



**Downview Primary School  
Medium Term Planner**

Our school is underpinned by our 6 school values which were decided upon by staff and children. These values are: **Collaboration, Communication, Co-operation, Creativity, Independence, Resilience.**  
Together we live by the motto that “At Downview we grow and learn together everyday.” At Downview Primary our behaviour mantra is that we are “**kind, respectful and safe.**”

**End of Unit Assessment Activity:**  
White Rose Autumn term Maths Assessment  
Phonic Song pf Sounds Assessment  
Reading HFW  
Spelling HFW

**Wow moments:**  
Welcoming the children into Year 2  
Goldilocks appearing in class  
Woodland

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| <b>Year Group: 2<br/>Autumn Term: 1</b> | <b>Curriculum focus:<br/>A Twist in the Tale</b> |
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| Autumn Term 1 |                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                   |
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|               | Week 1 w/b<br>1.9.26                                                                                                                                                | Week 2<br>7.9.26                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Week 3<br>14.9.26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Week 4<br>21.9.26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Week 5<br>28.9.26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Week 6<br>05.10.26                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Week 7<br>12.10.26                                                                                                                                                                                                                                                                                                                                                       | Week 8<br>19.10.26                                                                                                                                                                                                                                                                                                                |
| English       | <p>Establishment phase</p> <p>I can write independently about my summer holiday.</p> <p>I can write in sentences punctuated with capital letter and full stops.</p> | <p>Goldilocks \ Me and You by Anthony Brown</p> <p>Sentence level focus</p> <p>I can compose a sentnece orally before writing it.</p> <p>I can re-read what I have written to check for sense.</p> <p>I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>I can use a capital letter for people, places and days of the week.</p> <p>I can select adjectives to make noun phrases.</p> <p>I can identify a verb.</p> | <p>Goldilocks / Me and You by Anthony Brown</p> <p>Sentence level focus</p> <p>I can role play a conversation between characters using a range of sentence types.</p> <p>I can use a range of sentence types.</p> <p>I can sequence sentences to write a short narrative.</p> <p>I can compose a sentnece orally before writing it.</p> <p>I can re-read what I have written to check for sense.</p> <p>I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> | <p>Goldilocks / Me and You by Anthony Brown</p> <p>I can use but to compare two stories.</p> <p>I can plan a story sequel.</p> <p>I can sequence events.</p> <p>I can write a sequel using expanded noun phrases.</p> <p>I can use simple past tense.</p> <p>I can use the progressive past tense.</p> <p>I can use expanded noun phrases.</p> <p>I can use adjectives to describe a character’s feelings.</p> <p>I can edit and improve my writing, checking sentences are punctuated properly.</p> <p>I can re-read my writing and check it makes sense.</p> | <p>Wolves by Emily Gravett</p> <p>I can select vocabulary to describe a character and explain my choices giving reasons.</p> <p>I can identify books on a theme.</p> <p>I can find books about wolves.</p> <p>I can find fiction and non-fiction books.</p> <p>I can distinguish between fact and fiction.</p> <p>I can identify a fact sentence and a fiction sentence and give reasons why.</p> <p>I can sort books into fiction and non-fiction.</p> <p>I can create fiction and non- fiction sentences.</p> <p>I can identify features of non-fiction writing.</p> <p>I can describe using adjectives.</p> | <p>Wolves by Emily Gravett</p> <p>I can describe in detail using adjectives.</p> <p>I can use noun phrases to describe appearance.</p> <p>I can create a poster informing and warning the public.</p> <p>I can use a variety of sentence openers.</p> <p>I can write a fact sentence.</p> <p>I can extend a fact sentence using cause and effect words.</p> <p>I can use ‘because’ and ‘so’ to join ideas in a sentence.</p> <p>I can identify nouns.</p> <p>I can ask questions.</p> | <p>Wolves by Emily Gravett</p> <p>I can plan a non- fiction text.</p> <p>I can write a section of my non – fiction text using noun phrases.</p> <p>I can use ‘because’ and ‘so’.</p> <p>I can use ‘they’ and ‘their’.</p> <p>I can use exclamations, questions and statements in my writing.</p> <p>I can edit and improve my writing.</p> <p>I can publish my work.</p> | <p>Wolves by Emily Gravett</p> <p>I can write a section of my non – fiction text using noun phrases.</p> <p>I can use ‘because’ and ‘so’.</p> <p>I can use ‘they’ and ‘their’.</p> <p>I can use exclamations, questions and statements in my writing.</p> <p>I can edit and improve my writing.</p> <p>I can publish my work.</p> |
| Phonics       | <p>Song of sounds assessment and Stage 2 recap</p>                                                                                                                  | <p>Song of sounds assessment and Stage 2 recap</p>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Song of Sounds Stage 3 /ee/ ey y ie</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Song of Sounds Stage 3 /s/ c se ce</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Song of Sounds Stage 3 /j/ ge dge g</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Song of Sounds Stage 3 /n/ kn gn nn</p>                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Song of Sounds Stage 3 /l/ le el al</p>                                                                                                                                                                                                                                                                                                                               | <p>Assessment Week 2 &amp; Revise Stage 2 Tricky words:<br/>please because any many want water great break who whole</p>                                                                                                                                                                                                          |

