

Overarching Big Questions					
YEAR 2/3 Year cycle	Autumn A	Autumn B	Spring A	Spring B	Summer
Orange	INFORMATION ABOUT ME How does my body work?	BELIEFS & PRACTICES Why are beliefs and faiths important?	NEW BEGINNINGS What special events/celebrations can you name that are related to 'New Beginnings'?	AROUND & ABOUT SCHOOL PROPERTIES AND CHANGES OF MATERIALS Which classrooms are you in?	RECOGNISING MY NEEDS AND HELPING OTHERS Who shall I communicate with when I need help?

Cognition & Learning

Subject; Mathematics

Mathematics	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	INFORMATION ABOUT ME	BELIEFS AND PRACTICES	NEW BEGINNINGS	AROUND AND ABOUT	RECOGNISING MY NEEDS AND HELPING OTHERS
KNOWLEDGE	Pre-formal – Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.	Pre- formal- To bring closed hand up to objects. To reach for and grasp an object.	Pre formal Pupils begin to respond consistently to familiar people, events, and objects by reacting to new	Pre formal- Develop learner's emerging awareness of activities and experiences.	Pre – formal Looks' backwards/forwards between two objects (knows two objects are present)

	<p>•Has some understanding that things exist, even when out of sight.</p> <p>Semi-formal- Recognises some numerals of personal significance •Recognises numerals 1 to 5 •Counts up to three or four objects by saying one number name for each item</p> <p>•Counts actions or objects which cannot be moved</p> <p>•Counts objects to 10, and beginning to count beyond 10</p> <p>•Counts out up to six objects from a larger group</p> <p>•Selects the correct numeral to represent 1 to 5, then 1 to 10 objects</p> <p>•Counts an irregular arrangement of up to ten objects</p> <p>Formal –Have a deep understanding of number to 10, including the composition of each number</p> <p>•Subitise (recognise quantities without counting) up to 5</p>	<p>Semi formal- 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.</p> <p>Measurements</p> <p>Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children’s range of counting competence.</p> <p>Formal – Number</p> <p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for</p>	<p>activities and experiences [for example, withholding their attention] beginning to show interest in people, events, and objects. Accepting and engaging in coactive exploration. Follows a moving stimulus.</p> <p>Semi formal – Number</p> <p>Rote Counting</p> <p>Encourage students to join in rote counting up to five taught to recognise numerals from one to nine and understand that each represents a constant number or amount.</p> <p>Counting-Taught to demonstrate an understanding of one-to-one</p>	<p>Continue to look for any changes in behaviour which are not reflex responses, for example:</p> <ul style="list-style-type: none"> • stilling (a momentary pause) • turning (head, eyes, or body) • lip/tongue movement • an eye flicker <p>Semi formal- Number-</p> <p>Students are taught to count at up to 10 objects reliably.</p> <p>Taught to estimate a small number (up to 10) and check by counting.</p> <p>Taught to show an understanding that the last number counted represents the total number of the count.</p> <p>Recognising representations The learner is;</p>	<p>Perseveres by repeating action for reward in social game. Repeats an action when the first attempt is unsuccessful</p> <p>Attracts attention</p> <p>Initiates a social interaction/game</p> <p>Object permanence Key milestone</p> <p>Does two different actions in sequence to get a reward</p> <p>Selects from two or more items Key milestone</p> <p>Communicates choice to attentive adult</p> <p>Semi- formal - The learner is;</p> <p>Taught to respond to ‘add one’ to or ‘take one away’ from a number of objects in practical situations</p> <p>Encouraged to find the total number of items up to 5 in two groups by counting all of them.</p> <p>Formal</p> <ul style="list-style-type: none"> • Use the equal signs to represent equivalence between two equal sets of objects • Use the language related to addition and subtraction e.g. more than, less than • Know that putting two groups of objects together makes a greater amount and removing objects from a group makes a smaller amount
--	--	--	--	--	--

	<ul style="list-style-type: none"> •Automatic recall (without reference to rhymes, counting or other aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<p>numbers 0 – 10. Continue, copy and create repeating patterns. ELG Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Measurements Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within</p>	<p>correspondence in a range of contexts.</p> <p>Taught to count reliably to 5, make sets of up to 5 objects and use numbers to five in familiar activities and games.</p> <p>Recognising representations</p> <p>Students are taught to recognise some familiar representations of numbers.</p> <p>Time/money</p> <p>Students 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</p>	<ul style="list-style-type: none"> •taught to make a subset of up to 5 objects <p>Recognising and recording numerals The learner is;</p> <ul style="list-style-type: none"> •taught to recognise numerals 1-5 in familiar contexts. • Understand that each numeral represents a constant number, <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Formal- Number</p> <p>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)</p> <p>Apply counting skills 0-20 to play simple games</p>	
--	--	--	---	---	--

		<p>children's range of counting competence.</p>	<p>Encouraged to show understanding of what is happening now and what will happen next. The learner is;</p> <p>Taught to count up to 3 objects to exchange for another.</p> <p>Formal- 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)</p> <p>Apply counting skills 0-20 to play simple games and use in role play/life skills activities (contextual)</p> <p>Show an understanding that the number items remain the same, even when rearranged.</p>	<p>and use in role play/life skills activities (contextual)</p> <p>Data Analysis Ask and answer simple questions that require sorting the categories by quantity, totalling and comparing simple categorical data.</p>	
--	--	---	--	---	--

			<p>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</p> <p>Time/money In shopping activities use up to ten 1p coins to buy objects up to a value of 10p.</p> <p>Recognise and sort 1p, 2p and 5p coins by the size, shape and colour.</p> <p>Time Sequence chronologically three daily events. Understand and use in context some terminology relating to passage of time i.e. before, after, later, next</p>		
--	--	--	---	--	--

