



Carr Hill Community Primary School  
Year 2 Curriculum Overview Cycle 1

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	Discover	Curiosity	The World and Beyond	Once Upon a Time	Watch Me Grow	Explore
Topic	Amazing Me	Flames and Fireworks	Around the World	Houses & Homes WW2	Growing Things	Lighthouses
English						
Writing						
Key Writing Purpose	Stories with Familiar Settings Adventure Stories Labels and Captions	Traditional Tale Recount	Stories with Familiar Settings Instructions	Adventure Stories Recount	Stories set in familiar settings Report-Leaflet	Stories set in familiar settings  Recount
Core Texts	<ul style="list-style-type: none"><li><i>I want my Hat Back by Jon Klassen</i></li><li><i>My Hair by Hannah Lee</i></li></ul>	<ul style="list-style-type: none"><li><i>The Three Little Pigs</i></li><li><i>Vlad and The Great Fire of London by Kate Cunningham</i></li></ul>	<ul style="list-style-type: none"><li><i>What Made Tiddalick Laugh</i></li><li><i>Chapatti Moon by Pippa Goodhart</i></li></ul>	<ul style="list-style-type: none"><li><i>The Lonely Beast by Chris Judge</i></li><li><i>Beamish Visit</i></li></ul>	<ul style="list-style-type: none"><li><i>The Bear and the Piano by David Litchfield</i></li><li><i>Alans Big Scary Teeth by Jarvis</i></li><li><i>Yucky Worms by Vivian French</i></li></ul>	<ul style="list-style-type: none"><li><i>Lighthouse Keeper Lunch by David Armitage</i></li><li><i>Clean Up by Nathan Bryon</i></li><li><i>By The Seaside by Honor Head</i></li></ul>
Poetry	List Poem		Descriptive Poem- Kenning		Acrostic Poems	
Spelling Rule(s)	Linked to Whole School Spelling Overview Year 2 Curriculum					
Reading						
Decoding	<ul style="list-style-type: none"><li>Secure phonic decoding until reading is fluent</li><li>read accurately by blending, including alternative sounds for graphemes</li><li>read multisyllable words containing these graphemes</li><li>Read common suffixes</li><li>read exception words, noting unusual correspondences</li><li>read most words quickly &amp; accurately without overt sounding and blending</li></ul>					
Comprehension	<ul style="list-style-type: none"><li>Discussing new words and their meaning and clarifying the meaning of words, linking new meanings to known vocabulary.</li><li>Infer meaning through use of pictures as well as through what is being said or done.</li><li>Make inferences on the basis of what is being said and done.</li></ul> Use background information and vocabulary provided by the teacher to access texts with increasing understanding about new topics.	<ul style="list-style-type: none"><li>Discussing new words and their meaning and clarifying the meaning of words, linking new meanings to known vocabulary.</li><li>infer meaning through use of pictures as well as through what is being said or done.</li><li>Make inferences on the basis of what is being said and done.</li></ul> Use background information and vocabulary provided by the teacher to access texts with increasing understanding about new topics	<ul style="list-style-type: none"><li>Discussing new words and their meaning, clarifying the meaning of words and discussing favourite words and phrases and giving reasons for their preferences (see vocabulary lists).</li><li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li><li>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li><li>Use inferential skills to make predictions on what might happen next.</li></ul> Use background information and vocabulary provided by the teacher to access texts with increasing understanding about new topics.	<ul style="list-style-type: none"><li>Discussing sequences of events in stories.</li><li>Use inferential skills to make predictions on what might happen next and explain reasons for these predictions.</li><li>Explain and discuss their understanding of texts, both that they have listened to and those that they have read for themselves.</li><li>Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independent.</li><li>Recognise simple recurring literary language in stories and poems.</li></ul> Participate in discussion about books, poems and other material, both those that they listen to and those that they read to themselves, taking turns and listening what others say.	<ul style="list-style-type: none"><li>Discussing the sequence of events in books and how items of information are related – representing this in different ways.</li><li>Infer meaning through what is being said or done by different characters or authors.</li><li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li><li>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li></ul> Explain and discuss their understanding of texts, both that they have listened to and those that they have read for themselves	<ul style="list-style-type: none"><li>Discussing the sequence of events in books and how items of information are related representing this in different ways.</li><li>Infer meaning through what is being said or done by different characters or authors.</li><li>Recognise simple recurring literary language in stories and poems. - Participate in discussion about books, poems and other material, both those that they listen to and those that they read to themselves, taking turns and listening what others say.</li><li>Continue to build upon the repertoire of poems learnt by heart (Y1) and reciting some with appropriate intonation to make the meaning clear.</li></ul>
Class Teaching	3x Reading Practice session a week    Small group and 1-1 reading to develop the full range of the KS1 reading curriculum.					