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| Reading | <p>Reading aloud in class – establishing story time and guided reading rules. Traditional Fairytales.</p> <p>Individual Reading</p>                   | <p><b>The Little Red Hen</b><br/>Reading aloud in class – Traditional Fairytales.</p> <p>Individual Reading</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non – fiction at a level beyond that at which they can read independently.<br/>Being encouraged to link what they read or hear read to their own experiences (Y1)<br/>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.<br/>Drawing on what they already know or on background information supplied.<br/>Making inferences on the basis of what is being said and done.<br/>Answering and asking questions.</p> | <p><b>Little Red Riding Hood</b><br/>Reading aloud in class – Traditional Fairytales.</p> <p>Individual Reading</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non – fiction at a level beyond that at which they can read independently.<br/>Being encouraged to link what they read or hear read to their own experiences (Y1)<br/>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.<br/>Drawing on what they already know or on background information supplied.<br/>Making inferences on the basis of what is being said and done.<br/>Answering and asking questions.</p> | <p><b>The Gingerbread Man</b><br/>Reading aloud in class – Traditional Fairytales.</p> <p>Individual Reading</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non – fiction at a level beyond that at which they can read independently.<br/>Being encouraged to link what they read or hear read to their own experiences (Y1)<br/>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.<br/>Drawing on what they already know or on background information supplied.<br/>Making inferences on the basis of what is being said and done.<br/>Answering and asking questions.</p> | <p><b>On the way Home</b><br/>Reading aloud in class – Traditional Fairytales.</p> <p>Individual Reading</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non – fiction at a level beyond that at which they can read independently.<br/>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.<br/>Being introduced to non - fiction books that are structured in different ways.<br/>Discussing and clarifying the meaning of words, linking new vocabulary to known vocabulary.<br/>Drawing on what they already know or on background information and vocabulary provided.<br/>Answering and asking questions.<br/>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> | <p><b>Mr Wolf’s Pancakes</b><br/>Reading aloud in class – Traditional Fairytales.</p> <p>Individual Reading</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non – fiction at a level beyond that at which they can read independently.<br/>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.<br/>Being introduced to non - fiction books that are structured in different ways.<br/>Discussing and clarifying the meaning of words, linking new vocabulary to known vocabulary.<br/>Drawing on what they already know or on background information and vocabulary provided.<br/>Answering and asking questions.<br/>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> | <p><b>Jack and the Beanstalk</b><br/>Reading aloud in class – Traditional Fairytales.</p> <p>Individual Reading</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non – fiction at a level beyond that at which they can read independently.<br/>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.<br/>Being introduced to non - fiction books that are structured in different ways.<br/>Discussing and clarifying the meaning of words, linking new vocabulary to known vocabulary.<br/>Drawing on what they already know or on background information and vocabulary provided.<br/>Answering and asking questions.<br/>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> | <p><b>Introduce MYON / Accelerated Reader</b></p> <p>Reading aloud in class – Traditional Fairytales.</p> <p>Individual Reading</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non – fiction at a level beyond that at which they can read independently.<br/>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.<br/>Being introduced to non - fiction books that are structured in different ways.<br/>Discussing and clarifying the meaning of words, linking new vocabulary to known vocabulary.<br/>Drawing on what they already know or on background information and vocabulary provided.<br/>Answering and asking questions.<br/>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> |
| Maths   | <p><b>Place Value – Step 1</b><br/>I can read and write numbers from 1 to 20 in numerals.<br/>I can read and write numbers from 1 to 20 in words.</p> | <p><b>Place Value – Steps 1-4</b><br/>I can read and write numbers from 1 to 20 in numerals.<br/>I can read and write numbers 1 to 20 in words<br/>I can read and write numbers from 1 to 100 in numerals.<br/>I can identify, represent and estimate numbers to 100 using different representations.<br/>I can identify, represent and estimate numbers to 100 on a number line.<br/>I can count in steps of 1s or 10s from any number, forward and backward.<br/>I can recognise the place value of each digit in a 2-digit number (tens, ones)</p>                                                                                                                                                              | <p><b>Place Value – Steps 5-8</b><br/>I can read and write numbers from 1 to 100 in numerals.<br/>I can read and write numbers from 1 to 100 in words.<br/>I can identify, represent and estimate numbers to 100 using different representations.<br/>I can identify, represent and estimate numbers to 100 on a number line.<br/>I can recognise the place value of each digit in a 2-digit number (tens, ones)<br/>I can partition numbers to 100.<br/>I can flexibly partition numbers to 100.</p>                                                                                                                                                                                                                  | <p><b>Place Value – Steps 9-12</b><br/>I can count in steps of 2, 3 and 5 from 0 forward and backward.<br/>I can count in steps of 10 from any number, forward and backward.