

+Enrichment/Trips			Trip to Cotswold Wildlife Park			
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Topic	Our Amazing World	Royalty	Oceans and Weather	People Who Changed the World	Australia	Our High Street
English – Writing based on texts	On Sudden Hill by Benji Davies I Want My Hat Back by Jon Klassen Not Now Bernard by David McKee	Traditional Tales Cinderella Goldilocks and the Three Bears Nursery Rhymes The Night Before Christmas Mog's Christmas Calamity by Judith Kerr	Grandad's Island by Benji Davies Good Little Wolf (New year's resolutions) by Nadia Shireen	The Darkest Dark by Chris Hadfield Beegu by Alexis Deacon Three Little Aliens and the Big Bad Robot by Margaret McNamara	Masai and I My name is not refugee.	Where The Wild Things Are A World of Your Own The Little Land
Writing objectives to cover	- saying out loud what they are going to write about. - composing a sentence orally before writing it. - Sequencing sentences to form short narratives. - re-reading what they have written to	- sequencing sentences to form short narratives. - joining words and joining clauses using and - leaving spaces between words	- joining words and joining clauses using and - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop,	To be developed	To be developed	To be developed

	check that it makes sense. • discuss what they have written with the teacher or other pupils. • read their writing aloud clearly enough to be heard by their peers and the teacher. • leaving spaces between words. • joining words and joining clauses using "and". • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs. • to combine words to make sentences,	• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • saying out loud what they are going to write about • composing a sentence orally before writing it	question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • saying out loud what they are going to write about • composing a sentence orally before writing it • using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs			
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	including using and • Sequencing sentences to form short narratives. • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I') • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	• sequencing sentences to form short narratives.	• using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • sequencing sentences to form short narratives.			
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	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark					
Opportunities for writing	On Sudden Hill - Lists using bullet points. - Speech bubbles. - Thought bubbles. - labelling - Sentences using 'and' and 'because'. I Want My Hat Back - Ask questions. - Suffix 'ing' - Write questions using question marks. - Hot seating - Making inferences using character splot. - Role play - Speech bubbles as a two-way conversation	Traditional Tales Cinderella - Using adjectives to describe the characters. - Using 'and' - Retell the story of Cinderella. Goldilocks and the Three Bears - Using 'because' - Sentence using adjective to describe Goldilocks. - Using 'and' - Create wanted	Grandads Island - Sequence the story. - Plan and write a recount. - Describe the setting using adjectives. - Using senses to write. - Write a postcard. - Write a letter Suffix and prefix focus week. - Making a list by adding the suffixes and prfix to the root word.	Beegu	To be developed	To be developed

	• Perform a rap with rhythm. • Planning a story • Write a short story Not Now Bernard • Role Play • Sequencing the story • Speech bubble as a conversation • Create draw and label a monster from your imagination. • Sentences including adjectives to describe their monsters.	posters for Goldilocks. • Write an apology letter. • Sequence the story. • Retell the story of Goldilocks. Nursery Rhymes Learn and recite nursery rhymes. The Night Before Christmas • Write a letter to Father Christmas • Write a Christmas List • Learn and recite parts of the poem.	• Using the suffixes and prefix in sentences. Good Little Wolf • Write their New Year Resolutions • Write a recipe. • Write thought bubbles. • Describe the Big bad Wolf using the prefix 'un' • Rewrite the ending of the story. • Retell the story of the 'good Little Wolf' (Independent write)			
End of unit writing in purple books	Retell the story of I want my Hat Back Retell the story of Not Now Bernard	Retell the story of Cinderella.	Retell the story Of Grandad's Island	Retell the story of Beegu in the first person.	To be developed	To be developed

		Retell the story of Goldilocks and the Three Bears Mog's Christmas Calamity by Judith Kerr				
Whole Class Reading – End of the day stories	Can't You Sleep Little Bear? By Martin Wadell We're going on a Bear Hunt by Michael Rosen and Helen Oxenbury Peace at Last by Jill Murphy Two Monsters by David McKee Elmar By David McKee	Traditional Tales and Nursery Rhymes	The True Story of the 3 Little pigs by Jon Scieszka Mr Wolfs Pancakes by Jan Fearnley Little Red Hiding Hood The Storm Whale by Benji Davis The Storm Whale in Winter by Benji Davies	Other books to do with space and aliens	To be developed	To be developed
	Autumn		Spring		Summer	
Maths White Rose	Place value (within 10) read and write numbers from 1 to 10 in numerals and words. Addition and subtraction (within 10) represent and use number bonds and related subtraction facts within 10. add and subtract one-digit and two-digit	Shape recognise and name common 2-D and 3-D shapes, including: 2-D shapes [e.g., rectangles (including squares), circles and triangles] 3-D shapes [e.g., cuboids (including cubes), pyramids and spheres]	Place value (within 20) read and write numbers from 1 to 20 in numerals and words. Addition and subtraction represent and use number bonds and related subtraction facts within 20. add and subtract one-digit and two-digit	Place value (within 50) read and write numbers from 1 to 50 in numerals and words. Length and height compare, describe, and solve practical problems for: lengths and heights [e.g., long/short, longer/shorter,	Multiplication and division <i>count in multiples of twos, fives, and tens</i> (Copied from Number and Place Value solve one-step problems involving multiplication and division, by calculating the answer using concrete objects,	Place value (within 100) count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.