<p>KEY VOCABULARY</p>	<p>Pre-formal – look, feel, touch, move, hard, soft, corner, next, hold.</p> <p>Semi-formal- Addition and subtraction: add, more, and, make, sum, total, altogether, double, one more, two more ... ten more, how many more to make ...?,</p> <p>Formal – 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>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, vertex, vertices, cube, pyramid, sphere, cone.</p> <p>Functional – hollow, solid sort make, build, draw size bigger,</p>	<p>Pre formal</p> <p>long, short, tall high, low wide, thick, thin longer, shorter, taller, higher, full empty</p> <p>Semi formal</p> <p>Measure, size compare, length, height, width, depth long, short, tall, weigh, weighs, balances heavy, light</p> <p>Formal</p> <p>wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest, heavier than, lighter than heaviest, lightest scales</p>	<p>Pre formal - left, right up, down, forwards, backwards, sideways, close, slide, stretch, bend</p> <p>Semi formal</p> <p>Seasons: spring, summer, autumn, winter</p> <p>Day, week, month, year, weekend, Today, yesterday, tomorrow money coin penny, pence, pound</p> <p>Formal</p> <p>Birthday, holiday Morning, afternoon, evening, night, midnight</p> <p>Bedtime, dinnertime, playtime Before, after</p> <p>Next, last</p> <p>Now, soon, early, late, price, cost buy, sell spend, spent pay</p>	<p>Pre formal-</p> <p>Count, Lots, few, more Same, different</p> <p>Semi formal</p> <p>Data, pictograms, tally charts, left, right up, down forwards, backwards, sideways across next to, close, near, far along</p> <p>Formal</p> <p>Block diagrams and simple tables, organise, compare, Count, tally, sort, vote, graph, block graph, diagram, pictogram, represent, group, set, list, table, label</p>	<p>Pre formal</p> <p>Backwards, forwards, between, repeat / again, actions, two, choice,</p> <p>Semi formal</p> <p>Number line Add, more, plus, make, sum, total, altogether Double Half, halve Equals, is the same (including equals sign) How many more to make...?</p> <p>Formal</p> <p>How many more is,,, then,,,? How much more is...? Subtract, take away, minus.</p> <p>Odd, even Double, halve Share,</p>
------------------------------	--	---	--	---	---

	larger, smaller symmetrical pattern, repeating pattern match				
--	--	--	--	--	--

Subject; IT

IT	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	<i>INFORMATION ABOUT ME</i>	BELIEFS AND PRACTICES	NEW BEGINNINGS	AROUND AND ABOUT	RECOGNISING MY NEEDS AND HELPING OTHERS
DISCIPLINARY Knowledge	Pre-formal –To make a choice between two	Pre-formal – To recognise some every	Pre-formal – To repeat an action that has made	Pre-formal – To hold a beebot or robot. To	Pre-formal – To follow a simple instruction with a gesture. To make a choice from a choice of two

	<p>objects presented in close proximity. To respond to technology in a range of places in school.</p> <p>Semi-formal – To identify devices that use the internet. To access devices safely with adult support. To use a search engine with support.</p> <p>Formal – To identify safe search kids' icons from other search engines. To click on safe search kids' icon to load search engine. To navigate the internet.</p>	<p>day technology and begin to use it with support. To complete a simple sequence of events to achieve desired result.</p> <p>Semi-formal – To use on screen symbols to navigate a program. To sequence photographs of someone completing an activity.</p> <p>Formal – To access and navigate an iPad. To create a 3 step sequence using pictures. To use technology to communicate own ideas. To edit images.</p>	<p>something happen. To use objects that need more than one action to work. To pinpoint to specific targets on a screen to activate a reward.</p> <p>Semi-formal – To remember a sequence of 3 steps. To use a keyboard or touch screen to select letters or images. To move a mouse and understand that it moves the cursor on the screen.</p> <p>Formal – To access and navigate around an iPad or Computer. To explain actions to an adult when using a program. To talk about what I am doing. To use a mouse to change the style, font, colour, of text. To copy a written sentence using a keyboard.</p>	<p>repeat an action that has made something happen. To show awareness in beebot or robots change of position.</p> <p>Semi-formal – To use symbols to navigate. To operate beebots or robots on my own. To understand directional language – forwards, backwards, left and right.</p> <p>Formal – To explain actions to an adult when using a beebot or robot. To press an arrow a specific amount of times to allow the beebot or robot to move from one space on the mat to another.</p>	<p>real objects or photos. To look and point at images in pictures.</p> <p>Semi-formal – To take part in collecting data with their friends. To look towards a graph when a teacher is talking about it.</p> <p>Formal – To use simple data collection programmes to create a graph. To contribute to discussions regarding the type of information that can be collected and presented.</p>
VOCABULARY	<p>Pre-formal – choose, respond, technology</p> <p>Semi-formal – identify, devices, access, safely, use</p> <p>Formal – identify, safe, search, load, navigate</p>	<p>Pre-formal – recognise, complete</p> <p>Semi-formal – use, navigate, sequence</p> <p>Formal – navigate, create, communicate</p>	<p>Pre-formal – Repeat, action, activate.</p> <p>Semi-formal – Remember, actions, mouse, move, cursor.</p> <p>Formal – Navigate, explain, change, copy.</p>	<p>Pre-formal – hold, repeat, awareness, change, position</p> <p>Semi-formal – symbols, navigate operate, understand, directions, left and right</p>	<p>Pre-formal – follow instruction, choice, look, point</p> <p>Semi-formal – collecting data, look, graph</p> <p>Formal – data collection, contribute, present data</p>