<br/>I can identify, represent and estimate numbers to 100 using different representations.<br/>I can recognise the place value of each digit in a 2-digit number (tens, ones)<br/>I can identify, represent and estimate numbers to 100 on a number line.<br/>I can compare and order numbers from 0 up to 100.<br/>I can use &lt;, &gt; and = signs.</p>                                                                                                                                                                              | <p><b>Place Value – Steps 13-16</b><br/>I can recognise the place value of each digit in a 2-digit number (tens, ones)<br/>I can compare and order numbers from 0 up to 100.<br/>I can use &lt;, &gt; and = signs.<br/>I can count in steps of 2, 3 and 5 from 0 forward and backward.<br/>I can count in steps of 10 from any number, forward and backward.</p> <p><b>End of Unit Assessment</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Addition and Subtraction – Steps 1-4</b><br/>I can represent and use number bonds and related subtraction facts within 20.<br/>I can recall and use addition and subtraction facts to 20 fluently.<br/>I can derive and use related facts up to 100.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Addition and Subtraction – Steps 5-8</b><br/>I can add and subtract numbers using concrete objects, pictorial representations, and mentally.<br/>I can add and subtract a 2-digit number and 1s.<br/>I can add and subtract a 2-digit number and 10s.<br/>I can add and subtract two 2-digit numbers.<br/>I can add three 1-digit numbers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Addition and Subtraction – Steps 9-12</b><br/>I can add and subtract numbers using concrete objects, pictorial representations, and mentally.<br/>I can add and subtract a 2-digit number and 1s.<br/>I can add and subtract a 2-digit number and 10s.<br/>I can add and subtract two 2-digit numbers.<br/>I can add three 1-digit numbers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| Science   |  | I can identify different everyday materials and their properties.                                                                                                                                                                                                                                                                                                         | I can identify and compare the suitability of everyday materials for particular uses.                                                                                                                                                                                                                                                                                     | I can identify objects that can change shape by bending, twisting, stretching and squashing                                                                                                                                                                                                                                                                               | I can identify different materials around our school and explain why they have been used.                                                                                                                                                                                                                                                                                 | I can explain why different materials are used for the same objects.                                                                                                                                                                                                                                                                                                      | I can prove which materials would make the best mop.                                                                                                                                                                                                                                                                                                                      | I can identify and compare the suitability of everyday materials for particular uses.<br>I can investigate the best material to use to make a bridge.                                                                                                                                                                                                                     |
| History   |  |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                           | Black history Month:<br>I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.                                                                                                                                                                                                  | Black history Month:<br>I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.                                                                                                                                                                                                  | Black history Month:<br>I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.                                                                                                                                                                                                  | Black history Month:<br>I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.                                                                                                                                                                                                  |