	numbers to 10, including zero. Shape recognise and name common 2-D and 3-D shapes, including: 2-D shapes [e.g., rectangles (including squares), circles and triangles] 3-D shapes [e.g., cuboids (including cubes), pyramids and spheres]		numbers to 20, including zero.	tall/short, double/half]] time [e.g., quicker, slower, earlier, later] Mass and volume compare, describe, and solve practical problems for: mass/weight [e.g., heavy/light, heavier than, lighter than] capacity and volume [e.g., full/empty, more than, less than, half, half full, quarter] measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes	pictorial representations, and arrays with the support of the teacher. Fractions recognise, find, and name a half as one of two equal parts of an object, shape, or quantity. recognise, find, and name a quarter as one of four equal parts of an object, shape, or quantity. Position and direction describe position, direction, and movement, including half, quarter, and three-quarter turns.	given a number, identify one more and one less. use the language of equal to, more than, less than (fewer), most, least identify and represent numbers using objects and pictorial representations including the number line. Time tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. recognise and use language relating to dates, including days of the week, weeks, months, and years. time [e.g., quicker, slower, earlier, later]
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Science Year round Seasonal Changes Knowledge: Know that the seasons change over the year. Name the seasons and suggest the type of weather in each season. Know how the amount of daylight in a day will change over the year.				Materials Knowledge: Know the difference between an object and the material it is made from. know the materials that an object is made from. name wood, plastic, glass, metal, water, and rock. know the properties of everyday materials. Know how to group objects based on the materials they are made from. know why a material might be useful for a specific job. know that solid shapes can be changed by squashing, bending, twisting, and stretching.	Plants Knowledge: Know and name a variety of common wild and garden plants. Know and name the petals, stem, leaf, and root of a plant. Know and name the roots, trunk, branches, and leaves of a tree. Know what a deciduous tree is. Know what an evergreen tree is.	Animals including humans. Knowledge: Know and name a variety of animals including fish, amphibians, reptiles, birds, and mammals. Know how to classify animals by what they eat (carnivore, herbivore, and omnivore) Know that animals can be sorted into categories (including fish, amphibians, reptiles, birds, and mammals) Know what makes something living or non-living (MRSGREN) Know the parts of the human body that I can see. Know the correct part of the human body to each sense.

						identify and classify animals.
Computing	Technology around us Recognising technology in school and using it responsibly.	Digital painting Choosing appropriate tools in a program to create art and making comparisons with working non-digitally.	Moving a robot Writing short algorithms and programs for floor robots and predicting program outcomes.	Grouping data Exploring object labels, then using them to sort and group objects by properties.	Digital writing Using a computer to create and format text, before comparing to writing non-digitally.	Programming animations Designing and programming the movement of a character on screen to tell stories.
Geography Curriculum Companions	Mapping the UK: Mapping the school England, Scotland, Wales, and N Ireland Knowledge: Know the Geography of the school and where their classroom is. Know the countries of the UK are England, Scotland, Wales, and Northern Ireland Know the capital cities of the countries of the UK are London, Cardiff, Belfast, and Edinburgh Know the flags of the countries of the UK. Know some of the physical and human.		Contents and oceans Knowledge: Know and locate on a map the seven continents and oceans. Know some of the countries found in the continents. Know what a continent is. Know what an ocean is. Know the difference between a continent and a country. Know that the part of the Earth's crust that is not submerged by water is called land.		Australia Knowledge: Know where Australia is on a map. Know that Australia is a country. Know Canberra is the capital city of Australia Know Sydney is an important city in Australia and some of its landmarks. Know what the Great Barrier Reef is and its importance.	

