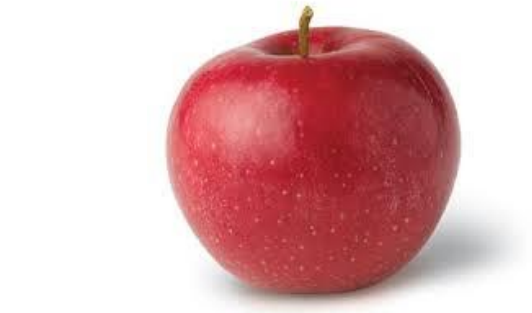
Somerset Traditions



Areas of learning

As **Historians** we will be considering local Somerset traditions and looking in particular at changes in carnival since it began in 1913

As **Geographers** we will be studying the county of Somerset, plotting key carnival sites on a map and making our own local maps.

As **Scientists** we will be considering the basic needs of humans and looking at the eat well plate and the importance of a healthy , balanced diet and regular exercise. We will be also be looking at changes in materials and how to make a simple electrical circuit.

As **Designers** we will be designing, making and evaluating our own carnival floats.

As **Artists** we will be using a wide range of media both in 2D and 3D to express our ideas creatively.

As **Computers** we will be programming, using technology to communicate and thinking about how we can stay safe online.

R.E: Where do we belong?

PSHE: New beginnings

Fun with Languages

Enterprise

As enterprising people we will:

Consider the importance of Somerset traditions on the local economy.
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Rights Respecting

As Rights Respecting citizens we will:

Be developing our understanding of Article 24 UNCRC – All children have the right to clean water and nutritious food so that they will stay healthy.

World and Community

As members of our world and wider community we will:

Explore how the land is used locally and its importance to the local community.

Also look at Ancient Greece as part of our Enrichment Week.

Spiritual and Moral

In our spiritual and moral development we will:

Share feelings associated with the awe and wonder of Somerset Carnival and its uniqueness.

Somerset Traditions

Art and Design

Pupils should be taught:
to use a range of materials creatively to design and make products
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Music

Pupils should be taught to:
* use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music

* experiment with, create, select and combine sounds using the inter-related dimensions of music.

PE

- Swimming
- Games
- To develop practical skills in order to participate, compete and lead a healthy lifestyle

Design and Technology

When designing and making, pupils should be taught to:
Design
Make
Evaluate
Technical Knowledge

History

Pupils should be taught about:

* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

* significant historical events and places in their own locality e.g. Carnival, Bridgwater and West Bradley

Geography

Pupils should be taught to:
* understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Somerset
•identify seasonal and daily weather patterns in the United Kingdom – particularly in Somerset
* use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Science

Pupils should be taught to:
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Light*
• Look at sources and reflections.
Electricity*
• Look at appliances and circuits.
Earth and space
• Observe seasonal changes (Y1) * Non-Statutory

Computing

Fix it and Find it!

I can give instructions to my friend and physically follow their instructions.
I can tell you the order I need to do things to make something happen and talk about this as an algorithm.
I can program a robot to do a particular task.
I can watch a program execute and spot where it goes wrong so that I can debug it.

PSHE / Rights Respecting

To try new things
Work hard
Concentrate
Push themselves
Imagine
Improve
Understand Others
Not others

History

Aims	Milestone 1	Milestone 2	Basic Skills / Lesson Ideas
To investigate and interpret the past	• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.	Use of original artefacts to complete…. Wheat into Flour Timeline Apple juicing sequencing – old/new/past/present labelling Somerset Carnival
To build an overview of world history	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	• Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children	Wheat into Flour Timeline Apple juicing sequencing – old/new/past/present labelling Somerset Carnival Guy Fawkes Remembrance Day

History

Aims	Milestone 1	Milestone 2	Basic Skills / Lesson Ideas
To understand chronology	• Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.	• Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.	Wheat into Flour Timeline Apple juicing sequencing – old/new/past/present labelling Somerset Carnival development