				Formal – explain, use, press, specific number, move,	
--	--	--	--	--	--

SUBJECT: Science

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	INFORMATION ABOUT ME	BELIEFS & PRACTICES	NEW BEGINNINGS	AROUND & ABOUT SCHOOL <i>PROPERTIES AND CHANGES OF MATERIALS</i>	RECOGNISING MY NEEDS AND HELPING OTHERS
Disciplinary Knowledge	<p>Know that humans change over time</p> <p>Know the function of the heart</p> <p>Notice the heart</p> <p>Know that blood is moved around the body</p> <p>Know that good food and water move around the body</p> <p>Know that healthy food, exercise and help from doctors help us to stay fit and well</p> <p>Know how to learn their own measurements (for clothing that fits well)</p> <p>Know that muscles are attached to bones</p> <p>Know that strong muscles help us to move</p> <p>Know how to maintain strong muscles</p>	<p>Know that rain can fall as a slight shower, moderately, heavily and very heavily.</p> <p>Know that clouds are often different shades of grey before a rainfall</p> <p>Know how to describe rainfall</p> <p>Predict rainfall</p> <p>Know how to measure rainfall.</p> <p>Know how to record rainfall.</p> <p>Know how to compare rainfall amounts over time.</p>	<p>Know that our bodies change as we grow older.</p> <p><i>Know which parts of our bodies change including ears, nose, hair and nails.</i></p> <p>Know that seeds grow.</p> <p>Know how to label parts of a seed growing.</p>	<p>Know the names of objects around school.</p> <p>Know what items around school are made of.</p> <p>Know whether items around school are natural or man-made.</p> <p>Know how to investigate how natural things decay.</p> <p>Know how to record the changing effects of natural things.</p> <p>Know how to compare results of naturally decaying items.</p>	<p>Know how to move limbs and body to raise heartbeat.</p> <p>Know how to stretch.</p> <p>Know when stretched how the body feels different.</p> <p><i>Know how to participate in a team.</i></p> <p>Know how to exercise on own.</p> <p>Know how to identify the changes to my body after exercise.</p> <p>Know which foods are healthy</p> <p>Know what foods are unhealthy.</p> <p>Know / experience which foods belongs to each group – carbohydrates, protein, dairy, fruit & vegetables, fats & sugars.</p> <p>Know how to prepare a healthy meal</p> <p>Know how to cook a healthy meal</p> <p>Know how to compare tastes. Salty, sweet, acid...</p>

		<p>Know how to compare biblical stories with Scientific beliefs. Eg Creation and Noah's Flood.</p> <p>Know how to establish facts e.g. rain does fall, rain can fall very heavily, rain contributes to heavy storms, boats can float in storms.</p>			
Procedural Skills	<p>Identify the changes in babies, toddlers, teenagers, adults, elderly</p> <p>Learn and represent through models / diagrams / labelled pictures/ 3D moving systems the movement functions of oxygen, nutrients, cells, heart, veins (capillaries, arteries and veins) - what is the circulatory system for children - Google Search</p> <p>Explore foods that support a good circulatory system</p> <p>Explore exercises that support an effective circulatory system</p> <p>Identify people who help us take the right medication to help us stay fit and well (doctor, nurse, pharmacist – this could be</p>				

	<p>though role play, knocking door, greetings, communication, writing, reading, dressing undressing doctors / pharmacists gown, exploration of thermometer, stethoscope and other items to check body)</p> <p>Dressing and undressing and identifying clothing items that fit / do not fit</p> <p>Practice moving body parts to exercise muscles</p> <p>Learn that the heart is a muscle</p> <p>Learn where the heart is and that it is the size of ones fist</p> <p>Represent learning through writing, typing, drawing, building models, working models, recording shelves sharing information on video</p>				
Vocabulary	<p>Pre-formal – young old</p> <p>Semi-formal – heart</p> <p>Formal – muscles</p>	<p>Pre-formal- water rain</p> <p>Semi formal- facts /beliefs / miracles</p> <p>Formal- recorded measurements</p>	<p>Pre-formal- Seed Nose Ears</p> <p>Semi- Formal- Growth Hair</p> <p>Formal- Pollination Nails</p>	<p>Pre-formal -Natural materials</p> <p>Semi- formal -Man-made materials</p> <p>Formal -Decay</p>	<p>Pre-formal- Solo Food groups</p> <p>Semi formal- team meal</p> <p>Formal- Healthy or Unhealthy</p>

Communication and Interaction

SUBJECT: Literacy

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	INFORMATION ABOUT ME	BELIEFS & PRACTICES	NEW BEGINNINGS	AROUND & ABOUT SCHOOL <i>PROPERTIES AND CHANGES OF MATERIALS</i>	RECOGNISING MY NEEDS AND HELPING OTHERS
KNOWLEDGE	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) and See & Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.	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) and See & Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.	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) and See & Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.	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) and See & Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.	<p>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) and See & Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme.</p> <p>Pre-formal – To sustain concentration for short periods, begin to communicate intentionally. To initiate interactions and shared activities.</p> <p>Semi formal Speaking – To create own simple sentences linked to what they are doing Listening – To recognise peer when name is called</p>

