital content. Talk about some of the IT uses in their own home. Use technology safely. Keep personal information private	Understand that algorithms are used on digital devices. Write a simple program and test it. Predict what the outcome of a simple program will be (logical reasoning).. Understand that programs require precise instructions organise, retrieve and manipulate digital content. Know how technology is used in school and outside of school. Know where to go for help if concerned	Create, store and retrieve digital content. Design a sequence of instructions, including directional instructions. Understand what computer networks do and how they provide multiple services. Discern when it is best to use technology and where it adds little or no value. Use technology respectfully and responsibly. Know different ways they can get help if concerned. Navigate the web to complete simple searches.	Give an 'on-screen' robot specific instructions that takes them from A to B. Experiment with variables to control models. Produce and upload a podcast. Make an accurate prediction and explain why they believe something will happen (linked to programming). Recognise acceptable and unacceptable behaviour using technology	Use technology to control an external device. Develop a program that has specific variables identified. Combine sequences of instructions and procedures to turn devices on and off. Analyse and evaluate information reaching a conclusion that helps with future developments. Understand that they have to make choices when using technology and that not.	Write a program that combines more than one attribute. Develop a sequenced program that has repetition and variables identified. Present the data collected in a way that makes it easy for others to understand. Design algorithms that use repetition and 2-way selection. Be increasingly aware of the potential dangers in using aspects of IT and know when to alert.

			Use a range of software for similar purposes collect and present information			
PE (see also skills progression document)	<p>Throw and catch showing a degree of competency, in isolation and in varied environments</p> <p>Demonstrate changes of direction, speed & level</p> <p>Show an awareness of how the body changes/functions during exercise</p> <p>Perform and repeat sequences of movements</p> <p>Development in FUNdamentals of movement</p> <p>Use FUNdamentals of movement to achieve success, individually and as a team</p> <p>Show proficiency in one stroke when swimming</p>	<p>Link two or more actions to perform a sequence showing control and co-ordination</p> <p>Demonstrate changes of direction, speed & level during performances or in competitive environments</p> <p>Show an awareness of how the body changes/functions during exercise</p> <p>Perform and repeat sequences of movements</p> <p>Competent in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)</p> <p>Use FUNdamentals of movement to</p>	<p>Throw and catch displaying control and accuracy, in isolation and varied environments</p> <p>Demonstrate changes of direction, speed & level during performances or in competitive environments</p> <p>Demonstrates an understanding of how the body changes/functions during exercise</p> <p>Move in a clear, fluent and expressive manner</p> <p>Plan, perform and repeat sequences of movements</p> <p>Competent in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands,</p>	<p>Utilise changes of direction, speed & level during performances/competition to succeed</p> <p>Select and utilise appropriate tactics and techniques to cause problems for opponents</p> <p>Demonstrates a developed understanding of how the body changes/functions during exercise</p> <p>Create movements that convey a clear stimulus, refining these movements into sequences</p>	<p>Uses knowledge of the relationship between the body and exercise to improve all fitness components</p> <p>Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely</p> <p>Create complex, demanding and well executed sequences containing a variety of gymnastic components</p> <p>Display an understanding of fair play, working well with others and leading a large group</p>	<p>Uses knowledge of the relationship between the body and exercise to improve all fitness components</p> <p>Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely</p> <p>Create complex, demanding and well executed sequences containing a variety of gymnastic components</p> <p>Display an understanding of fair play, working well with others and leading a large group</p>

	<p>With guidance participate displaying respect, fair play and working well with others</p>	<p>employ simple tactics in varied environments Swim 25m unaided, proficient in a stroke With guidance participate displaying respect, fair play and working well with others</p>	<p>Balance & Coordination) Use FUNdamentals of movement to employ simple tactics in varied environments Swim 25m unaided, Can demonstrate proficiency in a range of strokes Displays an understanding of respect, fair play and working well with others</p>	<p>Displays an understanding of fair play, working well with others and leading a small group Perform & repeat sequences of movements, experimenting with ways of travelling and complex movements Swim 25-50m unaided, demonstrates proficiency in a range of strokes at the surface and below. Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control) Change running styles according to distance, with the intention of beating personal bests</p>	<p>Field, defend and attack tactically by anticipating and reacting to the direction of play. Utilise new skills in competitive situations, as an individual or part of a team Utilise knowledge of technique to perform at an optimum level in different types of throw, jumps and runs (sprints, middle distance and hurdles) Swim 50m fluently with controlled strokes (breast stroke, front and back.)</p>	<p>Field, defend and attack tactically by anticipating and reacting to the direction of play. Utilise new skills in competitive situations, as an individual or part of a team Utilise knowledge of technique to perform at an optimum level in different types of throw, jumps and runs (sprints, middle distance and hurdles) Swim 100m fluently with controlled strokes (breast stroke, front and back.)</p>
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