	geography of England, Scotland, Wales, and Northern Ireland – cities, hills, mountains. Know England has the greatest population in the UK.		Know that Asia is the biggest continent and organise them in size and population. Know that Antarctica is an uninhabited continent.		Know about Daintree Rainforest and its wildlife. Know how wildlife in Australia differs from that in the UK. Know the indigenous people in Australia are called Aboriginals and recognise some of their artwork. features.	
History Curriculum Companions		Famous Queens Knowledge: Understand what a monarch is and where monarchs live. Know when Queen Victoria and Queen Elizabeth II were Queens of England Know who Queen Victoria was. Know what Queen Victoria's role was during her reign. Understand the impact of Queen		Moon Landing and nursing Knowledge: Know about the life of Neil Armstrong and his role in the mission to the moon. Understand the events of the moon landing and the Apollo 11 mission. Know why the moon landing is a significant event and describe its impact. Know about the life of Mary Seacole and		Story of our high street (Local study) Knowledge: 1)To know what Wantage marketplace was like before. (in the 1950s) 2)To know how Wantage marketplace has changed. (Children could complete this as a field trip.) 3)To know what kind of shops there were in the

		Victoria on future monarchs. Know who Queen Elizabeth II is and her role.		compare her to Florence Nightingale. Know the life of Florence Nightingale and her impact on nursing practices. Recognise ways that hospitals have changed over time.		past in the locality. 4)To know what it was like to shop for food in the past 5)To know how food used to be packaged and compare it to how it is packaged now. 6)To know how people paid for products in the past
RE (Discovery RE)	Religion: Christianity Concept: God/Creation Theme: Creation Story Key Question: Does God want Christians to look after the world? Knowledge: Creation story from the book of Genesis in the Bible in the Old Testament. God is the creator of the world according to the Bible and this is also in the Creed (the beliefs of the Christian	Religion: Christianity Concept: Incarnation Theme: Christmas Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem? Knowledge: Mary was a young Jewish woman whom God chose to be the mother of his son, Jesus, and he sent his angel,	Religion: Christianity Concept: Incarnation Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Knowledge: The Christian concept of incarnation: God becoming man or literally being “made flesh”. Christians believe Jesus was fully	Religion: Christianity Concept: Salvation Theme: Easter – Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowd on Palm Sunday? Knowledge: Christian concept of Salvation: the saving of mankind from permanent	Religion: Judaism Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Knowledge: The Jewish Holy books (Tenakh) contain core beliefs and stories including the Creation Story in which God creates the world in six days and rests on the seventh – the	Religion: Judaism Theme: Shabbat Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Knowledge: <u>Rosh Hashanah</u> is also known as the Head of the Year; it is celebrated on the first and second days of the seventh month, Tishri,

	church) used by many Christian congregations In the Genesis account (Chapter 1) within the Bible, God gives the first humans the responsibility to look after the world He has created: <i>“Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.”</i>	Gabriel, to ask this of her. Mary agreed (this is called her “Fiat”) and Jesus was born in Bethlehem. This is the Christian concept of incarnation: God becoming man or literally being “made flesh”. The star in the sky symbolises Jesus’ importance and how he could be a light for other nations. The gifts show that Jesus was a type of both king and God, and would die.	human and fully God, therefore sinless (unable to do wrong) so this would impact on how he would be in relation with people around him who were perhaps not liked, outcasts, or law-breakers.	separation from God by the death and resurrection of Jesus Trinity. This is the ‘complete relationship’ between God (the Father), Jesus (his son) and the Holy Spirit Palm Sunday is the day where Jesus rode into Jerusalem. He fulfilled Old Testament prophecies which said that this would happen when the “king” came.	Sabbath. As the Jewish weeks start on a Sunday, Saturday is the 7th day, the day of rest – Shabbat. The law books attributed to Moses include the 10 commandments – one of these is to ‘Honour the Sabbath’. Shabbat (Sabbath) is celebrated both in the home and the synagogue and the main requirement is that no work should be attempted from sunset on Friday until sunset on Saturday. The start of Shabbat is marked with a special meal and ceremony in the home.	and is the Jewish New Year festival. Rosh Hashanah, itself, has several meanings including: • Commemorating the anniversary of the creation otherwise known as the birthday of the universe. • Being called the day of judgement and the day of remembrance by rabbis (Jewish teachers) It is day of prayer, a time to ask for help in the year ahead and a time to remember the power of God whom they believe created the universe <u>Yom Kippur</u> Yom Kippur known as the Day of Atonement, follows 10 days
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					When worshipping, Jews wear a skull cap called a kippah. This is usually worn by men as a sign of respect to God.	after Rosh Hashanah. These ten days from Rosh Hashanah to Yom Kippur are known as the High Holy Days and are days of repentance. Yom Kippur remembers the day Moses asked God to forgive the people of Israel for their sins. On Yom Kippur, the holiest day of the year, God assesses a person's behaviour over the last year and this is sealed in the Book of Life.
PSHE SCARF	Me and My Relationships Knowledge: About rules and age restrictions that keep us safe. About how to treat themselves and others	Valuing Differences Knowledge: To recognise the ways in which we are all unique. About different types of families including	Keeping Myself Safe Knowledge: About what keeping healthy means, different ways to keep healthy. About how physical activity helps us to stay	Rights and Responsibilities Knowledge: About dental care and visiting the dentist, food and drink that support dental health.	Being My Best Knowledge: About foods that support good health and the risks of eating too much sugar.	Growing and changing Knowledge: About growing and changing from young to old and how people's needs change.

