

## Overarching Big Questions

Year 2/3 year cycle	Autumn A	Autumn B	Spring A	Spring B	Summer
	<b>INFORMATION ABOUT ME</b> How does my body change as we grow?	<b>BELIEFS &amp; PRACTICES</b> How do Beliefs and values affect the way you live?	<b>NEW BEGINNINGS</b> What symbolises new beginnings?	<b>AROUND &amp; ABOUT SCHOOL</b> <b>PROPERTIES AND CHANGES OF MATERIALS</b> What different places can you find within school?	<b>RECOGNISING MY NEEDS AND HELPING OTHERS</b> Can I Recognise my needs and help others?

### Cognition & Learning

#### SUBJECT: MATHEMATICS

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	<b>INFORMATION ABOUT ME</b>	<b>BELIEFS &amp; PRACTICES</b>		<b>AROUND &amp; ABOUT SCHOOL &amp;</b>	<b>RECOGNISING MY NEEDS AND HELPING OTHERS</b>

			<b>NEW BEGINNINGS</b>	<b>properties of Materials</b>	
<b>KNOWLEDGE</b>	<p><b>Semi-formal-</b> Say one number for each item in order 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you the total (cardinal principal) Show finger numbers up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p><b>Formal –</b> Count objects, actions and sounds. Subitise Count beyond 10 Link the number symbol (numeral) with its cardinal number value. Compare numbers Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0 - 10. Continue, copy and create repeating patterns. ELG Have a</p>	<p><b>Semi formal Number</b> – •Counts an irregular arrangement of up to ten objects.</p> <p>•Estimates how many objects they can see and checks by counting them.</p> <p>•Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.</p> <p>•Finds the total number of items in two groups by counting all of them</p> <p><b>Measurments-</b> Know and use the vocabulary: long, tall, high, low, wide, thick, thin.</p>	<p><b>Semi formal- Counting</b></p> <p>Students are taught to count at up to 10 objects reliably.</p> <p>Estimate a small number (up to 10) and check by counting. taught to show an understanding that the last number counted represents the total number of the count. Recognising representations</p> <p>To recognise numerals 1-5 in familiar contexts.</p> <p>Understand that each numeral represents a constant number.</p>	<p><b>Semi Formal- Number</b> The learner is;</p> <ul style="list-style-type: none"> <li>• Taught to count at up to 10 objects reliably.</li> <li>• Taught to estimate a small number (up to 10) and check by counting.</li> <li>• Taught to show an understanding that the last number counted represents the total number of the count.</li> </ul> <p>Recognising representations The learner is;</p> <ul style="list-style-type: none"> <li>• taught to make a subset of up to 5 objects</li> </ul>	<ul style="list-style-type: none"> <li>• Semi formal - Compare two amounts to see which is greater or less.</li> <li>• Begin to realise that combining objects gives you a greater amount and taking away gives you a smaller amount</li> <li>• Begin to use own methods to record combining two sets</li> <li>• In practical context record simple addition problem.</li> <li>• Partition and combine sets of objects.</li> </ul> <p><b>Formal-</b></p> <ul style="list-style-type: none"> <li>• Use the equal signs to represent equivalence between two equal sets of objects</li> <li>• Use the language related to addition and subtraction e.g. more than, less than</li> <li>• Know that putting two groups of objects together makes a greater amount and removing objects from a group makes a smaller amount.</li> <li>• to recognise and use the symbols ‘+’, ‘-’, and ‘=’.</li> <li>• To mentally recall number bonds to 5.</li> <li>• To use objects to show number bonds to 10 and relate to subtraction facts e.g. 7 and 3 equals 10; 10 take away 3 equals 7.</li> </ul>

deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting)  
 Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Measure and begin to record length and height using non-standard units. Be able to compare lengths and heights and use related vocabulary.

**Formal-** understands the number that is one more than a given number.

- Finds one more or one less from a group of up to five objects, then ten objects.

- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

**Measurements-**

**Compare and order.**

To recognise the difference in quantity.

To use the language of 'more' and 'less' to compare two sets of objects.

Taught to find one more or less from a group of five objects.

Taught to begin to use the language associated with adding and subtracting in play, practical activities, and discussions.

Taught to begin to show interest in number problems.

Encouraged when joining in number rhymes and

Recognising and recording numerals

The learner is;  
 • taught to recognise numerals 1-5 in familiar contexts.  
 • Understand that each numeral represents a constant number,

**Data analysis -**  
 Interpret and present discrete & continuous data using appropriate graphical methods, including bar charts and time graphs.

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables, other graphs.

**Formal Number-Rote Counting**

- Independently rote count to 20
- Count back from 10

**Counting**

stories, to begin to make responses.

**Time**

- Taught to begin to use language linked with particular times and events in the day e.g. breakfast - beginning of the day/morning, bedtime – night-time
- Encouraged to show understanding of what is happening now and what will happen next.

**Money**

Taught to count up to 3 objects to exchange for another.

**Formal-**

Recognise the numerals 1-10, then 1-20 in familiar contexts

Recognise and say/sign or

- Be able to count at least 20 objects accurately 1 by 1

- Reliably count up to 10 objects that move or can't be seen (e.g. bubbles, runners in a race, objects being dropped into a tin)

- Accurately count out a small number of objects from a larger group (e.g. count out twelve pieces of Lego from a box of bricks)

- Apply counting skills 0-20 to play simple games and use in role play/life skills activities (contextual)

- Show an understanding that the number items remain the same, even when rearranged.

**Data Analysis-**

Interpret and present discrete and continuous data using appropriate

indicate teen numbers correctly.  
Relate numerals 1-10 to a set of objects.  
Record legibly numerals 1-5, then 1-10 or use alternative representation as appropriate.  
Apply counting skills 0-20 to play simple games and use in role play/life skills activities (contextual)

Show an understanding that the number items remain the same, even when rearranged.

Understand that the order in which a number of items are counted does not matter but that each object in a collection must be counted once.

graphical methods, including bar charts and time graphs.

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

**Time and money-**  
Show familiarity with names of days of the week. Know there are 7 days in a week. Know the months of significant events; e.g. Birthday

Know that different events/ activities can occur on different days.

