Whole School Curriculum Content – By Subject

	Nursery	Reception	Year 1	Year 2
Supporting documents	*Please see our Early Years Foundation Stage Policy*		*Please see our Teaching, Learning & Curriculum Policy*	
Characteristics of Learning	**Playing and Exploring** Finding out and exploring Playing with what they know Be willing to have a go **Active Learning** Being involved and concentrating Keeping trying Enjoying achieving what they set out to do **Creative and Critical Thinking** Having their own ideas Making links Choosing how to do things **EYFS Top level intention:** Have the confidence to embrace new challenges independently.		**Engagement** I always show curiosity about learning. I can consistently make links and connections between my learning and personal experiences. I can independently challenge my own understanding and show resilience when faced with difficulty. I push my learning boundaries, challenging myself through taking appropriate risks. **Motivation** I can set my own goals and be proud of my achievements. I can show high levels of enthusiasm to learn. I can consistently maintain focus and overcome any distractions. I can take ownership of my learning journey and make decisions about what to do next. **Creativity & Critical Thinking** I can reflect on my own ideas and justify them to others. I can use a trial and error approach to solve open-ended tasks creatively. (Thinking outside the box).	

Reading	• Understand the five key concepts about print (print has meaning, different parts of a book, print can have different purposes, page sequencing). • Read English text from left to right and from top to bottom. • Develop early phonological awareness (spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound). • Engage in extended conversations about stories, learning new vocabulary.	• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups (e.g. digraphs) that each represent one sound and say sounds for them. • Read a few tricky words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and afew tricky words. • Re-read books to build up confidence in word reading, fluency, understanding and enjoyment • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate key events in stories. **EYFS Top-level intention:** Demonstrate imaginative thinking through storytelling and role play.	• Read words with more than one syllable. • Read words with different endings (–s, –es, –ing, –ed, –er and –est) • Read words with contractions (e.g. I'm, she's). • Accurately read a book aloud. • Confidently re-read books aloud so they makes sense and correct myself using phonics. • Talk about the meaning of new words and ask for their meaning. • Answer questions about a story/text (Who? What? When? Where?). • Ask questions to improve my understanding. • Recite some rhymes/poems by heart. • Link what I read or hear read to my own experiences and use what I already know to help me understand books I read or listen to. • Join in with discussions about books, taking turns and listening to what others say. Expressing opinions about them. • Recognise the difference between a fiction and non-fiction text. • Explain why a character might be feeling a certain way. • Predict what might happen, using what I have read so far.	• Read words accurately by recognising alternative pronunciations. • Read words with common suffixes (e.g. -ness, -ment, -ful, -less, -ly). • Read common, familiar words quickly and accurately, without needing to sound them out aloud. • Read with expression. • Link the meaning of new words to other words I already know. Use new words correctly when talking about my reading. • Answer complex questions about a story/text. • Find the answers to questions in a text. I can talk about how one piece of information links to another. • Talk about the meaning/message of a book I have read. • Talk about stories that are set in different times and places. • Explain the differences between a fiction and non-fiction text. • Talk about the structure and purpose of different non-fiction books. • Talk about why an author might have used a particular sentence/word and discuss my favourite words and phrases. • Summarise the main theme of a text. • Explain what the author wants the reader to think at different points in a book. • Make predictions based on my reading of similar books and own experiences.

Writing	• Use print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Begin to write some familiar letters independently. • Use a comfortable grip with good control when holding pens and pencils.	• Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences and begin to use a capital letter and full stop. • Write recognisable letters, most of which are correctly formed. • Write simple phrases and sentences that can be read by others. • Hold a pencil effectively in preparation for fluent writing. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Re-read what they have written. **Top level intention:** Apply physical skills and phonics knowledge to record their ideas.	• Apply phonics knowledge to spell words correctly at current phase, e.g. 2, 3, 4 or 5. • Spells tricky words correctly at current phase, e.g. 2, 3, 4 or 5. • Spell the days of the week. • Apply simple prefix and suffix rules to spell words. • Consistently form lower case & upper case letters correctly carefully thinking about the orientation of letters. • Use 'and' to join words and clauses. • Correctly use full stops & capital letters throughout all writing. • Begin to use question marks and exclamation marks appropriately. • Write sentences in a clear sequence, using correct spacing between words. • Re-read to check writing makes sense, identifying corrections where necessary.	• Independently apply phonics knowledge to spell words correctly across all phases. • Apply phonics knowledge to spell tricky words correctly across all phases. • Apply suffix rules to spell words correctly. • Spell contractions and homophones correctly. • When joining handwriting correctly, form upper and lower case letters of the correct size relative to one another. • Independently use question marks, exclamation marks appropriately and commas in a list. • Use expanded noun phrases to describe. • Use past and present tense correctly. • Use co-ordinating conjunctions (e.g or, and, but) and subordination (eg. when, if, that, because) correctly. • Independently apply SPaG knowledge, e.g. use of possessive apostrophe. • Draw on reading to inform vocabulary and grammar. • Use sentences with different forms in context. • Proof-read to check for errors and add in additions. • Develop stamina for writing coherent narratives.