	<p>Pre-formal – To begin to reach out to grasp and explore objects.</p> <p>To begin to recognize that random movements can have an effect on the media in which it is presented.</p> <p>To begin to participate in shared activity with less support.</p> <p>Semi formal</p> <p>Speaking – To identify who to respond to (the person they are greeted by)</p> <p>Listening – To look at adults who are talking to them</p> <p>Reading – To match pictures to symbols and real life objects.</p> <p>Writing – to copy some letters/letter shapes accurately.</p> <p>Formal</p>	<p>Pre-formal – To continue to reach out to grasp and explore objects.</p> <p>To continue to recognize that random movements can have an effect on the media in which it is presented.</p> <p>Semi formal</p> <p>Speaking – To show curiosity and ask a question about the object</p> <p>Listening – To choose an object to discuss</p> <p>Reading – To continue to match pictures to symbols and real life objects.</p> <p>Writing – to copy some letters/letter shapes accurately, with little support from an adult.</p> <p>Formal</p> <p>Spoken Language – To participate in a discussion with a peer and adult</p> <p>Reading; word reading – To understand and begin to apply a growing knowledge of prefixes,</p>	<p>Pre-formal – To Show intermittent reactions and emerging awareness of peers and familiar adults.</p> <p>Begin to show an interest in objects/people.</p> <p>Semi formal</p> <p>Speaking – To look at the person they are speaking to</p> <p>Listening – To listen to others in one to one conversations that interest them</p> <p>Reading – to begin to recognise own name.</p> <p>Writing – to begin to recognise some letters of the alphabet.</p> <p>Formal</p> <p>Spoken Language – To participate within performances</p> <p>Reading; word reading – To understand and begin to apply a growing knowledge of prefixes, such as dis - disappoint, disagree</p> <p>Reading: comprehension – to prepare poems</p>	<p>Pre-formal – To co-actively share a book with an adult and show an interest in the content of the book by turning pages, pointing at pictures etc.</p> <p>To show some understanding of how books work.</p> <p>Semi formal</p> <p>Speaking – To make a two word statement</p> <p>Listening – To stop what they are doing when asked</p> <p>Reading – To continue to recognise own name.</p> <p>Writing – to continue to recognise some letters of the alphabet.</p> <p>Formal</p> <p>Spoken Language – To begin to use an appropriate method to gain the attention of a listener</p> <p>Reading; word reading – To begin to use possessive apostrophe with plural words</p>	<p>Reading – To match letters from a selection of letters</p> <p>Writing – to hold a writing implement with increasing control.</p> <p>Formal</p> <p>Spoken Language – To continue to use an appropriate method to gain the attention of a listener</p> <p>Reading; word reading – To read aloud a range of homophones they meet</p> <p>Reading: comprehension – to discuss words and phrases that capture the reader’s interest and imagination</p> <p>Writing: transcription – to begin to spell homophone</p> <p>Writing: composition – to assess the effectiveness of their own and others’ writing and suggest improvements</p> <p>Writing: vocabulary, grammar and punctuation – to begin to use and understand the grammatical terminology, such as sentence accurately and appropriately when discussing their writing and reading</p>
--	---	--	--	--	--

	<p>Spoken Language – To speak audibly.</p> <p>Reading; word reading – To continue to read aloud new words they meet within text.</p> <p>Reading: comprehension – to participate in discussion about both books that are read.</p> <p>Writing: transcription – to continue to place the possessive apostrophe in words with irregular plurals, for example, children's.</p> <p>Writing: composition – to continue to organise paragraphs around a theme.</p> <p>Writing: vocabulary, grammar and punctuation – To begin to use punctuated direct speech.</p>	<p>such as in – inactive, incorrect</p> <p>Reading: comprehension – to begin to retrieve and record information from non-fiction</p> <p>Writing: transcription – to write words from memory simple words taught so far</p> <p>Writing: composition – to begin to propose changes to vocabulary to improve consistency</p> <p>Writing: vocabulary, grammar and punctuation – To continue to use punctuated direct speech.</p>	<p>Writing: transcription – to begin to write from memory simple sentences, dictated by the teacher.</p> <p>Writing: composition – to begin to plan their writing by discussing and recording ideas</p> <p>Writing: vocabulary, grammar and punctuation – to begin to use and understand the grammatical terminology, such as word families accurately and appropriately when discussing their writing and reading</p>	<p>Reading: comprehension – to continue to retrieve and record information from non-fiction</p> <p>Writing: transcription – to begin to use three letters of a word to check its spelling in a dictionary</p> <p>Writing: composition – to begin to assess the effectiveness of their own writing and suggest improvements</p> <p>Writing: vocabulary, grammar and punctuation – to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when</p>	
KEY VOCABULARY	<p>Pre-formal – Use Adjectives - cheerful life</p> <p>Semi-formal – Use Adjectives exciting history</p> <p>Formal – Use Adjectives wonderful life story</p>	<p>Pre-formal – party - noun</p> <p>Semi-formal – occasion</p>	<p>Pre-formal – rhyme - noun</p> <p>Semi-formal – poetry - noun</p>	<p>Pre-formal – school - noun</p> <p>Semi-formal – place - noun</p>	<p>Pre-formal – recording - verb record - noun</p> <p>Semi-formal – televised image - noun</p> <p>Formal – promotional - adjective</p>

		Formal – verb / noun or object commemorate occasion	Formal – creation - noun	Formal – location - noun	
--	--	---	--------------------------	--------------------------	--

SUBJECT: History / Geography

Hist geog	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	INFORMATION ABOUT ME	BELIEFS AND PRACTICES	NEW BEGINNINGS	AROUND AND ABOUT	RECOGNISING MY NEEDS AND HELPING OTHERS
Knowledge	<p>Know that the past is interesting.</p> <p>Know how to express that they are curious about objects, photographs etc from the past and from their own past.</p> <p>Know how to ask questions about their curiosities.</p> <p>Know that things change in peoples lives</p>	<p>Know that Autumnal/ Winter festivals are celebrated differently in different parts of the world.</p> <p>Know that the world is broken into the Northern Hemisphere and Southern Hemisphere.</p> <p>Know that the world has an equator.</p>	<p>Know that man has changed geographical features during modernization (farming, herding animals, buildings, transference of water...)</p> <p>Know that there are lots of different types of maps.</p>	<p>Know that there is a difference between human (culture, social, health) and physical geography (nature)</p> <p>Know what areas of school are outside or inside.</p> <p>Know how the school has been made- what</p>	<p>Know how to locate a water source.</p> <p>Know what to do in an emergency.</p> <p>Know if water is safe.</p> <p>Know if vegetation is edible or inedible.</p> <p>Know and interpret warning signs.</p> <p>Know how to dress in different types of weather.</p> <p>Know that people who live on different continents might be affected by adverse weather.</p>