Be aware of the continuous sequence of day and night and relate to the passing of days of the week.

Shows familiarity with range of devices which are linked to time e.g. calendars, sand timers, clocks,

			digital and analogue.		
<b>KEY VOCABULARY</b>	<p><b>Semi-formal-</b> Addition and subtraction: add, more, and, make, sum, total, altogether, double, one more, two more ... ten more, how many more to make ...?, how many more is ... than ...?, how much more is ...?, take away, how many are left/left over?, how many have gone?, one less, two less, ten less ... , how many fewer is ... than ...?, how much less is ...?, difference between</p> <p><b>Formal</b> – Properties of shape: shape, pattern, flat, curved, straight, round, hollow, solid Sort, make, build, draw, size bigger, larger, smaller, symmetrical, pattern, repeating pattern, match 2-D shape: corner, side, rectangle (including square), circle, triangle 3-D shape: face, edge,</p>	<p><b>Semi formal</b> how many altogether, total, besides, how long, under,over, next to, between, behind, in front, inside, next to, outside, heavy, light, tall,</p> <p><b>Formal</b> Measure, size, compare, guess, estimate, enough, too much, too little, too many, too few, long, short, tall, high, low, thick, thin, longer, shorter, taller, higher, full, half full, empty, holds, containers</p>	<p><b>Semi formal</b> money, coin, total, buy, Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay morning, afternoon, evening, night, midnight, today, yesterday, tomorrow,</p> <p><b>Formal</b> o'clock, half past, mass, weight, volume and capacity, before and after, next, first, morning, afternoon and evening, use language relating to dates, day, days of the week, month/names of months, year</p>	<p><b>Semi formal</b> trace, copy, complete, finish, end, fill in, shade, colour, tick, draw, cross, draw a line</p> <p><b>Formal</b> Data, pictograms, tally charts, block diagrams and simple tables, organise, compare.</p>	<p><b>Semi formal</b> Number bonds, number line add, more, plus, make, sum, total, altogether, plus inverse, double, near double, Count, more, less, many, few, pattern, pair, greater, more, larger, bigger, less, fewer, smaller, greatest, most,</p> <p><b>Formal</b> Put together, add, altogether, total, take away, distance between, difference between, more than and less than. how many more...? How many more is...than..? how much more is...? how many fewer/less is...than...? Difference between, number bonds, equals, sign, is the same as, half, plus, total, addition,</p>

vertex, vertices, cube,  
pyramid, sphere, cone.

**Functional** –Count and  
describe shapes in your  
environment.

**SUBJECT: IT**

**Term**

Autumn A

Autumn B

Spring A

Spring B

Summer



RED	INFORMATION ABOUT ME	BELIEFS & PRACTICES	NEW BEGINNINGS	AROUND & ABOUT SCHOOL & properties of Materials	RECOGNISING MY NEEDS AND HELPING OTHERS
DISCIPLINARY Knowledge	<p>Semi-formal – To access devices safely with adult support. To make a set of rules for using the internet on a range of different devices.</p> <p>Functional Semi-Formal – To communicate preferences.</p> <p>Formal – To know how to ask for help from a trusted adult when they notice something is different or needs attention. To explain what good online behaviour is. To explain what bad online behaviour is.</p> <p>Functional Formal - To express the desire to participate in making decisions about themselves.</p>	<p>Semi-formal – To operate some things on my own. To control a device of 4 to 5 events. To understand directional language.</p> <p>Functional Semi-Formal – To recognise personal work.</p> <p>Formal – To navigate around an iPad to shown program. To use equipment to record then play back to share with others. To change actions to achieve a goal.</p> <p>Functional Formal – To know how to operate items safely and correctly.</p>	<p>Semi-formal – To show an understanding of the use of some everyday electronic objects. To operate some things independently. To control a device for a sequence of 4 to 5 events. To know what some of the eBook creation tools do.</p> <p>Functional Semi-Formal – To group random letters together, using spacing to indicate words. <b>To demonstrate an increasing understanding of descriptive words.</b></p> <p>Formal – To identify different ways information can be presented. To navigate around an iPad or Computer to a shown program. To write a sentence using a keyboard. To use a mouse to change the style, font, colour, of text.</p> <p>Formal Formal – To write to communicate ideas and information. To use search engine to collect information. To write simple sentences using capital letters, full stops, or question marks.</p>	<p>Semi-formal – To operate some things independently. To control a device for a sequence of 4 to 5 events. To understand directional language – left, right and turn around.</p> <p>Functional Semi-formal – To vocalise and gesture whilst interacting with peers and adults. To recognise the beginning and end of a task. To demonstrate understanding of an increasing number of verbal requests.</p> <p>Formal – To talk about their task. To know that algorithms are a detailed and concise set of instructions. To know that algorithms move a beebot or robot accurately to get to a chosen destination. To program the beebot or robot to reach a specific spot on the beebot mat with some support.</p> <p>Functional Formal – To give two-word directions. To express location. To describe an activity in a simple sentence.</p>	<p>Semi-formal – To respond to questions purposefully. To be able to express their preferences. To take part in collecting data with peers.</p> <p>Functional Semi-Formal – To demonstrate understanding of an increasing number of verbal requests.</p> <p>Formal – To use iPads to explore apps and programs. To create a simple graph to show which data collection they like the best. To discuss ways which data could be presented in digital format.</p> <p>Functional Formal – To follow one step directions.</p>
VOCABULARY	Semi-formal – access, safely, rules, devices	Semi-formal – operate, control, device	Semi-formal - understanding, electronic, operate, control	Semi-formal – operate, control, sequence, understand, turn around	Semi-formal – respond, express, collect data

	<p>Functional Semi-Formal – communicate</p> <p>Formal – ask, trusted, attention, explain, behaviour</p> <p>Functional Formal – participate</p>	<p>Functional Semi-Formal – personal work</p> <p>Formal – navigate, use, share</p> <p>Functional Formal – operate, correctly</p>	<p>Functional Semi-Formal – letters, words, descriptive</p> <p>Formal – information, navigate, use, change</p> <p>Functional Formal – communicate, information, write, sentences</p>	<p>Functional Semi-formal – vocalise, gesture, understand, requests</p> <p>Formal – talk, algorithm, instructions, move, program</p> <p>Functional Formal – directions, location, activity, sentence</p>	<p>Functional Semi-Formal - understanding</p> <p>Formal – explore, create, graph, data collection</p> <p>Functional Formal – follow directions</p>
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## SUBJECT: SCIENCE