Maths	• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Count small groups of objects and say one number for each item in order. • Link numerals and amounts up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore different shapes using informal mathematical language. • Make comparisons between objects relating to size, length, weight and capacity during play. • Talk about and identify patterns in their surrounding environment.	• Have a deep understanding of numbers to 10, including the composition of each number. • Continue to develop subitising up to 5. • Automatically recall number bonds up to 5 and some number bonds to 10. • Verbally count beyond 20 and begin to recognise the pattern of thecounting system. • Make comparisons between quantities in different contexts. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue to develop an interest in measurements and use mathematical language to make non-standard measurable comparisons between length, weight and capacity. **Top level intention:** Apply physical skills and phonics knowledge to record their ideas.	• Count forward and backwards to 100 from any given number and record counting in 2s, 5s and 10s. • Use appropriate resources or pictorial methods to answer addition and subtraction number sentences, record answer in numerals. • Record written number sentences with + - =. • Apply number bonds and related subtraction facts to 20. • Use appropriate resources to solve one-step addition, subtraction, multiplication and division problems in a practical context (e.g cm, ml, £). • Use appropriate resources to solve one-step problems. • Use pictorial methods to answer multiplication (supported arrays) and division (supported 'groups of') number sentences. • Recognise, find and name ½ and ¼ fractions. • Independently apply mathematical language for length/height, weight/mass, capacity/volume and time. Record findings. • Recognise and know the value of different denominations of coins and notes.	• Confidently count forward and backwards in 2,3,5,10 from any number. • Recognise the place value of each digit in a 2 digit number and use number facts to solve problems (number bonds, comparing value of digits). • Use < > = signs correctly to compare and order numbers and values. • Correctly form digits and spell number names 0-100. • Independently apply pictorial methods or written methods to answer addition and subtraction number sentences, including in a context (e.g cm, ml, £). • Use the inverse relationship to solve and check calculations addition and subtraction. • Independently apply pictorial methods or written methods to solve multiplication and division number sentences, including in a context (e.g cm, ml, £). • Solve complex problems using reasoning and explain their thinking, including 2 step problems. • Recognise, find, name and write fractions 1/3, ¼, 2/4 ¾, including equivalent fractions for example, ½ of 6 = 3 and recognise the of 2/4 = ½ • Estimate, measure using standard units and explain findings when measuring length/height (cm/m),