	<p>Know that things will change in their own lives</p> <p>Know that e.g class groups change / have changed</p> <p>Know that parents, grandparents, friends families may have travelled to and from different countries.</p> <p>Know that we have friends and family members from different countries.</p> <p>Know some of the similarities and differences between their own lives and that of others in different countries.</p> <p>Know more about clothing, food, weather of different countries especially those of origin within class / cluster</p> <p>Gather information about their own spaces – e.g outdoor area / garden at home</p> <p>Communicate the purpose of their spaces.</p>	<p>Know the positions of the country in relation to the equator determine temperature.</p> <p>Know how people adapt their festivities in relation to their geographical location.</p> <p>Know the types of food which are seasonal in winter months traditionally in the locations you are studying.</p> <p>Know that people live in rural, semi- rural and urbanised areas.</p> <p>Know that people source essentials in different ways in relation to the area they live.</p>	<p>Know that there are geographical similarities. Eg. Mountains in Africa and Mountains in Asia.</p> <p>Know that there are geographical differences. Eg. Arid (dry) Deserts and Lush forests.</p> <p>Know that there are continents.</p> <p>Know the geographical ‘finger print’ that makes a continent unique.</p> <p>Know that some people work on land and others work on sea.</p> <p>Know that they can gather their own data about any changes in a range of ways...</p> <p>Know that data can be interpreted in different ways.</p>	<p>materials have been used.</p> <p>Know what was on the site of Green Park in the past- what was mans part in the changes around Bilston.</p> <p>Know about locations.</p> <p>Know the points of the compass.</p> <p>Know what parts of school are man-made (buildings, sculptures) and which parts are natural (gardens)</p> <p>Know how to record changes of environment and interpret data eg. Weather charts.</p> <p>Know how to create a gridded map of School and follow it.</p>	<p>Know about the air we breathe and the importance of keeping it clean</p> <p>Know the importance of keeping our world ‘green’.</p> <p>Knowing the impact of over fishing.</p> <p>Knowing the impact of deforestation</p>
Vocabulary	<p>Pre- formal</p> <p>Past</p> <p>Time</p> <p>Change</p>	<p>Pre-formal</p> <p>Where</p> <p>Type</p> <p>Buildings</p>	<p>Pre-formal</p> <p>Maps</p> <p>Wet</p> <p>Dry</p>	<p>Pre-formal</p> <p>Materials</p> <p>People</p> <p>Weather</p>	<p>Pre-formal</p> <p>Water</p> <p>Air</p> <p>Fire</p>

	Growth Grand Parents (Use names pertinent to the particular family). Mum Dad. Bedroom Garden Semi- formal Family Bedroom Bathroom Kitchen Formal Resilience Alternative Pre-formal – change space Semi-formal – family travel Formal – heritage different country	Materials Festivals Party Excitement Growth Semi-formal Northern Southern Location Rural Semi- Rural Urbanisation seasonal Formal Hemisphere Equator Pre-formal – f Semi-formal – f Formal – f	Same Different Mountains Place Where location Semi- formal Numbers Desert Forest Work Land sea Formal Data Interpretation Unique Continents Arid Pre-formal – f Semi-formal – f Formal – f	Wood Metal Plastic Semi formal Natural Man-made Climate North East South West Formal Compass Sextant Pre-formal – f Semi-formal – f Formal – f	Eat Drink Safe Clean Dirty Semi- formal Heat Dangerous Emergency Formal Deforestation Vegetation Edible Inedible Pre-formal – f Semi-formal – f Formal – f
--	---	---	---	---	---

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	INFORMATION ABOUT ME	BELIEFS AND PRACTICES	NEW BEGINNINGS	AROUND AND ABOUT	RECOGNISING MY NEEDS AND HELPING OTHERS
DISCIPLINARY KNOWLEDGE Spanish	<i>Know that they can communicate factual information about themselves</i> <i>Know that a phrase in English can be translated to different languages</i> <i>Know that they may need to communicate in a different language in e.g. Spain</i> <i>Know how to greet others in Spanish</i> Pre-formal – Semi-formal – Formal –	<i>Know, explore and experience some of the key features of Spanish culture e.g. having a late dinner, Siesta</i> <i>Know about and experience Spanish foods and lifestyle</i> <i>Know some of the key beliefs held by people in Spain</i> <i>Know and listen to some Spanish Fairy Tales, Folk Tales and Fables</i> Pre-formal – Semi-formal – Formal –	<i>Know and explore new beginnings associated with the season of Spring e.g. new life, plants growing</i> <i>Know about the terms for past, future and present</i> <i>Know that events that have already happened are in the past</i> <i>Know the difference between old and new</i> Pre-formal – Semi-formal – Formal –	<i>Know how to use some key classroom equipment</i> <i>Know terminology for classroom equipment e.g. pencil - lápiz, glue - pegamento, scissors - tijeras</i> <i>Know and recognise key events in your school day e.g. class time, home time, lunch time and explore how this differs to Spanish schools</i> Pre-formal – Semi-formal – Formal –	<i>Know how to communicate how you might be feeling throughout the day</i> <i>Know/listen to the terms for happy and sad in Spanish</i> <i>Know how to recognise when someone is happy or sad e.g. smile, frown</i> <i>Know how to ask for help – ayuda</i> <i>Know when to ask for help</i> <i>Know who to go to for help e.g. Policía, doctora (feminine), doctor (masculine), teacher maestra (feminine), maestro (masculine)</i> Pre-formal – Semi-formal – Formal –
VOCABULARY	Preformal –Hello – Hola! My name is... - mi nombre es... Semi formal - I am... – Soy...	Pre-formal – story - historia	Pre-formal – spring - primavera	Pre-formal – school -escuela	Pre-formal – friend Amiga (feminine) Amigo (masculine)

	A girl - una mujer A boy Un niño Formal - Years old - Años Numbers 1-20 for age Numbers 0 to 20 in Spanish (123teachme.com)	Semi-formal – nap - siesta Formal – feast, festival, party - fiesta	Semi-formal – new – nueva (feminine) Nuevo (masculine) Formal – old – vieja (feminine) Viejo (masculine)	Semi-formal – classroom - aula Formal – bus - autobús	Semi-formal – happy - feliz sad - triste Formal – feeling – sentimiento Help - ayuda
--	---	--	---	--	---