Mathematics						
Class Teaching	<ul style="list-style-type: none"><li>Place Value</li><li>Addition and Subtraction</li><li>Properties of Shape</li></ul>	<ul style="list-style-type: none"><li>Addition and Subtraction</li><li>Multiplication and Division</li><li>Length and Height</li><li>Statistics</li></ul>	<ul style="list-style-type: none"><li>Place Value</li><li>Addition and Subtraction</li><li>Multiplication and Division</li><li>Properties of Shape</li></ul>	<ul style="list-style-type: none"><li>Fractions</li><li>Money</li><li>Time</li></ul>	<ul style="list-style-type: none"><li>Place Value</li><li>Fractions</li><li>Position and Direction</li><li>Problem Solving and Efficient Methods</li><li>Statistics</li></ul>	<ul style="list-style-type: none"><li>Position and Direction</li><li>Mass Capacity and Temperature</li><li>Investigations</li></ul>



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Science and Technologies						
Science	<b>Biology</b>  <i>Animals, Including Humans</i> <ul style="list-style-type: none"><li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. – Body part focus Y1</li><li>Notice that animals, including humans, have offspring which grow into adults. Y2 Human Focus</li></ul>	<b>Physics</b>  <i>Seasonal Change</i> <ul style="list-style-type: none"><li>Observe changes across the four seasons</li><li>Observe changes across the four seasons. Y1</li><li>Observe and describe weather associated with the seasons and how day length varies. Y1</li></ul>	<b>Biology</b>  <i>Living Things and their Habitats</i> <ul style="list-style-type: none"><li>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.</li><li>Identify and name a variety of plants and animals in their habitats, including micro-habitats. Habitat focus Y2</li></ul>	<b>Chemistry</b>  <i>Everyday Materials</i> <ul style="list-style-type: none"><li>Distinguish between an object and the material from which it is made. Y1</li><li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Y1</li><li>Describe the simple physical properties of a variety of everyday materials. Y1</li><li>Compare and group together a variety of everyday materials on the basis of their simple physical properties. Y1</li></ul>	<b>Biology</b>  <i>Living Things- Animal and Life Cycles</i> <ul style="list-style-type: none"><li>Notice that animals, including humans, have offspring which grow into adults. Y2 Animal focus e.g. frog lifecycle</li><li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Y2</li><li>Identify and name a variety of plants and animals in their habitats, including micro-habitats. Micro-habitat focus (pond dipping and mini beasts) Y2</li></ul>	<b>Biology</b>  <i>Animals, including Humans- Micro-Habitat focus</i> <b><u>MICRO HABITAT FOCUS</u></b> <ul style="list-style-type: none"><li>Explore and compare the differences between things that are living, dead, and things that have never been alive Y2</li><li>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.</li><li>Identify and name a variety of plants and animals in their habitats, including micro-habitats. Micro-habitat focus (rockpool) Y2</li><li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Y2</li></ul>
Computing	<b>Creating Media- Digital Painting</b> <ul style="list-style-type: none"><li>To describe what different freehand tools do</li><li>To use the shape tool and the line tools</li><li>To make careful choices when painting a digital picture</li><li>To explain why I chose the tools I used</li><li>To use a computer on my own to paint a picture</li><li>To compare painting a picture on a computer and on paper</li></ul>	<b>Programming A- Moving a Robot</b> <ul style="list-style-type: none"><li>To explain what a given command will do</li><li>To act out a given word</li><li>To combine forwards and backwards commands to make a sequence</li><li>To combine four direction commands to make sequences</li><li>To plan a simple program</li><li>To find more than one solution to a problem</li></ul>	<b>Programming B- Introduction to Animation</b> <ul style="list-style-type: none"><li>To choose a command for a given purpose</li><li>To show that a series of commands can be joined together</li><li>To identify the effect of changing a value</li><li>To explain that each sprite has its own instructions</li><li>To design the parts of a project</li><li>To use my algorithm to create a program</li></ul>	<b>Computing systems and Networks- Technology Around Us</b> <ul style="list-style-type: none"><li>To identify technology</li><li>To identify a computer and its main parts</li><li>To use a mouse in different ways</li><li>To use a keyboard to type on a computer</li><li>To use the keyboard to edit text</li><li>To create rules for using technology responsibly</li></ul>	<b>Data and Information- Grouping Data</b> <ul style="list-style-type: none"><li>To label objects</li><li>To identify that objects can be counted</li><li>To describe objects in different ways</li><li>To count objects with the same properties</li><li>To compare groups of objects</li><li>To answer questions about groups of objects</li></ul>	<b>Creating Media- Digital Writing</b> <ul style="list-style-type: none"><li>To use a computer to write</li><li>To add and remove text on a computer</li><li>To identify that the look of text can be changed on a computer</li><li>To make careful choices when changing text</li><li>To explain why I used the tools that I chose</li><li>To compare typing on a computer to writing on paper</li></ul>
Design Technology	<b><u>Cooking and Nutrition -Making Biscuits</u></b> <ul style="list-style-type: none"><li>Know how to peel, cut, grate, mix and mould foods (with close supervision).</li><li>Sort foods into the 5 groups using The Eatwell Plate.</li><li>Describe textures</li><li>Wash hands &amp; clean surfaces</li><li>Think of interesting ways to decorate food</li><li>Say where some foods come from, (i.e. plant or animal)</li><li>Describe differences between some food groups (i.e. sweet, vegetable etc.)</li><li>Discuss how fruit and vegetables are healthy</li><li>Cut, peel and grate safely, with support</li></ul>		<b><u>Structures – Designing Chairs</u></b> <ul style="list-style-type: none"><li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li><li>Begin to measure and join materials, with some support.</li><li>Describe differences in materials suggest ways to make material/product stronger.</li></ul>		<b><u>Mechanisms -Moving pictures</u></b>  Begin to use levers or slides.	