To communicate historically	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
	• Show an understanding of the concept of nation and a nation's history.
	• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace
		• Use appropriate historical vocabulary to communicate, including:
		  • dates
		  • time period
		  • era
		  • change
		  • chronology.
		• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
			Somerset Carnival including Guy Fawkes
			
			Remembrance Day

Geography

Aims	Milestone 1	Milestone 2	Basic Skills / Lesson Ideas
To investigate places	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.	Locate countries/capital cities/seas of the United Kingdom on map Label counties of England including Somerset Identify village of west Pennard, towns of Glastonbury and Shepton Mallet and cities of Wells, Bristol and Bath.
To investigate patterns	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.	Identify key features of Somerset including hills e.g Mendips. Note key human/physical geographical features.

Geography

Aims	Milestone 1	Milestone 2	Basic Skills / Lesson Ideas
To communicate geographically	• Use basic geographical vocabulary to refer to: • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • **key human features**, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	• Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	Maps of Somerset including compass work

Science

Aims	Milestone 1	Milestone 2	Basic Skills / Lesson Ideas
To work scientifically	• Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions	• Ask relevant questions. • Set up simple practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings.	Yeast Investigation
To understand plants	• Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	• Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	

Science

Aims	Milestone 1	Milestone 2	Basic Skills / Lesson Ideas
To understand animals and humans	• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene	• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Describe the ways in which nutrients and water are transported within animals, including humans. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions	Basic characteristics of all living things including humans Eat Well Plate – Breakfast, Lunch and Tea activities Exercise importance Hygiene importance
To investigate living things	• Explore and compare the differences between things that are living, that are dead and that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other	• Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups. • Give reasons for classifying plants and animals based on specific characteristics. • Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats	

Science

Aims	Milestone 1	Milestone 2	Basic Skills / Lesson Ideas
To understand movement, forces and magnets	• Notice and describe how things move, using simple comparisons such as faster and slower. • Compare how different things move. • Observe the apparent movement of the Sun during the day. • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.	• Notice that some forces need contact between two objects and some forces act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.	
To understand electrical circuits	• Identify common appliances that run on electricity. • Construct a simple series electrical circuit.	• Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators and associate metals with being good conductors.	Investigate making a simple electrical circuit to light up Carnival floats

Computing

Aims	Milestone 1	Milestone 2	Basic Skills/Lesson Ideas
To code	Control motion by specifying the number of steps to travel, direction and turn • Add text strings, show and hide objects and change the features of an object. Select sounds and control when they are heard, their duration and volume Control when drawings appear and set the pen colour, size and shape Specify user inputs (such as clicks) to control events • Specify the nature of events (such as a single event or a loop). Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).	• Use specified screen coordinates to control movement. • Set the appearance of objects and create sequences of changes. • Create and edit sounds. Control when they are heard, their volume, duration and rests. • Control the shade of pens • Specify conditions to trigger events. • Use IF THEN conditions to control events or objects • Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). • Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables • Use the Reporter operators () + () () - () () * () () / () to perform calculations.	Lightbot and Lego Fix It Factory activities
To connect	Participate in class social media accounts. • Understand online risks and the age rules for sites	• Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work.	Simple class blog E Safety - Explain why I need to keep my password and personal information private Describe the things that happen online that I must tell an adult about

Computing

Aims	Milestone 1	Milestone 2	Basic Skills/Lesson Ideas
To communicate	Use a range of applications and devices in order to communicate ideas, work and messages.	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	Save and open files containing information for blogging.
To collect	Use simple databases to record information in areas across the curriculum.	Devise and construct databases using applications designed for this purpose in areas across the curriculum.	

PSHE and Rights Respecting

Aims	Bronze	Silver	Basic Skills/Lesson Ideas
To try new things	• Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest.	• Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others	Ongoing
To work hard	• Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest	• Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard	
To concentrate	• Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed	• Focus on activities. • 'Tune out' some distractions. • Search for methods to help with concentration. • Develop areas of deep interest	Ongoing
To push themselves	• Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once	• Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt.	