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	INFORMATION ABOUT ME	BELIEFS & PRACTICES	NEW BEGINNINGS	AROUND & ABOUT SCHOOL & properties of Materials	RECOGNISING MY NEEDS AND HELPING OTHERS
Disciplinary Knowledge	<p>Observe accurately their own bones and muscles and communicate what they find.</p> <p>Accept views of others – know that the bones and muscles are different on each person.</p> <p>Think about risks of not looking after bones and muscles – they will not be strong enough to... show muscles, pick up their bag, ride a bike.</p> <p>Ask questions about the real world – what they see and observe –</p>	<p>Know what a solid is Know what a liquid is Know what a gas is Know that each state of matter can change Know that these changes impact on how we prepare food and drinks. Know how to use science to perform Jesus' miracles.</p> <p>Know how to mix ingredients to change water into something else. (Use dilute squash).</p> <p>Know how science 'calms the storm' (Earthing electricity).</p>	<p>Know how to measure the growth of plants.</p> <p>Know how to record and compare results.</p> <p>Know how to filtrate the soil when planting</p> <p>Know plants grow in- soil, sand, air, water.</p> <p>Know how to care for our bodies when changes occur</p> <p>Know that teenagers bodies grow in order to reproduce.</p> <p>Know how to care for changing bodies.</p>	<p>Know that Materials can be affected by acids.</p> <p>Know how to test the affect of household acids- vinegar and lemon juices.</p> <p>Know how to test the affects of household Alkalines</p> <p>Know how to test the affects of forces against materials.</p> <p>Know what forces are. Know the difference between natural decay and manmade decay.</p>	<p>§ present observations and data using appropriate methods, including tables and graphs § interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions § present reasoned explanations, including explaining data in relation to predictions and hypotheses § evaluate data, showing awareness of potential sources of random and systematic error.</p> <p>Know how to measure ingredients</p> <p>Know how to predict whether people will like or dislike their food.</p> <p>Know how to make a bar chart.</p> <p>Know how to ask people about their preferences</p>

which is the healthier when given a choice of food & drink?  
 Develop questions based on their observations ....  
 Plan, test, observe, predict, record, report results... what can they manage to lift?  
 Shopping bags... filled at different levels

Use mathematical and communication skills – count e.g. tins in shopping bags they can and cannot lift  
 Use & create charts and tables that they understand – e.g. record how many shopping bags each pupil can lift.  
 Interpret and present their graphs and charts  
 Ask questions raised by their graphs and charts  
 Use measuring skills  
 Know what bones and muscles do and that there is a relationship between the skeleton, muscles, food and exercise.  
 Know that bones and muscles protect and support us (help us to

Know that bodies change but can heal.  
 Know that hair and finger nails grow back.

Know how environmental factors affect materials.

Know that food tastes stronger the more of one ingredient is added.  
 Know the difference between an icy drink or a drink served at room temp.

Know that the body processes food and makes energy.

Know the organs responsible for the Digestive System.

Know that fresh food is treated with chemicals.

Know that if food is bad it will make you sick.

Know that faeces are the biproduct of the digestive system.

stand and keep us safe)  
and that without them we  
would not be able to  
stand or move.  
Know the content of a  
healthy diet to keep  
humans fit and healthy  
(healthy food, liquid,  
exercise)  
Know the names of some  
bones  
Know that muscles are  
attached to bones  
Know which foods help  
keep bones and muscles  
healthy  
Know what happens if we  
eat too much  
Know what happens if we  
do not eat enough  
Know that some choices  
do not help our bodies  
function well (smoking,  
drugs, alcohol)  
Know that humans  
(mammals)reproduce  
through men and women  
(have babies)  
Know that animals  
(mammals) reproduce  
through male and female  
(have babies)

<b>Vocabulary</b>  <b>Semi-formal</b> – skeleton muscles  <b>Formal</b> – ribs skull muscles  <b>Functional</b> – healthy bones	Semi- Formal- Guess  Formal- Predict  Functional- (Think /guess / Hypothesize)	Semi- Formal- Sieve/ New / change Formal- Renew / develop Functional- Filter /Teenager	Semi- formal- Weight vinegar Formal- acid' alkali Functional- acidic test - litmus paper	Semi-formal- Saliva Formal- Digestion Functional- Digestive System.
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## Communication and Interaction

**SUBJECT: Literacy**

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
<b>RED</b>	<b>INFORMATION ABOUT ME</b>	<b>BELIEFS &amp; PRACTICES</b>	<b>NEW BEGINNINGS</b>	<b>AROUND &amp; ABOUT SCHOOL &amp; properties of Materials</b>	<b>RECOGNISING MY NEEDS AND HELPING OTHERS</b>
<b>KNOWLEDGE</b>	Communication, Tracking, Phonics, Reading, Early Reading, Writing, Handwriting and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. (RWI) Fresh Start programme and	Communication, Tracking, Phonics, Reading, Early Reading, Writing, Handwriting and Prerequisites for Literacy are taught through a variety of schemes appropriate to each	Communication, Tracking, Phonics, Reading, Early Reading, Writing, Handwriting and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such	Communication, Tracking, Phonics, Reading, Early Reading, Writing, Handwriting and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such	Communication, Tracking, Phonics, Reading, Early Reading, Writing, Handwriting and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. (RWI) Fresh Start programme and See & Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.