	• Extend and create ABAB patterns e.g. stick, leaf, stick, leaf. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		• Sequence events in chronological order using language (e.g. before/after). • Recognise and use language relating to dates, including days of the week, weeks, months and years. • 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 name common 2-D and 3-D shapes. Use mathematical language to describe them. • Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	weight/mass (g/kg), capacity/volume (ml/l) and temperature (ºC). • Find different combinations of coins that equal the same amounts of money or a particular value. • Compare and sequence intervals of time. • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. • Know the number of minutes in an hour and the number of hours in a day. • Identify and describe the properties of 2-D and 3-D shapes, using correct language. • Consistently use mathematical vocabulary to describe position, direction and movement (e.g. clockwise and anticlockwise). • Interpret simple graphs and data, asking and answering questions about totalling and comparing categorical data. • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Science	• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Plant seeds and care for growing plants. • Understand the basic key features of the life cycle of a plant and an animal. • Explore and talk about different forces they can feel with familiar toys. • Talk about the differences between materials and changes they notice in their everyday environment.	• Recognise some environments that are different to the one in which they live. • Explore the natural world around them,making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including between seasons. **Top level intention**: Explore the environment and investigate by asking purposeful questions.	**Working Scientifically** • Ask simple questions and start to recognise that they can be answered in different ways. • Observe closely, using simple equipment to notice 2-3 variable changes. • Perform simple tests to enhance curiosity. Begin to link learning when testing. • Identify and classify and begin to notice patterns. • Use observations and ideas to suggest answers to questions. Start to include scientific language to explain. • Gather and record data to help answer questions. **Programmes of Study** • Explore our unique school grounds to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Look closely to identify and describe the basic structure of a variety of common flowering plants, including trees. • Independently group, identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Make links between common animals to help identify and name	**Working Scientifically** • Ask simple questions and independently find resources to answer questions in different ways. • Observe closely, using simple equipment to independently notice more variable changes. • Perform and lead simple tests to problem solve. Reflect on outcomes. • Make links when identifying and classifying scientific concepts. • Use own observations to link scientific ideas and answer questions by making links. • Collect and analyse data to ask and answer questions. **Programmes of Study** • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Through secondary research, 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. • Through primary research, identify and name a variety of plants and animals in their habitats, including microhabitats. • Make links between animals, helping to describe how animals obtain their food from plants and other animals,

			a variety of carnivores, herbivores and omnivores. • Through observations, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Confidently identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Ask curious questions to distinguish between an object and the material from which it is made. • Recognise and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Thorough group testing, describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Use primary and secondary research to observe changes across all four seasons. • Gather data to help observe and describe weather associated with the seasons and how day length varies.	using the idea of a simple food chain, and identify and name different sources of food. • Produce comparative data to observe and describe how seeds and bulbs grow into mature plants. • Ask curious questions to help find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Notice that animals, including humans, have offspring which grow into adults. • Explore and describe the basic needs of animals, including humans, for survival (water, food and air). • Through tests, describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Collect and analyse data to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Independently use equipment to find out and reflect how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Art and Design Technology	• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits. • Explore different materials freely, to develop ideas about how to use them and what to make. • Develop own ideas and then decide which materials to use. • Join different materials and explore different textures. • Draw with increasing detail, such as representing a face with a circle and beginning to include some emotions. • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour-mixing.	• Explore, use and refine a variety of artistic effects to express ideas and feelings. • Return to and build on previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, formand function. • Share creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. **Top level intention**: Demonstrate imaginative thinking through storytelling and role play.	• Apply knowledge of artists and makers when evaluating products. • Confidently use Art and DT vocabulary in discussion. • Independently use and manipulate a range of tools, techniques and medium to represent ideas. • Use materials appropriately for purpose. • Adapt and explore during making process. • Use simple observations to inform ideas. • Communicate creativity and imagination through their work.	• Confidently apply knowledge of artists and makers, making comparisons and recognising similarities when evaluating products. • Consistently, confidently and accurately use Art and DT vocabulary in discussions. • Use and manipulate a range of tools, techniques and medium with a good level of control. • Select and use materials appropriately for purpose. • Evaluate, adapt and explore during making process. • Draw from a range of stimulus and observations to inform ideas. • Communicate creativity and imagination confidently, identifying original ideas.

Computing	• Begin to explore age-appropriate technology. • Make choices about the buttons/icons to press, touch or click on when using simple software/hardware. • Play on a touch screen game and create simple digital collage. • Explore computers/keyboards/ mouse in role play. • Independently use a painting app and explore the paint and brush tools. • Learn to select options on a touch screen. • Recognise some ways in which the internet can be used to communicate. • Begin to sequence simple familiar tasks.	• Show an interest in technological toys. • Explore a range of technology. • Show an awareness of how to keep safe when using technology. • Give commands/ instructions e.g. forward, backwards, go, stop, when using simple software/hardware. • Begin to input a simple sequence of commands to control a digital device with support (Bee Bot) • Learn about how technology is used to communicate with people. • Identify devices to access information and use technology for a purpose. • Understand the difference between photographs and videos and how to take them.	• Independently log-in to a Chromebook and on Purple Mash (individual users) • Recognise different types and uses of technology used in school and beyond. • Use technology to create and present ideas. • Explore different tools to create an idea using technology. • Use logical reasoning when exploring and creating algorithms. • Use technology safely and asks for help when needed. • Understand how to use technology for a purpose.	• Recognise the impact of different types of technology used in schools and beyond. • Organise and present ideas in different ways using technology. • Combine different tools and effects to create a planned outcome. • Use logical reasoning when creating and debugging algorithms. • Use technology safely and can explain the importance of staying safe online. • Use technology purposefully and innovatively.