PSHE and Rights Respecting

Aims	Bronze	Silver	Basic Skills/Lesson Ideas
To imagine	• With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas	• Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas	Ongoing
To improve	• Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help).	• Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements.	
To understand others	• Show an awareness of someone who is talking. • Show an understanding that ones own behaviour affects other people. • Listen to other people's point of view	• Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others.	Ongoing
To not give up	• Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky.	• Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky.	

Art and Design

Aims	Milestone 1	Milestone 2	Basic Skills/Lesson Ideas
To develop ideas	• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language	Observations of Apples and Pears
To take inspiration from the greats (classic and modern)	• Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.	• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.	The Apple in Art: Paul Cezanne – Sill life fruit bowl Rene Magritte – The Son of Man

Art and Design

Aims	Milestone 1	Milestone 2	Basic Skills/Lesson Ideas
Collage: To master techniques	• Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture	• Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage	Collage Apples using mixed material collage – red or green theme to create fruit bowl image – see Paul Cezanne – Still Life
Painting: To master techniques	• Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.	• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour	Colour mixing – Green and different shades of red for apples
Sculpture: To master techniques	• Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.	• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.	Clay – Life cycle of an apple
Digital Media To master techniques	• Use a wide range of tools to create different textures, lines, tones, colours and shapes	• Create images, video and sound recordings and explain why they were created.	Using 2paint creating apple trees.

Art and Design

Aims	Milestone 1	Milestone 2	Basic Skills/Lesson Ideas
Drawing: To master techniques	• Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.	• Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.	
Textiles To master techniques	• Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques	• Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric	
Print: To master techniques	• Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.	• Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.	Printing with apples

Design and Technology

Aims	Milestone 1	Milestone 2	Basic Skills/Lesson Ideas
Food: To master practical skills	• Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.	• Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	Apple pastries
Textiles To master practical skills	• Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).	• Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles	Applique apple cushion
Materials: To master practical skills	• Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	• Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques	Applique apple cushion using a template
Electricals and electronics: To master practical skills	• Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).	• Create series and parallel circuits	

Design and Technology

Aims	Milestone 1	Milestone 2	Basic Skills/Lesson Ideas
Computing: To master practical skills	• Model designs using software	• Control and monitor models using software designed for this purpose.	
Mechanics: To master practical skills	• Create products using levers, wheels and winding mechanisms	• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	
Construction: To master practical skills	• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products	• Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques.	
To design, make, evaluate and improve	• Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design	• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.	

Design and Technology

Aims	Milestone 1	Milestone 2	Basic Skills/Lesson Ideas
To take inspiration from design throughout history	• Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.	• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work	
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PE

Aims	Milestone 1	Milestone 2	Basic Skills/Lesson Ideas
Games: To develop practical skills in order to participate, compete and lead a healthy lifestyle	• Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate	• Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member	SASP Coach Games Sessions (see separate planning)
Dance: To develop practical skills in order to participate, compete and lead a healthy lifestyle	• Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea	• Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching	

PE

Aims	Milestone 1	Milestone 2	Basic Skills/Lesson Ideas
Gymnastics To develop practical skills in order to participate, compete and lead a healthy lifestyle	• Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance	• Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands).	
Athletics: To develop practical skills in order to participate, compete and lead a healthy lifestyle	• Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics when competing with others	• Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances	

PE: Swimming

Aims	Milestone 1	Milestone 2	Basic Skills/Lesson Ideas
Swimming: To develop practical skills in order to participate, compete and lead a healthy lifestyle	• Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements.	• Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water	Swimming Fridays Basic Water confidence Stroke development
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Music

Aims	Milestone 1	Milestone 2	Basic Skills/Lesson Ideas
To perform	• Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.	• Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others	Ten Green Apples Carnival of Animals (scheme)
To compose	• Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.	• Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music	
To transcribe	• Use symbols to represent a composition and use them to help with a performance	• Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent	Carnival of Animals (scheme)
To describe music	• Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch	• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.	