<p>See &amp; Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>Semi formal Speaking – To respond to adults and friends Listening – To look at friends who are talking to them Reading – To use finger to point to words and symbols. Writing – to copy own name with support.</p> <p>Formal Spoken Language – To consider and evaluate different viewpoints. Reading; word reading – To continue to apply knowledge of root words into writing. Reading: comprehension – to begin to retrieve, record and present information from non-fiction Writing: transcription – to continue to distinguish between homophones (cell, sell, blue, blew etc) Writing: composition – to continue to structure text to be able to guide the reader, for example, using headings. Writing: vocabulary, grammar and punctuation</p>	<p>student, such as the use of an Eye Gaze, Read Write Inc. (RWI) Fresh Start programme and See &amp; Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>individual students identified to follow a scheme.</p> <p>Semi formal Speaking – To gain appropriate information to answer simple questions Listening – To choose a photograph of an event to discuss Reading – To use finger to point to words and symbols. Writing – to copy own name</p> <p>Formal Spoken Language – To actively listen to a peer</p>	<p>as the use of an Eye Gaze, Read Write Inc. (RWI) Fresh Start programme and See &amp; Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>Semi formal Speaking – To regain eye contact while speaking Listening – To listen and respond to an adult/child Reading – To begin order letters of own name correctly Writing – to begin to copy-write with support</p> <p>Formal Spoken Language – To listen to a peers viewpoints and begin to build on. Reading; word reading – To begin to read and understand a homophones and other words that are</p>	<p>as the use of an Eye Gaze, Read Write Inc. (RWI) Fresh Start programme and See &amp; Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>Semi formal Speaking – To answer a question using two words Listening – within different contexts, listen to and follow the instruction to stop Reading – To continue to order letters of own name correctly Writing – to continue to copy-write with support</p> <p>Formal Spoken Language – To listen and attend to others in a small group Reading; word reading – To continue to read and</p>	<p>Semi formal Speaking – To respond with confidence to simple questions Listening – To listen and respond to peers during circle time Reading – To recognise some letters of the alphabet Writing – to sit correctly at a table holding a pencil comfortably and correctly.</p> <p>Formal Spoken Language – To begin to select an appropriate communication method to communicate with a peer. Reading; word reading – To begin to read and apply words containing the letter string 'ough'. English Reading: comprehension – to begin to recommend books that they have read to their peers, giving reasons for their choices Writing: transcription – to begin use words containing the letter string 'ough' within their writing. Writing: composition – to assessing the effectiveness of their own writing Writing: vocabulary, grammar and punctuation – to begin to use brackets, dashes or commas to indicate parenthesis</p>
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– to continue to use commas in writing.

Reading; word reading – To begin to follow the ‘i before e except after c’ rule  
Reading: comprehension – to continue to retrieve, record and present information from non-fiction  
Writing: transcription – to begin to follow the ‘i before e except after c’ rule within writing  
Writing: composition – to proof read for spelling errors  
Writing: vocabulary, grammar and punctuation – to begin to sing expanded noun phrases to convey complicated information concisely

often confused, such as, farther: further  
father: a male parent  
Reading: comprehension – to prepare poems  
Writing: transcription – to begin to write homophones and other words that are often confused, such as, farther: further  
father: a male parent  
Writing: composition – to continue to perform their own compositions  
Writing: vocabulary, grammar and punctuation – to using relative clauses beginning with who

understand a variety of homophones and other words that are often confused,  
heard: past tense of the verb  
hear  
herd: a group of animals  
Reading: comprehension – to distinguish between statements of fact and opinion  
Writing: transcription – to write a variety of homophones and other words that are often confused,  
heard: past tense of the verb  
hear  
herd: a group of animals  
Writing: composition – to propose chances to vocabulary  
Writing: vocabulary, grammar and punctuation – to using relative clauses beginning with where

**KEY VOCABULARY**

Semi-formal – Use Adjectives in context life history

Semi-formal – culture - noun

Semi-formal – verse - noun

Semi-formal – locality- noun

Semi-formal – comic book - noun



Formal – Use Adjectives  
in context – Accurate  
autobiography

Functional – Use  
Adjectives in context –  
Memorable experiences

Formal – customs -  
noun

Formal – composition -  
noun

Formal –  
neighbourhood- noun

Formal - caricatures - noun

**SUBJECT: History / Geography**

**Term**

	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	INFORMATION ABOUT ME	BELIEFS & PRACTICES	NEW BEGINNINGS	AROUND & ABOUT SCHOOL & properties of Materials	RECOGNISING MY NEEDS AND HELPING OTHERS
Disciplinary Knowledge	<p>Know how to order events in their lives Know how to recall / communicate information from their past Know how to describe / enjoy the memory of previous experiences Know that e.g. because they practiced putting shoes on, they can now do this independently. Previously, an adult had to help. <b>Know about a significant historical event (xxx)</b> Identify what changed Identify what stayed the same Know that there are cultural differences within Wolverhampton</p>	<p>Know that winter festivals are very different in the Southern hemisphere due to temperature.  <b>Know that the Hemispheres are further broken down to include to Tropic of Cancer and Tropic of Capricorn.</b>  Know how food is grown in different ways in relation to the land. Eg. How similar crops might grow in rocky or sandy terrains.  <b>Know why people might choose to live in rural, semi-rural or urbanisations.</b></p>	<p>Know why people want to live in the UK.  Know what is meant by a Developing Country,  Know what jobs people can do in the UK.  Know that people can do similar jobs in different parts of the world.  Know that some skills people use in occupations cannot be used in the UK. <b>Eg Glaciologist, Olive Oil regulator or Pearl Diver.</b>  Know what a Geographical case study is (show that you know about</p>	<p>Know what a <b>cartographer</b> is (Map designer) Know what a <b>choropleth</b> map is (pictorial map) Know how to use technology and data to create a choropleth map of our school.  Know how to use photographs of the school to identify the changing human and physical geographical changes.  Know the differences of people who inhabit the school community- eg. Different ages, races, religions, abilities.  Know how our school is similar to other schools</p>	<p>Know that the UK government's Home Office strive to be Inclusive by Instinct by 2025 and what this means. (<a href="https://www.gov.uk/government/consultations/diversity-strategy-2018-to-2025">Diversity strategy 2018 to 2025 (accessible) - GOV.UK (www.gov.uk)</a>)  Know that by being inclusive modern Britain should be represented by a range of abilities, generations, faiths, and belief systems, gender identity and socio-economic backgrounds.  Know what a <b>biome</b> is. (There are five major types of biomes: aquatic, grassland, forest, desert, and tundra) Know what types of biome there are. Know how we need to care for biomes  Know how biomes are affected by human interference both in a positive and negative way.  Know reasons why people travel Know about ways people travel.  Know why some parts of the UK are part of the levelling up strategy (developing growth in money, jobs and communities)  Know what exports are, where we export to and what we export. Know what we import, where we import from. Know the Physical and Human Geographical repercussions of importing and exporting goods (impact on the environment)</p>

Know that there are cultural similarities within Wolverhampton  
Know how to evidence similarities and differences  
Know that the population of their class has now changed  
Know that people travel to and from different countries to live.