| Geography |  | <b>Would you prefer to live in a hot or cold place? 1 – Where are the continents? Part 1</b><br>To name and locate the seven continents.<br>I can name the seven continents.<br>I know that a continent is a large area of land.<br>I can locate the seven continents on a world map.                                                                                     | <b>Would you prefer to live in a hot or cold place? 1 – Where are the continents? Part 2</b><br>To name and locate the seven continents.<br>I can name the seven continents.<br>I know that a continent is a large area of land.<br>I can locate the seven continents on a world map.                                                                                     | <b>Would you prefer to live in a hot or cold place? 2 – Where are the coldest places on earth?</b><br>To locate the North and South Poles.<br>I can locate the North Pole on a world map.<br>I can locate the South Pole on a world map.<br>I can identify some of the physical features of the poles.                                                                    | <b>Would you prefer to live in a hot or cold place? 3 – Where is the equator?</b><br>I know the Equator is an imaginary line around the middle of the Earth.<br>I can identify two countries located on the Equator.<br>I know some of the features found on the Equator.                                                                                                 | <b>Would you prefer to live in a hot or cold place? 4 – What is life like in a hot place?</b><br>I can locate Kenya on a world map.<br>I can describe some human and physical features of the region.<br>I can describe some key similarities and differences between the UK and Kenya.                                                                                   | <b>Would you prefer to live in a hot or cold place? 5 – Do we live in a hot or cold place?</b><br>I can measure and record local weather conditions.<br>I know that ‘weather’ means short-term conditions and ‘climate’ means long-term conditions.<br>I can recognise different types of climate on a world map.                                                         | <b>Would you prefer to live in a hot or cold place? 6 – Would you like to live in a hot or cold place?</b><br>I can recognise three features of a hot place and three features of a cold place.<br>I can locate one hot country and one cold country on a world map.<br>I know why some countries are hotter or colder than others.                                       |
| RE        |  |                                                                                                                                                                                                                                                                                                                                                                           | <b>How and why do some people give thanks?</b><br>I can identify how and why some people say thank you by reflecting on personal experience.                                                                                                                                                                                                                              | <b>Why is harvest an important time for giving thanks?</b><br>I can recognise how and why some people celebrate harvest by examining what they say and do.                                                                                                                                                                                                                | <b>How and why do some people thank God?</b><br>I can identify why some Hindus and Christians feel thankful to God by exploring stories.                                                                                                                                                                                                                                  | <b>How can puja express thanks?</b><br>I can describe how and why some Hindus express gratitude to God by exploring puja.                                                                                                                                                                                                                                                 | <b>How do some people thank God?</b><br>I can identify how some Hindus and Christians thank God by examining what they do.                                                                                                                                                                                                                                                | <b>How do some Christians use music to express gratitude?</b><br>I can explore music to understand how some Christians thank God.                                                                                                                                                                                                                                         |
| Music     |  | <b>Hands, Feet, Heart</b><br>I can use my body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.<br>After listening, I can talk about the song and answer the questions together using correct musical language.<br>I can start to learn to sing the song.<br>I can perform the song. | <b>Hands, Feet, Heart</b><br>I can use my body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.<br>After listening, I can talk about the song and answer the questions together using correct musical language.<br>I can start to learn to sing the song.<br>I can perform the song. | <b>Hands, Feet, Heart</b><br>I can use my body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.<br>After listening, I can talk about the song and answer the questions together using correct musical language.<br>I can start to learn to sing the song.<br>I can perform the song. | <b>Hands, Feet, Heart</b><br>I can use my body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.<br>After listening, I can talk about the song and answer the questions together using correct musical language.<br>I can start to learn to sing the song.<br>I can perform the song. | <b>Hands, Feet, Heart</b><br>I can use my body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.<br>After listening, I can talk about the song and answer the questions together using correct musical language.<br>I can start to learn to sing the song.<br>I can perform the song. | <b>Hands, Feet, Heart</b><br>I can use my body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.<br>After listening, I can talk about the song and answer the questions together using correct musical language.<br>I can start to learn to sing the song.<br>I can perform the song. | <b>Hands, Feet, Heart</b><br>I can use my body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.<br>After listening, I can talk about the song and answer the questions together using correct musical language.<br>I can start to learn to sing the song.<br>I can perform the song. |