Geography	• Explore the natural world around them. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	• Recognise some environments that are different to the one in which they live. • Draw information from a simple map. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Begin to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. **Top level intention**: Explore the environment and investigate by asking purposeful questions.	• Develop fascination and curiosity about the world and its people, and accurately use subject specific vocabulary in discussions. • Explore differences and similarities between physical and human features within the UK. • Gain an understanding of Earth's key physical and human processes, knowing and recognising weather symbols. • Develop contextual knowledge of the location of significant places, naming and locating within the United Kingdom, including the seas. • Know features of hot and cold places in the world. • Become familiar with geographical terminology using observational skills, including fieldwork and simple map skills in the local area. • Use simple compass directions (N,S,E,W) on a simple map.	• Inspire life-long learning to equip children with knowledge about diverse places and people, consistently and confidently using subject specific vocabulary in discussions. • Develop understanding of the interaction between physical and human features and formation of landscapes / environments beyond the UK. • Begin to explore how Earth's features are shaped and changed over time. • Deepen knowledge about, name, locate and compare significant places worldwide, including land, sea and continents. • Confidently apply geographical knowledge and terminology to describe and compare, including observational skills, fieldwork and maps extending outside the local area. • Use compass directions (N,E,S W) and directional language on world map.

History	• Talk about what they see, beginning to increase their vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations.	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	• Inspire curiosity to find out more about the past. • Learn to ask perceptive questions and think critically when learning about historic events or significant individuals. • Apply a wide vocabulary of everyday historical terms and historical concepts, such as similarity and difference. • Begin to understand the process of change in history, linking to their own identities and comparing over time. • Understand how significant events or people's lives have helped shaped achievements in their own locality. • Know where some people and events fit within a chronological framework.	• Instil an interest in research and how to evaluate evidence to answer questions, and develop perspective and judgement. • Consistently and confidently use subject specific vocabulary in discussions and apply knowledge of historical concepts such as cause and consequence. • Develop a deeper understanding of the complexity of people lives and societies, comparing and discussing changes over time. • Begin to view and compare events in a chronological narrative over time. • Begin to develop a coherent knowledge of significant historical events, people and places beyond my own locality. • Understand how significant historical events, people and places have influenced Britain's past and global achievements.

Music	• Listen with increased attention to sounds. • Respond to what they have heard, expressing thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create own songs or improvise a song around one they know. • Play instruments with increasing control to express feelings and ideas.	• Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and try to move in time with music.	• Identify, copy and perform rhythm and pitch patterns in songs. • Make comments about what they have heard in songs. • Use body percussion to play and perform repeated rhythms. • Express themselves in response to the pulse of music through movement and body percussion. • Explore percussion instruments, creating and performing sequences of rhythms. • Work with a partner to share musical ideas. • Sing and improvise a range of simple songs, chants and rhymes from memory. • Recognise how graphic notation can represent sounds – exploring, creating and performing their own.	• Confidently use musical language when discussing songs and pieces of music. • Demonstrate the meaning of tempo and dynamics when singing and responding to the teacher. • Explore and understand stick notation to compose and perform rhythm patterns. • Copy, improvise and perform different rhythms, demonstrating an understanding of the beat and tempo with instruments and using word phrases. • Control vocal pitch and match pitch with accuracy when singing songs. • Improvise simple question and answer phrases on un-tuned percussion to create a musical conversation with a partner. • Mark the beat of a listening piece by tapping, clapping or moving and recognising tempo. • Combine stick notation and dot notation to demonstrate understanding of pitch and rhythm. • Explore, respond to and understand dot notation to interpret and include pitch into composed pieces. • Recognise that beats can be grouped in different ways.