Know what Human Geographical reasons people choose to migrate.  
**Know how people harness power in different locations eg. Solar or Wind Power.**  
Know that festivals are a time families and friends travel to be together.  
Know that travel impacts social, economic infrastructures.

your area... e.g. the play ground as it is now and an argument for and against a pond / extra swing)  
Know what information needs to be included in a geographical case study.  
Know how to re-visit a Geographical case study and reflect upon the data gathered.  
Know how to conduct fieldwork into an aspect of new beginnings.

regionally, nationally and globally.  
Know how our school is different to other schools regionally, nationally and globally.  
Know how schools have changed throughtout history in reference to **Demographic Transition Models** refers to the historical shift from high birth rates and high death rates in societies with minimal technology, education (especially of women) and economic development, to low birth rates and low death rates in societies with advanced technology, ...  
Know contents of historical classrooms compared to now

Semi formal  
Past and Present  
Belief  
Formal  
Historical  
Culture

**Semi-formal –  
past present  
travel**

**Formal –  
memories  
emigrate**

**Functional -  
culture**

Semi formal  
Solar  
Crops  
Power  
Rocky  
Sandy  
Re-location  
Location

Formal  
Terrain  
Hemisphere  
Migrant  
Tropics

Semi formal  
Occupations  
Tired  
Travel

Formal  
Immigration  
Developing Country

Semi formal  
Regionally  
Nationally  
Globally  
Age  
Race  
Beliefs

Formal  
Choropleth  
Cartographer  
Demographic  
Transition Models

Semi formal  
Aquatic  
Grassland  
Forest  
Desert  
Tundra

Formal  
Government  
Tundra  
Biome  
Financial difference  
Levelling up strategy.

**SUBJECT: MFL**

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	INFORMATION ABOUT ME	BELIEFS & PRACTICES	NEW BEGINNINGS	AROUND & ABOUT SCHOOL & properties of Materials	RECOGNISING MY NEEDS AND HELPING OTHERS
<b>DISCIPLINARY KNOWLEDGE</b>	<p><i>Know that people speak different languages in different countries</i></p> <p><i>Know that it is important to be able to share essential information</i></p> <p><i>Know how to use games and other activities to help remember words – e.g. guess Who / Sensory guess who / dance</i></p> <p><i>Know how to communicate with others</i></p> <p><i>Know information that they are happy to safely share</i></p> <p><i>Pre-formal – Semi-formal – Formal – Functional –</i></p>	<p><i>Know, explore and experience some of the key features of Italian culture</i></p> <p><i>Know about and experience Italian foods and lifestyle</i></p> <p><i>Know some of the key beliefs held by people in Italy and compare with own beliefs</i></p> <p><i>Know and listen to some Italian Fairy Tales, Folk Tales and Fables</i></p>	<p><i>Know about the terms for past, future and present and what they mean</i></p> <p><i>Know that planned events that have not yet happened are in the future</i></p> <p><i>Know about new life/beginnings for Spring animals</i></p> <p><i>Pre-formal – Semi-formal – Formal – Functional –</i></p>	<p><i>Know and experience different areas around school</i></p> <p><i>Know and recognise different areas around school e.g. classroom, outside, drama studio, dinner hall</i></p> <p><i>Know how to communicate preferences about favourite places around school</i></p> <p><i>Know about key features in Italian schools and</i></p>	<p><i>Know how to communicate how you might be feeling throughout the day in English and Italian</i></p> <p><i>Know and listen to terms for different emotions in Italian e.g. happy, sad, angry</i></p> <p><i>Know how to recognise when someone is happy or sad e.g. smile, frown</i></p> <p><i>Know how to ask for help and who to go to</i></p> <p><i>Pre-formal – Semi-formal – Formal – Functional –</i></p>

		<i>Pre-formal – Semi-formal – Formal – Functional –</i>		<i>compare them to our school</i>  <i>Pre-formal – Semi-formal – Formal – Functional –</i>	
<b>VOCABULARY</b>	<i>Semi formal - Like - Piace Dislike- antipatia Formal - Favourite- preferita/ preferito  Functional - Water – acqua Link to translator for pupils choices - <a href="#">english italian translator - Google Search</a></i>	<i>Semi-formal – food - cibo Formal – tale - racconto Functional – games - Giochi</i>	<i>Semi-formal – present - presente Formal – past - passata(feminine) passato(masculine) Functional – future – futura (feminine) Future (masculine)</i>	<i>Semi-formal – classroom - aula Formal – swimming pool - piscina Functional – playground - terreno di gioco</i>	<i>Semi-formal – help - aiuto Formal – angry – arrabbiata (feminine) Arrabbiato (masculine) Functional – police - Polizia Stradale, doctor – medico, teacher – insegnante</i>

### SEMH

### SUBJECT: PSHE

PSHE					
Term	Autumn A	Autumn B	Spring A	Spring B	Summer
<b>RED</b>	<b>INFORMATION ABOUT ME</b>	<b>BELIEFS &amp; PRACTICES</b>	<b>NEW BEGINNINGS</b>	<b>AROUND &amp; ABOUT SCHOOL &amp; properties of Materials</b>	<b>RECOGNISING MY NEEDS AND HELPING OTHERS</b>
Knowledge	Know and respond to changes about their bodies	Know and recognise	Know that there are different	Know and participate in a	Know what we need e.g. food, water, clothing, shelter etc. Know what we want e.g. treats