SEMH

SUBJECT: PSHE

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	INFORMATION ABOUT ME	BELIEFS AND PRACTICES	NEW BEGINNINGS	AROUND AND ABOUT	RECOGNISING MY NEEDS AND HELPING OTHERS
Knowledge	<p>Know and respond to changes about their bodies as they go through puberty.</p> <p>Know that they can be independent with a range of hygiene routines.</p> <p>Know how to ask for help when needed.</p> <p>Know different ways of keeping their bodies healthy.</p> <p>Know and identify times/places/situations which we would expect to be 'private'.</p>	<p>Know some 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'.</p> <p>Know different ways of making up after 'falling out'.</p>	<p>Know and identify their primary care givers.</p> <p>Know and identify how their primary care givers helps/cares for them.</p> <p>Know and order changes from a baby to the elderly.</p> <p>Know and identify tasks/activities that they can do now compared to before.</p>	<p>Know and respond to stimuli about different feelings we might experience.</p> <p>Know and recognise how we might feel, look and sound when we are happy.</p> <p>Know how we might feel, look and sound when we are unhappy.</p> <p>Know to describe strong emotions e.g. anger, fear, frustration, excitement, anxiety, jealousy.</p>	<p>Know and respond to stimuli about what money looks like.</p> <p>Know what money looks like and what it is used for.</p> <p>Know and respond with curiosity to stimuli about different items shops sell.</p> <p>Know and identify why we need money.</p> <p>Know and identify ways of helping others.</p>

	<p>Know how to report online content that is inappropriate.</p> <p>Know how to identify hazards in familiar environments.</p>			Know who are friends are.	
Vocabulary	<p>Pre-formal – Healthy,</p> <p>Semi-formal – safe, unhealthy,</p> <p>Formal – danger, respect,</p>	<p>Argument, reconciliation, similarities, differences.</p>	<p>Change, growth, skills, parents, roles, responsibilities.</p>	<p>Regulation, well being, strategy</p>	<p>Money, spending, shop, help, priorities.</p>

SUBJECT: RE

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	INFORMATION ABOUT ME Christianity & Islam	BELIEFS & PRACTICES Christianity & Sikhism	NEW BEGINNINGS Christianity & Hinduism	AROUND & ABOUT SCHOOL Christianity & Buddhism	RECOGNISING MY NEEDS AND HELPING OTHERS Christianity & Judaism
DISCIPLINARY KNOWLEDGE	<p><i>Know how to recognise 'right' and 'wrong'</i></p> <p><i>Know the difference between right and wrong</i></p> <p><i>Know how my actions can affect myself</i></p> <p><i>Know the key values of Christianity</i></p> <p><i>Know the key values of Islam</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know that worship includes showing great respect, honour or devotion</i></p> <p><i>Know about religious worship</i></p> <p><i>Know how Christians and Sikhs show worship to God</i></p> <p><i>Know some differences between religious and non-religious worship e.g. for a celebrity, for a divine being (such as God)</i></p> <p><i>Know some of the similarities and differences in Christians and Sikhs ideas of worship</i></p> <p>Pre-formal – Semi-formal –</p>	<p><i>Know that symbols/pictures can represent different ideas</i></p> <p><i>Know some of the important symbols for Christians e.g. cross, dove, holy trinity</i></p> <p><i>Know some of the important symbols for Hindus e.g. Om symbol</i></p> <p><i>Know what religious actions people might take e.g. prayer and sacrifice, reading scriptures, attending religious buildings</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know that symbols can be physical and pictorial</i></p> <p><i>Know how to recognise traditional symbols for the focus religions</i></p> <p><i>Know the key objects used in religious practices in Christianity</i></p> <p><i>Know the key objects used in religious practises in Buddhism</i></p> <p><i>Know how to recognise some of the key symbols for Christianity and Buddhism and what they mean</i></p> <p>Pre-formal – Semi-formal –</p>	<p><i>Know that there can be some challenges of commitment to a community</i></p> <p><i>Know how belonging to a community or religion can be valuable</i></p> <p><i>Know the benefits of living in a diverse community</i></p> <p><i>Know how to recognise your own feelings and emotions</i></p> <p><i>Know how to recognise feelings and emotions of others e.g. peers</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</i></p> <p><i>Know what cohesion is</i></p>

		Formal –		Formal –	Pre-formal – Semi-formal – Formal –
VOCABULARY	Pre-formal – Right/Wrong Semi-formal – Belief Formal – Consequences	Pre-formal – God Semi-formal – honour Formal – devotion	Pre-formal – Religious actions Semi-formal – Prayer and Sacrifice Formal – Religious symbols	Pre-formal – Peace Semi-formal – Lotus Formal – Dharma Wheel	Pre-formal – Community Semi-formal – Diversity Formal – Cohesion

PSM

SUBJECT: Art

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	INFORMATION ABOUT ME	BELIEFS & PRACTICES	NEW BEGINNINGS	AROUND & ABOUT SCHOOL	RECOGNISING MY NEEDS AND HELPING OTHERS
DISCIPLINARY KNOWLEDGE	<p><i>Know how to use a range of materials to join items together e.g. glue stick, tape</i></p> <p><i>Know the purpose of a range of materials</i></p> <p><i>Know how to select the best material for the objective</i></p> <p><i>Know how to communicate something about</i></p>	<p><i>Know how to explore a range of textiles and materials using our senses</i></p> <p><i>Know how to use simple threading techniques</i></p> <p><i>Know how to use simple weaving skills</i></p> <p><i>Know how to use felt to create images</i></p>	<p><i>Know how to create a 3-Dimentional model using a range of materials</i></p> <p><i>Know how to shape clay to create different objects</i></p> <p><i>Know how to explore a range of 3D objects safely e.g. being careful with pottery or clay items</i></p> <p><i>Know how to use a range of methods to join materials</i></p>	<p><i>Know that a portrait is a picture of a person</i></p> <p><i>Know what a self-portrait is</i></p> <p><i>Experience viewing a range of different portraits of a range of people across the world</i></p> <p><i>Know how to explore famous portrait artists e.g. Girl with a Pearl Earring</i></p>	<p><i>Know how to use simple devices to take photographs e.g. iPads</i></p> <p><i>Know that photography is an art technique</i></p> <p><i>Know that photos can be printed out</i></p> <p><i>Know that photos can be edited using different programmes</i></p>