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| Computing |                                                                                                                                                                                                     | <b>Code of Conduct and Logging in - Ipad</b><br><br>I know how to use an ipad to log in to a website and follow instructions given                                                                                                                                                                                                                                                                      | <b>Logging in - Laptops</b><br><br>I know how to access a ‘to do’ on Purple Mash and save my work.                                                                                                                                                                                                                                                                                                                                                       | <b>Online Safety – self image and identity session 1 and 2</b><br>I can explain how other people may look and act differently online and offline.<br>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened.                                                                                                                                                                                                                                      | <b>Unit 2.6 – Creating Pictures 1</b><br>I can explore 2Paint to paint a picture.<br>I can look at the work of Impressionist artists and recreate them using the Impressionism template.                                                                                                                                                                                                                                                                                                                                                              | <b>Unit 2.6 – Creating Pictures 2</b><br>I can look at the work of pointillist artists such as Seurat.<br>I can recreate pointillist art using the Pointillism template.                                                                                                                                                                                                                                                                                                                                                                    | <b>Unit 2.6 – Creating Pictures 3</b><br>I can look at the work of Piet Mondrian and recreate it using the Lines template.                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Unit 2.6 – Creating Pictures 4</b><br>I can look at the work of William Morris and recreate it using the Patterns template.                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| PSHE      | Golden Rules<br>Classroom jobs<br>PSHE Rules<br><br>I remember and can explain some of the things I learnt in PSHE in Year 1<br>I can explain some rules to help everyone learn in our PSHE lessons | <b>KAPOW My Healthy Self</b><br>How Does moving My body Make Me feel?<br>To describe how being active makes me feel.                                                                                                                                                                                                                                                                                    | <b>All about Me!</b><br><b>Pantosaurus Privates are private</b><br><b>Always remember your body belongs to you</b><br><b>No means no</b><br><b>Talk about secrets that upset you</b><br><b>Speak up, someone can help</b><br>I know my right to say no to things that make them feel upset or uncomfortable<br>I can name parts of the body.<br>I know who I can turn to if they ever feel upset or worried.                                             | <b>KAPOW My Healthy Self</b><br>Why is sleep important?<br>To explain why sleep is important and how a bedtime routine can help.                                                                                                                                                                                                                                                                                                                                                                       | <b>KAPOW My Healthy Self</b><br>What foods can help me stay healthy?<br>To recognise and explain that vegetables And fruit ca help to keep our bodies healthy.                                                                                                                                                                                                                                                                                                                                                                                        | <b>KAPOW Family &amp; My Healthy Self</b><br>How can I make some healthy food and drink choices?<br>To explain how healthy food and drink choices can help the body and mind.                                                                                                                                                                                                                                                                                                                                                               | <b>KAPOW My Healthy Self</b><br>What can I do to keep my teeth healthy and clean?<br>To identify ways to keep my teeth clean and healthy.                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>KAPOW My Healthy Self</b><br>How can I make healthy choices every day?<br>To use what I know about looking after my body to create a healthy daily routine.                                                                                                                                                                                                                                                                                                                                                                                                  |