	<p>as they go through puberty.</p> <p>Know that they can be independent with a range of hygiene routines and keep themselves safe during these times.</p> <p>Know different ways of keeping their bodies and minds healthy.</p> <p>Know how to limit the spread of germs.</p> <p>Know how to keep themselves safe online.</p> <p>Know and respond to hazards in a range of environments.</p>	<p>differences and similarities between people in terms of ethnicity, culture, religious identify etc. (protected characteristics in Equality act 2010).</p> <p>Know that friends, family, classmates etc may disagree and 'fall out' and identify strategies to avoid disagreements e.g. kind words, sharing etc..</p> <p>Know and explain what is meant by being unkind to others.</p> <p>Know and identify personal strengths in others.</p>	<p>types of relationships e.g. family, friend, partner.</p> <p>Know that there are different types of families.</p> <p>Know that you interact differently with a range of people and what is appropriate.</p>	<p>range of wellbeing strategies to support regulation.</p> <p>Know what activities/items make us feel happy.</p> <p>Know and identify simple strategies to improve wellbeing.</p> <p>Know and apply regulation strategies to everyday life.</p> <p>Know that friendships change.</p>	<p>Know where we can buy items e.g. in store and online.</p> <p>Know and explore different sources of online information</p>
Vocabulary	<b>Semi-formal</b> – privacy,	Differences, respect, similarities, strengths,	Family, friend, appropriate, inappropriate,	Friendship, wellbeing, regulation,	Online, in store, wants, needs,

	<b>Formal</b> – danger,				
	<b>Functional</b> – Hazard,				



**SUBJECT: RE**

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	INFORMATION ABOUT ME	BELIEFS & PRACTICES	NEW BEGINNINGS	AROUND & ABOUT SCHOOL	RECOGNISING MY NEEDS AND HELPING OTHERS
<p>DISCIPLINARY KNOWLEDGE</p>	<p><i>Know that my actions can affect other people</i></p> <p><i>Know how my actions can affect other people</i></p> <p><i>Know the difference between 'right' and 'wrong' and why is it that way</i></p> <p><i>Know the key values of Christianity and why they believe them</i></p> <p><i>Know the key values of Islam and why they believe them</i></p> <p>Pre-formal – Semi-formal – Formal – Functional –</p>	<p><i>Know some of the key beliefs and practices for Christians to help them to live according to their faith and why they believe this</i></p> <p><i>Know some of the key beliefs and practices for Sikhs to help them live according to their faith and why they believe this</i></p> <p><i>Know the differences between public and private worship</i></p> <p><i>Know how to begin to explore how the history and culture of religions can influence individuals and communities</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know and name significant symbols/pictures for the focus religions</i></p> <p><i>Know some of the important symbols for Christians e.g. cross, dove, holy trinity and what they mean</i></p> <p><i>Know some of the important symbols for Hindus e.g. Om symbol and what they mean</i></p> <p><i>Know what religious actions people might take e.g. prayer and sacrifice, reading scriptures, attending religious buildings</i></p> <p><i>Know the impact of religious actions on religious people</i></p> <p>Pre-formal –</p>	<p><i>Know how to recognise traditional symbols for the focus religions and what they mean</i></p> <p><i>Know the key objects used in religious practices in Christianity and why they are used</i></p> <p><i>Know the key objects used in religious practises in Buddhism and why they are used</i></p> <p><i>Know how to recognise some of the key symbols for Christianity and Buddhism</i></p> <p><i>Know some of the key objects for Christianity and Buddhism, what they mean and why they are important for believers</i></p> <p>Pre-formal – Semi-formal –</p>	<p><i>Know the benefits of living in a diverse community and how this can make you feel</i></p> <p><i>Know how to recognise and regulate your own feelings and emotions</i></p> <p><i>Know how to recognise how your actions can affect feelings and emotions of others</i></p> <p><i>Know how to show respect and the importance of showing respect to all</i></p> <p><i>Know the key values of Christian and Jewish communities and why they believe this</i></p> <p><i>Know what cohesion is and how to achieve community cohesion</i></p> <p><i>Know what the term sacrifice means</i></p> <p><i>Know how people may sacrifice things in order to follow a religion or community</i></p> <p>Pre-formal – Semi-formal – Formal – Functional –</p>

		Functional –	Semi-formal – Formal – Functional –	Formal – Functional –	
VOCABULARY	Semi-formal – peers/friends Formal – <b>consideration</b> Functional – values	Semi-formal – assembly Formal – public/private worship Functional – collective worship	Semi-formal – Om symbol Formal – Cross/Crucifix Functional – scriptures	Semi-formal – rosary Formal – altar Functional – anchor	Semi-formal – trust Formal – sacrifice Functional – commitment

**PSM**

**SUBJECT: Art**

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	INFORMATION ABOUT ME	BELIEFS & PRACTICES	NEW BEGINNINGS	AROUND & ABOUT SCHOOL	RECOGNISING MY NEEDS AND HELPING OTHERS
DISCIPLINARY KNOWLEDGE	<p><i>Know how to confidently choose the best material for the purpose/objective</i></p> <p><i>Know how to make intentional choices on the techniques used to create the desired affect</i></p> <p><i>Know how to confidently join a range of materials/items together using appropriate techniques</i></p> <p><i>Know how to use texture, colour, line and form in their models</i></p> <p><i>Know how to clearly communicate something about themselves in their modelling</i></p>	<p><i>Know how to research the history of textile art and why it is important</i></p> <p><i>Know how to use simple threading techniques with increased accuracy</i></p> <p><i>Know the names of some threading techniques e.g. running stitch, backstitch</i></p> <p><i>Know how to use simple weaving skills to create functional object</i></p>	<p><i>Know how to create a 3-Dimensional model using a range of materials</i></p> <p><i>Know how to manipulate clay/dough to create different objects</i></p> <p><i>Know how to use mod rock or equivalent (e.g. newspaper and PVA</i></p>	<p><i>Know that you can create sketches which are rough, unfinished pictures to help you to create a final piece</i></p> <p><i>Know how to experiment creating self-portraits using a range of different</i></p>	<p><i>Know how to use simple devices to take photographs with increased independence</i></p> <p><i>Know how to use key features of a camera e.g. zoom in or out</i></p> <p><i>Know how to print out photos and add to them using different materials e.g. pens, pencil</i></p>