	<p><i>themselves in their modelling</i></p> <p><i>Know how to use materials in different ways to create different outcomes e.g. cut, roll, bend</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know how to use equipment safely</i></p> <p><i>Know how to ask an adult for help/support</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>together e.g. glue stick, tape, string</i></p> <p><i>Know that scale refers to the size of the 3D model</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Artist: Johannes Vermeer, Mona Lisa</i> <i>Artist: Leonardo da Vinci, Frida Kahlo – “Self Portrait with Thorn Necklace and Hummingbird”.</i></p> <p><i>Know how to experiment creating a range of portraits identifying key features of a face e.g. eyes, mouth, nose</i></p> <p>Pre-formal – Semi-formal – Formal–</p>	<p><i>Know how to explore taking photographs from different angles e.g. landscape, portrait</i></p> <p><i>Know what a poster is and why they are used</i></p> <p><i>Know some of the key features of a poster e.g. title, image, text, picture</i></p> <p>Pre-formal – Semi-formal – Formal –</p>
VOCABULARY	<p>Pre-formal – cut Semi-formal – stick/glue Formal – roll carve</p>	<p>Pre-formal – material Semi-formal – felt Formal – thread</p>	<p>Pre-formal – shape Semi-formal – pottery Formal – scale</p>	<p>Pre-formal – sketch Semi-formal – portrait Formal – self-portrait</p>	<p>Pre-formal – photograph Semi-formal – poster Formal – digital image</p>

SUBJECT: DT

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	INFORMATION ABOUT ME	BELIEFS & PRACTICES	NEW BEGINNINGS	AROUND & ABOUT SCHOOL <i>PROPERTIES AND CHANGES OF MATERIALS</i>	RECOGNISING MY NEEDS AND HELPING OTHERS
Disciplinary Knowledge	<p>Know a range of cooking ingredients that they can use to stay fit and healthy.</p> <p>Know how to prepare food.</p> <p>Know the difference between savoury and sweet dishes.</p> <p>Know that food has a range of smells, tastes, textures.</p> <p>Know that seasoning can change the way</p>	<p>Know how to; -design and make products that solve real and relevant problems considering their own and others' needs, wants and values (e.g. collection of views and opinions about e.g. food they make, clothing for a special occasion, – emotion faces to tick / tap / opinion box for written responses to be posted / microphone to record views/ photograph to</p>	<p>Know how to design inspirational buildings.</p> <p>Know how to use colour to map areas of importance.</p> <p>Know how to use a key.</p> <p>Know how to collaborate.</p> <p>Know how to create dishes to fuel friends</p>	<p>Know how to compare building materials.</p> <p>Know how the school's landscape alters through the academic year.</p> <p>Know how to make something decorative</p> <p>Know how to communicate favourite areas of school.</p>	<p>Know the difference between sweet and savoury.</p> <p>Know how to show a preference between sweet and savoury.</p> <p>Know how to follow a recipe.</p> <p>Know how to make something with moving parts.</p> <p>Know how to use energy to make something move</p> <p>Know how to evaluate your own work.</p> <p>Know how to give yourself a challenge.</p>

	<p>food smells and tastes.</p> <p>Know that many plants are ready to be picked and eaten during the Summer months.</p> <p>Know that Spring is a good time to plant seeds.</p>	<p>show facial expression of view / video box</p> <p>background to record video sharing view)</p> <p>-use research and exploration to identify and understand user needs</p> <p>-identify and solve their own design problems.</p> <p>-design of innovative, functional, appealing products that respond to needs in a variety of situations</p> <p>-develop and communicate design ideas in different ways (using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</p> <p>-select from and use specialist tools,</p>		<p>Know what kind of materials keep the school safe.</p>	
--	---	--	--	--	--

		techniques, processes, equipment and machinery precisely, including computer-aided manufacture -analyse work			
Vocabulary	Pre - Formal – Textured food Semi-Formal – sweet savoury Formal – seasoning	Pre - Formal – textured box Semi-Formal – slot Formal – digital response	Pre-formal key Semi-formal- menu Formal- collaborate	Pre-formal- safe Semi- formal- bricks Formal- architect	Preformal- Tasty Semi-Formal- Dessert or Starter Formal- Critique

SUBJECT: Music

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	INFORMATION ABOUT ME	BELIEFS & PRACTICES	NEW BEGINNINGS	AROUND & ABOUT SCHOOL	RECOGNISING MY NEEDS AND HELPING OTHERS
DISCIPLINARY KNOWLEDGE	<i>Listen to and show interest in a range of songs and music from a range of styles/genres</i>	<i>Know how to engage and listen to music from around the world</i>	<i>Know that a rhythm is a strong, regular repeated pattern of movement or sound</i>	<i>Know the difference between live and recorded music</i>	<i>Know that each piece of music has a composer</i> <i>Know how to listen to music from different musical composers over time</i>