	with respect; how to be polite and courteous. About what rules are, why they are needed, and why different rules are needed for different situations. About ways of sharing feelings, a range of words to describe feelings. About different feelings that humans can experience. How feelings can affect people's bodies and how they behave. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. About different types of families including those that may be different to their own. Know the key words to describe genitals and body parts: penis, vulva, breasts.	those that may be different to their own. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online. About how people may feel if they experience hurtful behaviour or bullying. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable. About the roles different people play in our lives. About the different groups they belong to	healthy; and ways to be physically active every day. About things that help people feel good (e.g., spending time with family, getting enough sleep). About why sleep is important and different ways to rest and relax. About the people whose job it is to help keep us safe. That it is important to tell someone if something about their family makes them unhappy or worried. About change and loss, to identify feelings associated with this; to recognise what helps people to feel better. That medicines can help people to stay healthy. That household products can be harmful if not used correctly. About things that people can put into their body or their skin; how these can affect how people feel.	How people and other living things have different needs; about the responsibilities of caring for them. What money is; forms that money comes in; that money comes from different sources. That people make different choices about how to save and spend money. That money needs to be looked after; different ways of doing this.	About what is kind and unkind behaviour, and how this can affect others. .	How people and other living things have different needs; about the responsibilities of caring for them. That it is important to tell someone if something about their family makes them unhappy or worried. About the importance of not keeping adults' secrets.
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			About knowing there are situations when they should ask for permission and when their permission should be sought.			
Art	Spirals Using drawing, collage, and mark-making to explore spirals. Introducing sketchbooks. Knowledge: That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can draw from imagination or imagination		Simple Printmaking Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry. Knowledge: Understand prints are made by transferring an image from one surface to another. Understand relief prints are made when we print from raised images (plates).		Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird. Knowledge: Understand that collage is the art of using elements of paper to make images. Understand we can create our own papers with which to collage. Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Understand the meaning of 'Design through making'.	

DT		Children to plan, cut stick and sew their own Christmas tree decoration. Knowledge: Structures Know how to make freestanding structures stronger, stiffer, and more stable. Know and use technical vocabulary relevant to the project. Textile Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g., running stitch, glue, over stitch, stapling. Explore different finishing techniques. Know and use technical vocabulary		To prepare and cook foods from another country. Knowledge: Understand where a range of fruit and vegetables come from e.g., farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell plate. Know and use technical and sensory vocabulary relevant to the project.		Sliding pictures/Split pin clocks Knowledge: Know how to make freestanding structures stronger, stiffer, and more stable. Know and use technical vocabulary relevant to the project. Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project.

		relevant to the project.				
Language						
Music	Counting in internalising the beat what instruments /sounds go well together identifying the pace of the beat internalising a rhythmic pattern to reproduce it smaller instruments make higher sounds, larger instruments make lower sounds		Recognise how graphic notation can represent created sounds. Understand the difference between creating a rhythm pattern and a pitch pattern. Maintaining the beat while listening		Matching what they hear to what they perform Use music technology A variety of body percussion sounds, and which would be most appropriate to use How to use words to create rhythm patterns Follow a graphic score	
PE Complete PE	Locomotion: Running 1.To recap jumping, in different directions, at different speeds and different levels. 2. To begin to develop their understanding of how to jump efficiently. 3. To explore how jumping affects our bodies 4. To explore skipping. 5. To apply our understanding of jumping	Ball Skills: Hands 1 1. To develop using our feet to move with a ball. 2. To apply dribbling with our feet into games. 3. To consolidate pupils understanding of where to dribble and why. 4. To explore kicking (passing) a ball. 5. To develop pupils kicking (passing)	Ball Skills: Feet 1. To recap the different ways of using our feet to move with a ball. 2. To develop using our feet to move with a ball. 3. To apply dribbling with our feet into games. 4. To consolidate pupils understanding of where to dribble and why.	Ball Skills: Hands 2 1. To introduce throwing (underarm). 2. To develop throwing (underarm) a beanbag. 3. To work in a team and apply the underarm throw in a competitive situation. 4. To explore different ways of	Locomotion: Jumping 1.To recap jumping, in different directions, at different speeds and different levels. 2. To begin to develop their understanding of how to jump efficiently. 3. To explore how jumping affects our	Team Building 1. To introduce teamwork. 2. To develop the skills required to make an effective team. 3. To understand why it is important to trust our partner (team) if we are going to be successful. 4. To continue to develop our