	<p><i>Know how to use materials using a range of techniques to create a purposeful affect</i></p> <p>Pre-formal – Semi-formal – Formal – Functional –</p>	<p><i>Know how to use equipment safely and with increased independence</i></p> <p><i>Know how to ask an adult for help/support when needed</i></p> <p><i>Know how to use felt to create an image for a specific purpose e.g. poster for an event</i></p> <p>Pre-formal – Semi-formal – Formal – Functional –</p>	<p><i>glue) to create 3D designs</i></p> <p><i>Know how to experiment freely and confidently with a range of materials</i></p> <p><i>Have some knowledge of the famous sculptors/sculptures in history</i></p> <p>Pre-formal – Semi-formal – Formal – Functional –</p>	<p><i>materials (mixed media)</i></p> <p><i>Know that portraits can be abstract or more photorealistic</i></p> <p><i>Know how to research famous portrait artists</i></p> <p><i>Know that expressions can be important in portraits and experiment creating artwork which shows different facial expressions e.g. happy smiley face, sad frowning face</i></p> <p>Pre-formal – Semi-formal – Formal – Functional –</p>	<p><i>Know how to do simple edits on photos taken using the iPad e.g. crop</i></p> <p><i>Know what a poster is and how they can be used to advertise ideas</i></p> <p><i>Know the key features of a poster e.g. title, image, text, picture, and why they are important</i></p> <p><i>Know how to create own posters for specific events</i></p> <p>Pre-formal – Semi-formal – Formal – Functional –</p>
VOCABULARY	<p><b>Pre-formal</b> – detail</p> <p><b>Semi-formal</b> – texture hue</p> <p><b>Formal</b> –balance tint</p> <p><b>Functional</b> – proportion tone shade</p>	<p>Pre-formal – sewing</p> <p>Semi-formal – stitch</p> <p>Formal – <b>weaving</b></p> <p>Functional – <b>knitted</b></p>	<p>Pre-formal – sculpture</p> <p>Semi-formal – mould</p> <p>Formal – modelling</p> <p>Functional – manipulation</p>	<p>Pre-formal – mixed media</p> <p>Semi-formal – sketch</p> <p>Formal – abstract</p> <p>Functional – expressions</p>	<p>Pre-formal – edit</p> <p>Semi-formal – zoom</p> <p>Formal – crop</p> <p>Functional – advertise</p>

## SUBJECT: Music

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	INFORMATION ABOUT ME	BELIEFS & PRACTICES	NEW BEGINNINGS	AROUND & ABOUT SCHOOL	RECOGNISING MY NEEDS AND HELPING OTHERS
DISCIPLINARY KNOWLEDGE	<p><i>Know that songs have a structure and are split into different sections e.g. verse, chorus</i></p> <p><i>Know that you can compose songs with lyrics (words)</i></p> <p><i>Know that you can compose songs without lyrics (instrumental/soundscape)</i></p> <p><i>Know that you can sing/perform in a group or by yourself (solo)</i></p> <p><i>Know that when you sing with two people it is called a duet</i></p>	<p><i>Know how to engage and listen attentively to music from around the world</i></p> <p><i>Know how to recognise and differentiate between the sounds of different instruments playing</i></p> <p><i>Know the difference between recorded and live music</i></p> <p><i>Know how to listen to and</i></p>	<p><i>Know that a rhythm is a strong, regular repeated pattern of movement or sound</i></p> <p><i>Know that rhythms can include rests where no music is played</i></p> <p><i>Know how to follow along with rhythms with increasing accuracy using a range of methods e.g. body percussion, instruments, voice</i></p>	<p><i>Know and recognise the difference between live and recorded music</i></p> <p><i>Know how to confidently take part in live performances to a range of audiences both indoors and outdoors</i></p> <p><i>Know how to perform live with increased accuracy with prompts</i></p>	<p><i>Know that each piece of music has a composer</i></p> <p><i>Know how to research and listen to music from different musical composers over time</i></p> <p><i>Know that music can be written in different styles and genres, and begin to recognise some differences between pieces</i></p> <p><i>Know how to listen to range of different musical genres e.g. pop, rock, jazz, classical, showing preferences</i></p> <p><i>Know some of the key features of favourite musical genres</i></p> <p><i>Know how to experiment in composing own music of different genres through</i></p>

*Listen to and show interest in a range of songs and music from a range of styles/genres and time periods*

*Know how to show clear preferences, likes and dislikes about music styles and genres*

*Know how to use a recording device to record a simple song you have written*

Pre-formal –  
Semi-formal –  
Formal –  
Functional –

*recognise different instruments in live or recorded music*

*Know about and experience playing percussion instruments from around the world with increased precision*

*Know the names of some of the different groups of instruments e.g. percussion, strings*

*Know how to clearly show preferences, likes and dislikes to a range of music from around the world*

Pre-formal –  
Semi-formal –  
Formal –  
Functional –

*Know how to copy a rhythm that is played/recorded*

*Know that a semibreve is held for 4 beats*

*Know that songs have a time signature and begin to listen to different songs to explore this e.g. waltz 3/4, pop song 4/4*

*Know that rhythms can be played using different dynamics (loud and quiet)*

*Know how to experiment playing different rhythms using different dynamics*

Pre-formal –  
Semi-formal –  
Formal –  
Functional –

*Know how to be a thoughtful audience member when listening to/watching live performances*

*Know that after a live performance people usually give a round of applause to celebrate*

Pre-formal –  
Semi-formal –  
Formal –  
Functional –

*different methods e.g. record own voice/play instruments*

*Know how to create music for a range of purposes, beginning to consider why certain musical choices are more suitable to different occasions e.g. calming music for yoga, upbeat dance music for a party celebration*

*Know how to create music to convey a certain mood*

*Know how to use simple musical notation to write down music created for self and others to play*

*Know what a conductor's job is and why it is so important*

*Know how to lead and conduct a simple piece of music in a small group with support*