	<p><i>Know that songs have a structure</i></p> <p><i>Know that parts in a song can be repeated e.g. chorus</i></p> <p><i>Know that you can sing in groups / sing together</i></p> <p><i>Know how to show preferences of preferred songs and music styles</i></p> <p><i>Know how to create and record simple songs</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know how to recognise the sounds of different instruments playing</i></p> <p><i>Know about and experience playing percussion instruments from around the world</i></p> <p><i>Know that there are many different varieties of instruments</i></p> <p><i>Know how to react to different sounds and show when you like the music playing</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know how to follow along with a rhythm using body percussion e.g. clapping hands</i></p> <p><i>Know how to follow along with a rhythm using an instrument e.g. beating a drum</i></p> <p><i>Know how to follow along with a rhythm using their voice</i></p> <p><i>Know how to copy a rhythm that is played/recorded</i></p> <p><i>Know that a crochet is held for 1 beat</i></p> <p><i>Know that a minim is held for 2 beats</i></p> <p>Pre-formal – Semi-formal – Formal –</p>	<p><i>Know how to take part in live performances to familiar people both indoors and outdoors</i></p> <p><i>Know the importance of rehearsal and practise before a live performance</i></p> <p><i>Know how to be a thoughtful audience member when listening to/watching live performances</i></p> <p><i>Know how to celebrate live performances</i></p> <p><i>Know that after a live performance people usually clap their hands to celebrate</i></p> <p>Pre-formal –</p>	<p><i>Know that music can be written in different styles and genres</i></p> <p><i>Know how to listen to range of different musical genres e.g. pop, rock, jazz, classical and show preferences</i></p> <p><i>Know how to create/compose own music through different methods e.g. record own voice/play instruments</i></p> <p><i>Know how to create music for a specific purpose/event</i></p> <p><i>Know that listening to different types of music can make you feel different emotions</i></p> <p><i>Know how to use simple musical notation to write down own music created</i></p> <p><i>Know what a conductors job is and begin to conductor others with support</i></p> <p>Pre-formal – Semi-formal – Formal –</p>
--	--	--	--	--	---

				Semi-formal – Formal –	
VOCABULARY	Pre-formal – performance Semi-formal – structure Formal – compose	Pre-formal – like/dislike Semi-formal – world instruments Formal – world music	Pre-formal – beat Semi-formal – crochet Formal – minim	Pre-formal – live performance Semi-formal – practise Formal – rehearsal	Pre-formal – purpose Semi-formal – conducting Formal – style/genre

SUBJECT: PE

Term	Autumn A	Autumn B	Spring A	Spring B	Summer
ORANGE	INFORMATION ABOUT ME	BELIEFS AND PRACTICES	NEW BEGINNINGS	AROUND AND ABOUT	RECOGNISING MY NEEDS AND HELPING OTHERS
KNOWLEDGE	<p>Know how to release objects</p> <p>Know how move upper and lower limbs deliberately and purposefully.</p> <p>Know how to hold objects for a few seconds.</p> <p>Know how to touch objects in midline/on left/on right/cross midline.</p> <p>Know how to bring hands together in midline over chest or chin.</p> <p>Know how to attempt to crawl or shuffle.</p> <p>Know how to roll from A to B.</p> <p>Know how to move across the floor in commando crawl.</p> <p>Know how to turn body sideways when stretching out to reach a toy from floor.</p> <p>Know how to pull themselves to standing holding onto something for support.</p> <p>Know how to recognise when working alone or with friends.</p> <p>Know how to express enjoyment during games.</p>	<p>Know how to dance.</p> <p>Know how to balance.</p> <p>Know how to make a sequence.</p> <p>Know how to choose a piece of music.</p> <p>Know how to move independently.</p> <p>Know how to move quickly or slowly.</p> <p>Know what is high and low.</p> <p>Know how to roll.</p> <p>Know how to twist.</p> <p>Know how to move on different equipment eg mats / bars,</p> <p>Know how to take turns.</p> <p>Know how to imitate or mirror a partner.</p> <p>Know how to choreograph a dance for a celebration.</p> <p>Know how to use fine/ gross motor in order to prepare appropriate foods for a celebration.</p>	<p>Know how to investigate body shapes using different points and patches (points – knees, hands, elbow, and feet. Patches back, stomach, side, bottom.)</p> <p>Know how to introduce tension into body shapes – stretching, strong etc.</p> <p>Know how to improve on shape i.e. point toes, stretch further etc.</p> <p>Know to practice holding a balance/body shape and being still.</p> <p>Know to link different balances moving in and out of different positions of stillness/balance/body shapes i.e. balance on hand and knees, roll and move smoothly into balancing on back with arms, legs stretched off floor.</p> <p>Know how to link together at least 3 movements and actions including a way of travelling, holding a body shape.</p> <p>Know how to move into another shape/position of stillness to depict a sequence that has a beginning, middle and end.</p> <p>Know to rehearse and practice repeating sequence.</p>	<p>Know about own body, it's strengths and limitations.</p> <p>Know how to tolerate having a change of equipment</p> <p>Know how to cooperate with familiar staff when being moved around.</p> <p>Know how to move themselves in response to seeing themselves in a mirror/on camera</p> <p>Know how to carry 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 simple games to play with friends.</p> <p>Know how to tolerate working with differing sizes of group.</p> <p>Know simple rules when using equipment.</p> <p>Know how to swing a bat.</p> <p>Know the importance of warming up.</p> <p>Know how to cheer friends on.</p> <p>Know how to lose.</p> <p>Know how to pass items safely to friends.</p> <p>Know how to eat in different environments eg picnic or school trips.</p> <p>Know how to prepare foods using equipment.</p> <p>Know how to help.</p> <p>Know when somebody might need help.</p>

		<p>Know how to choose an appropriate costume for a celebration.</p> <p>Know how to greet others and invite them to a performance of a dance.</p>		<p>Know how to choose the correct clothing for the activity, weather, time of day.</p> <p>Know how to eat and drink as independently as possible, moving from bottles and feeder cups to any cup and moving from spoons to knives and forks.</p>	
VOCABULARY	<p><i>Pre-formal- Release</i></p> <p><i>Semi- Formal- Under- arm or over arm</i></p> <p><i>Formal- Strength</i></p>	<p>Pre-formal- Beat</p> <p>Semi- formal- Rhythm</p> <p>Formal- Choreograph</p>	<p>Pre-formal- Points and Patches</p> <p>Semi-formal- Sequence</p> <p>Formal- Rehearse</p>	<p>Pre-formal- Move, Slowly, Faster, Higher.</p> <p>Semi-formal- Strengths</p> <p>Formal- Limitations</p>	<p>Pre-formal- Help</p> <p>Semi- Formal- Fair play</p> <p>Formal- encourage</p>