| PE        |                                                                                                                                                                                                     | <b>Outdoor - Real PE – Personal Cog</b><br>I will learn to explore footwork patterns and move smoothly with balance and control.<br><br><b>Indoor - Dance</b><br>I will learn to move with balance and control when holding a shape.<br>I will learn to perform a range of balance positions on the floor.<br>I will learn to perform a variety of smooth, fluent movements when moving between shapes. | <b>Outdoor - Real PE – Personal Cog</b><br>I will learn to complete my footwork patterns with balance and control throughout.<br>I will learn to move with smooth, fluent movements.<br>I will learn to move well in both directions / sides.<br><br><b>Indoor - Dance</b><br>I will learn to perform a range of partner and standing floor shapes.<br>I will learn to move with balance and control when holding shapes and when moving between shapes. | <b>Outdoor - Real PE – Personal Cog</b><br>I will learn to complete my footwork patterns with balance and control throughout.<br>I will learn to move with smooth, fluent movements.<br>I will learn to move well in both directions / sides.<br><br><b>Indoor - Dance</b><br>I will learn to perform a diverse range of circle moves.<br>I will learn to perform a diverse range of circle moves including jumps and turns.<br>I can perform repeatable movements including circles and half circles. | <b>Outdoor - Real PE – Personal Cog</b><br>I will learn to balance with my standing foot still.<br>I will learn to balance with my non-standing foot off the floor.<br>I will learn to balance on one leg with minimum wobble.<br><br><b>Indoor - Dance</b><br>I will learn to perform a diverse range of movements led by circles with a partner.<br>I will demonstrate strong start and finish positions.<br>I will learn to land softly in my jumps.<br>I will learn to perform a sequence of movements containing circles, shapes and partnering. | <b>Outdoor - Real PE – Personal Cog</b><br>I will learn to balance with my standing foot still.<br>I will learn to balance with my non-standing foot off the floor.<br>I will learn to balance on one leg with minimum wobble.<br><br><b>Indoor - Dance</b><br>I will learn to perform a range of body movements demonstrating moving like silk.<br>I will learn to perform a diverse range of moves, including linking silk moves with shapes and circles.<br>I will learn to move smoothly and fluently when transitioning between moves. | <b>Outdoor - Real PE – Personal Cog</b><br>I will learn to balance with my standing foot still.<br>I will learn to balance with my non-standing foot off the floor.<br>I will learn to balance on one leg with minimum wobble.<br><br><b>Indoor - Dance</b><br>I will learn to can perform a variety of shapes, circles and silk moves with balance and control.<br>I will learn to develop a sequence of movements including shapes, circles, silk moves and partnering.<br>I will learnt to demonstrate how to put moves together, remember and perform them. | <b>Outdoor - Real PE – Personal Cog</b><br>I will learn to balance with my standing foot still.<br>I will learn to balance with my non-standing foot off the floor.<br>I will learn to balance on one leg with minimum wobble.<br><br><b>Indoor - Dance</b><br>I will learn to can perform a variety of shapes, circles and silk moves with balance and control.<br>I will learn to develop a sequence of movements including shapes, circles, silk moves and partnering.<br>I will learnt to demonstrate how to put moves together, remember and perform them. |
| Art       | I will learn to name primary and secondary colours.<br>I will learn to talk about colour changes and make predictions about what will happen when two colours mix.                                  | I will learn to name the primary and secondary colours.<br>I will learn to describe what happens when I mix two secondary colours.<br>I will learn how to make colours lighter or darker.                                                                                                                                                                                                               | I will learn to describe colours and textures.<br>I will learn to choose painting tools to recreate a texture.<br>I will learn to mix a range of secondary colours.                                                                                                                                                                                                                                                                                      | I will learn to describe colours and textures.<br>I will learn to choose painting tools to recreate a texture.<br>I will learn to mix a range of secondary colours.                                                                                                                                                                                                                                                                                                                                    | I will learn to explain the word collage.<br>I will learn to choose materials and tools to make textures with paint.<br>I will learn to mix colours to match something I see.<br>I will learn about the work of Romare Bearden.                                                                                                                                                                                                                                                                                                                       | I will learn to choose collage materials based on colour and texture.<br>I will learn to describe how my choices match my ideas.<br>I will learn to try out different arrangements of materials including overlapping.                                                                                                                                                                                                                                                                                                                      | I will learn to choose collage materials based on colour and texture.<br>I will learn to describe how my choices match my ideas.<br>I will learn to try out different arrangements of materials including overlapping                                                                                                                                                                                                                                                                                                                                           | I will learn to choose collage materials based on colour and texture.<br>I will learn to describe how my choices match my ideas.<br>I will learn to try out different arrangements of materials including overlapping                                                                                                                                                                                                                                                                                                                                           |