	and skipping into a game. 6. To bring together the suggested sequence of learning into a level 1 tournament. Gymnastics: Wide, Narrow and Curled 1. To apply 'champion gymnastics' to explore movements and balances in a wide way on the floor and on apparatus. 2. To apply 'champion gymnastics' to explore movements and balances in a narrow way on the floor and on apparatus. 3. To apply 'champion gymnastics' to explore movements and balances in a curled way on the floor and on apparatus. 4. To allow pupils to continue to explore the three theme words: narrow, wide and curled using different ways of transitioning between each shape using apparatus. 5. To allow pupils to explore combining wide, narrow, and curled	technique applying this into a game to score points. Gymnastics: Body parts 1. To apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus. 2. To apply 'champion gymnastics' to explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus. 3. To apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.' 4. To explore the different theme words, ('big' and 'small' with 'narrow,'	5. To explore kicking (passing) a ball. 6. To develop pupils kicking (passing) technique applying this into a game to score points. Dance: Heroes 1. To create a range of controlled movements that represent a superhero. 2. To extend their sequence whilst performing as their character. 3. To extend their creativity as superheroes and explore movements that represent a superhero rescuing/saving, someone/something. 4. To create a range of controlled movements that represent a villain. 5. To respond to a rhythm performing a range of controlled movements that represent a superhero and villain. 6. To respond to create movements that	stopping a ball using our hands. 5. To develop pupils' ability to accurately roll a ball towards a target. 6. To consolidate pupils' ability to accurately roll a ball towards a target. Dance: The Zoo 1. To respond to the stimulus (big animals) using a range of different, controlled movements showing character expression. 2. To respond to the stimulus (small animals) using a range of different and controlled movements. 3. To respond to rhythm using a range of controlled movements. 4. To respond to rhythm using a range of controlled movements that represent arctic animals.	bodies. 4. To explore skipping. 5. To apply our understanding of jumping and skipping into a game. 6. To bring together the suggested sequence of learning into a level 1 tournament. Dance: May Day Fair Dancing (Pat a cake polka) 1. To explore and discuss movement ideas linked to the event of May Day. 2. To move confidently and safely in space, using changes of speed, level and direction. 3. To perform movement phrases using a range of body actions and body parts. 4. To link movement phrases to make a simple dance with a clear	cooperation and communication skills to help us successfully complete a challenge as a team. 5. To explore simple strategies as a team. 6. To explore simple strategies as a team to help us solve a problem. Attack and Defence: Games for Understanding 1. To understand the basic principles of attack. 2. To apply simple attacking principles into a game situation. 3. To understand the basic principles of defence. 4. To apply simple defending principles into a game situation. 5. To consolidate pupils' knowledge of how, where, and
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	movements together. Introduce, 'linking.' 6. To link two movements together by exploring the concept of 'linking'.	'wide' or 'curled,') changing the combinations on different apparatus. 5. To explore adding movement combinations together to create mini sequences. 6. To adapt our mini sequences, exploring how we can make them more creative.	represent a real-life hero.	5. To respond to a rhythm performing a range of controlled movements that represent a big cat and a zookeeper. 6. To explore the relationship between a zookeeper and a big cat, creating movement patterns.	beginning, middle and end. 5. To copy, watch, describe and improve dance movement. 6. To recognise how their body feels when still and when exercising. Cross Country: 1.To know how to prepare the body for physical exercise and how to cool down afterwards. 2. To run the cross-country distance appropriate to their year group and record a time. 3. To develop and maintain a better running technique. 4. To be able to maintain a consistent running pace. 5. To work as part of a team.	why to attack in a game. 6.To consolidate pupils' knowledge of how, where, and why to defend in a game.
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