Personal, social, health and economic education (PSHE) inc. relationship & health education (RHE)	• Select and use activities and resources, with help when needed. • Develop sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent as they get dressed and undressed. • Be increasingly independent in meeting their own care needs. • Make healthy choices about food, drink, activity and tooth brushing.	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Know and talk about the different factors that support their overall health and wellbeing. • Show an understanding of ownfeelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs and understand the importance of healthy choices. • Work and play cooperatively and take turns with others. • Show sensitivity to their own and to others' needs. **Top level intention**: Develop relationships and engage in meaningful two-way communication. **Top level intention**: Understand boundaries and adapt behaviour to meet the situation.	• Understand the importance, characteristics and mental benefits of a healthy lifestyle. • Understand the importance of discussing feelings with others. • Know the characteristics of friendship and supportive friends. • Understand about positive and negative relationships, and how to seek help if needed. • Know about different types of bullying and how to seek help. • Understand and explain how to deal with and manage conflict appropriately. • Understand the importance of families and home life. • Explain the importance of respecting each other regardless of background. • Understand and explain ways of keeping themselves safe in different situations, e.g. sun safety, road safety.	• Understand the importance of choosing appropriate friendships and how they make us feel happy and secure. • Understand the importance of seeking and giving permission in relationships. • Know methods to improve mental and physical health, independently or with support. • Understand the lasting impact bullying can have and responsibilities of others to report concerns. • Explain the importance of respecting others even when they make different choices or have different preferences or beliefs. • Know the names of the main parts of the body and body similarities between boys and girls. • Understand how germs and viruses spread and to help prevent diseases spreading. • Know that medicine helps people but some substances can be dangerous. • Understand how money is earned and that it can be spent and saved.

Physical education (PE)	• Continue to develop movement, balancing, riding and ball skills. • Go up steps, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities or in teams. • Become increasingly able to remember sequences of movements which are related to music. • Match their developing physical skills to tasks and activities in the setting. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment • Show a preference for a dominant hand.	• Revise and refine the fundamental movement skills they have already acquired. • Progress towards a more fluent style of moving, with developing control and grace. • Develop small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside. • Begin to develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills. • Negotiate space and obstacles safely, with considerationfor themselves and others. **Top level intention**: Apply physical skills and phonics knowledge to record their ideas.	• Follow simple instructions. • Be aware that there are rules in a team game. • Know different ways of movements and the appropriateness of these. • Observe and copy others. • Independently move and land safely when using equipment. • Independently move in different ways including adapting speed, level and balance. • Become aware of the changes to their mental and physical state when they exercise. • Understand how to communicate with others when working in small groups. • Recognise similarities and differences in performance and explain why something is working well.	• Order instructions movements and skills. • Understand the rules of a variety of team games and be able to work within this. • Compare their movement and skills with others. • Independently risk assess when using equipment and landing appropriately. • Link movements when running, jumping, throwing and catching. • Confidently and consistency apply balance, agility and coordination within their movements. • Say how their body feels after exercise and why it is important for good health. • Understand how to cooperate in team games.

Religious education (RE)	• Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	• Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. **Top level intention:** Share what makes them special and make links to celebrate everyone.	• Recall and name different beliefs and practices, including festivals, worship and rituals, as well as recognising some non-religious perspectives. • Know where and how people belong and why belonging is important. • Know how and why symbols express religious meaning. • Observe and recount different ways of expressing identity and belonging to religious and non-religious groups, including wearing clothing and symbols and taking part in acts of worship. • Suggest meanings behind different beliefs and practices within Christianity, Judaism and one Dharmic religion. • Express their own views about religious experiences and concepts. • Identify what is important to themselves and may be important to others. • Explore and respond to simple questions of identity and belonging.	• Retell some religious and moral stories from sacred writings, recognising the traditions from which they come. • Discuss figures who have an influence on others locally, nationally and globally in religion. • Recognise some different traditions, including prayer, attending a place of worship and reading from a sacred text, which express faith communities' ways of life. • Suggest meanings of some religious and moral stories. • Respond sensitively to expressions of belonging to religious and non-religious groups. • Respond sensitively to questions about their own and others' experiences and feelings. • Reflect on and express what is important to others and how it changes a group's way of living. • Relate the religious experience, beliefs and concepts they have explored to their own lives and think about how their own ideas have developed.