Pre-formal –  
Semi-formal –  
Formal –  
Functional –

VOCABULARY	Semi-formal – chorus/verse Formal – duet Functional – genre/style	Semi-formal – strings Formal – brass Functional – band	Semi-formal – semibreve Formal – time signature Functional – dynamics (loud/quiet)	Semi-formal – audience Formal – memorise Functional – round of applause	Semi-formal – silence Formal – repetition Functional – evaluate
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**SUBJECT: DT**

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
<b>RED</b>	<b>INFORMATION ABOUT ME</b>	<b>BELIEFS &amp; PRACTICES/</b>	<b>NEW BEGINNINGS</b>	<b>AROUND &amp; ABOUT SCHOOL PROPERTIES AND CHANGES OF MATERIALS</b>	<b>RECOGNISING MY NEEDS AND HELPING OTHERS</b>
<b>Disciplinary Knowledge</b>	Know and identify a wider range of cooking ingredients that they can use to stay fit and healthy including herbs and spices. Know how to prepare food using a range of appliances.	Know how to produce an item which could be used for a range of beliefs and practices (e.g. bread is used for different reasons in a range of practices – use bread mixes // add ingredients to improve taste... or	Know that fresh produce is important when cooking  Know that humans need the correct nutrients to grow and thrive.  Know that eating food starts the digestive process	Know how the outdoor elements affect materials around school.  Know how our movement around school affects others (cleaners)  Know what materials are	Know the simple digestive system.  Know what Nutritional factors make up a healthy plate.  Know how to plan a balanced meal  Know how to follow a recipe.  Know how to serve a meal.  Know how to wash up and put away.

Know the difference between savoury and sweet dishes.  
 Know that food has a range of smells, tastes, textures.  
 Know that seasoning can change the way food smells and tastes.  
 Know that many plants are ready to be picked and eaten during the Summer months.  
 Know that Spring is a good time to plant seeds.  
 Know that heat changes food including texture

not... use different packets or recipes)  
 Know how to test items produced  
 Know how to gather information about items tested  
 Know how to plan next steps in project

needed to keep us safe.  
 Know what materials are needed so we can see out but keep dry.

Know how to keep safe in the kitchen.

**Vocabulary**

**Semi-Formal** – seasoning  
**Formal**- boil, air fry  
**Functional** – Safe Kitchen Appliances

**Semi-Formal** – interesting ingredients  
**Formal**– record of information  
**Functional** – Survey of views

Semi- formal- crops  
 Formal- Pollenate  
 Functional- Photosynthesis

Semi-formal- walls  
 Formal- Roof  
 Functional- Building materials

Semi-formal- menu  
 Formal- courses  
 Functional Digestive System

**SUBJECT: PE**

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
RED	INFORMATION ABOUT ME	BELIEFS & PRACTICES	NEW BEGINNINGS	AROUND & ABOUT SCHOOL PROPERTIES AND CHANGES OF MATERIALS	RECOGNISING MY NEEDS AND HELPING OTHERS
Knowledge	<p>Know some of the main fitness training methods and how these are beneficial to a healthy active lifestyle.</p> <p>Know about the importance of being active.</p> <p>Know the importance of taking part in physical activity and will be challenged through a range of fitness based activities for example, circuit training, interval training.</p> <p>Know the favourite parts of the body to move.</p> <p>Know how the body is connected by muscles and joints.</p>	<p>Know how to make a sequence which clearly shows different aspects within it.</p> <p>Know how to respond to different music- does the music change the interpretations of the dance?</p> <p>Know how to respond to a performance.</p> <p>Know how to critique a performance.</p> <p>Know how to speed up/ slow down.</p> <p>Know how dance can convey emotion.</p> <p>Know how to use fine motor skills to create</p>	<p>Know how to adapt floor sequences to include apparatus – i.e. Use a circuit that shows different combinations of floor, mats and apparatus.</p> <p>· Know how to develop an awareness of the importance of warming up – link to fit club if required.</p> <p>Know how to compare feelings (physical and emotional) before and after exercise</p> <p>Know heart rate speeds up during exercise.</p> <p>Know how to count heart beats per minute.</p> <p>Know that chests rise and fall when breathing and is more evident after strenuous exercise.</p>	<p>Know when cleaning difference between 'clean' and 'dirty' is very obvious.</p> <p>Know that some spills and mess might need a different method of cleaning/ tidying (pushing a broom or scrubbing a floor).</p> <p>Know how to move themselves in response to seeing themselves in a mirror/on camera and recognising others (peers, family and staff).</p> <p>Know how to carry, organise and record a range of objects from one place to another – different sizes, weights, shapes, number.</p> <p>Know how to push, pull, roll, throw, catch and kick</p>	<p>Know what a team is</p> <p>Know how teams are identified.</p> <p>Know how teams work together</p> <p>Know how teams fuel themselves to keep healthy and fit.</p> <p>Know how to find recipes.</p> <p>Know own likes and dislikes.</p> <p>Know how to find out the likes and dislikes or friends.</p> <p>Know what sports teams play.</p> <p>Know how to cheer for a team</p> <p>Know how to try a new team game.</p> <p>Know the difference between a team game and an individual game.</p>



	<p>Know what makes their bodies unique.</p> <p>Know where their bodies are in space.</p> <p>Know how to use a pincer grip.</p> <p>Know how to use gross movement in order to carry objects.</p>	<p>items for a performance eg. Programmes or snacks for guests.</p>	<p>Know how to be proud of achievements.</p> <p>Know how to demonstrate work done in P.E. and develop and awareness of how their movements/actions made.</p> <p>Know bodies have changed or are changing.</p> <p>Know when our bodies can't exercise in the way we might like them too (illness or injury)</p>	<p>using equipment and apparatus.</p>	
Key Vocabulary	<p>Preformal-step</p> <p>Semiformal-jump</p> <p>Formal-fast</p> <p>Functional-temperature</p>	<p>Pre-formal- move</p> <p>Semi formal- emotion</p> <p>Formal- critique</p>	<p>Pre- formal- Change</p> <p>Semi formal- adapt</p> <p>Formal- Recovery</p>	<p>Pre-formal- Stack</p> <p>Semi- Formal- tools</p> <p>Formal Apparatus</p>	<p>Pre-formal- players</p> <p>Semi-formal- healthy</p> <p>Formal- nutrient</p>