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Humanities						
Geography	<u>Local Area Study</u> <ul style="list-style-type: none"><li>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.</li></ul>		<u>The World</u> <ul style="list-style-type: none"><li>Pupils should be taught to name and locate the world’s seven continents and five oceans.</li><li>Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li><li>Pupils should be taught to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li></ul>		<u>UK Study</u> <ul style="list-style-type: none"><li>Name and locate the four countries of the UK.</li><li>Recognise the flags of the countries of the UK.</li><li>Name the capital cities of the countries of the UK.</li><li>Identify characteristics of the UK</li><li>Know that the UK is in the continent Europe.</li><li>Locate the continent Europe on the world map.</li></ul>	
History	<u>The Great Fire of London</u> <u>Guy Fawkes and The Gunpowder Plot</u> <ul style="list-style-type: none"><li>Pupils should be taught about events beyond living memory that are significant nationally or globally.</li><li>Pupils should be taught about significant historical events, people and places in their own locality.<ul style="list-style-type: none"><li><i>The Great Fire of London</i></li><li><i>The Gunpowder Plot</i></li></ul></li><li>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li></ul> <i>Samuel Pepys</i>		<u>House and Homes – WW2 comparison</u> <ul style="list-style-type: none"><li>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</li><li>to compare aspects of life in different periods.<ul style="list-style-type: none"><li><i>Queen Victoria</i></li><li><i>Queen Elizabeth I</i></li></ul></li></ul>		<u>The Seaside</u> <ul style="list-style-type: none"><li>Pupils should be taught about significant historical events, people and places in their own locality.</li><li>to compare aspects of life in different periods</li><li>Studying the life of Grace Darling</li></ul>	
Religious Education	<u>What is God?</u> <ul style="list-style-type: none"><li>Children name common religious symbols.</li><li>Children ask questions about the nature of God.</li></ul> Children identify a variety of ‘good ‘and ‘bad’ choices.	<u>Christmas Celebrations</u> <ul style="list-style-type: none"><li>Children can describe teachings of a religion.</li><li>Children take part in and describe the features of a Christingle service.</li><li>Children name common religious symbols.</li><li>Children can explain how actions affect others.</li><li>Children can show an understanding of the term morals.</li></ul> <u>The Parables</u> <ul style="list-style-type: none"><li>Children need to be able to understand what a parable is and how this differs from a story.</li><li>Children need to understand the link with Christianity.</li><li>Children need to be able to recall parts of the parables they hear.</li></ul> Children need to be able to discuss their understanding of the moral behind the story.	<u>Jesus’ Childhood Baptism</u> <ul style="list-style-type: none"><li>Children can describe the childhood of Jesus.</li><li>Children describe the features of baptism.</li><li>Children can recognise, name and describe religious artefacts, places and practices involved in a baptism.</li><li>Children can identify the things that are important in their own lives and compare these to religious beliefs.</li></ul> Children can relate emotions to the experiences of Jesus during his baptism	<u>The Friends of Jesus</u> <ul style="list-style-type: none"><li>Children can describe Jesus’s friendship with the disciples.</li><li>Children can describe the Easter Story.</li></ul> Children can explain how actions of the disciples affected Jesus.	<u>Holy places – Church</u> <ul style="list-style-type: none"><li>Children can describe some ways in which Christians worship.</li><li>Children can locate and describe the features of a Christian church. Children can recognise, name and describe religious artefacts, places and practices involved in worship.</li><li>Children can identify why some Christians worship, linked to their emotions.</li></ul> Children ask or respond to questions about puzzling aspects of life regarding worship and the importance of religious to others.	<u>Holy Places – Synagogue</u> <ul style="list-style-type: none"><li>Children can describe some ways in which Jewish people worship.</li><li>Children can locate and describe the features of a Jewish synagogue</li><li>Children can recognise, name and describe religious artefacts, places and practices involved in worship.</li><li>Children can relate emotions to some of the experiences of rabbis.</li></ul> Children ask or respond to questions about puzzling aspects of life regarding worship and the importance of religious to others.
PSHE	<u>VIP</u> <ul style="list-style-type: none"><li>identify who the special people in their lives are and explain why they are important to them;</li><li>explain why having a family network is important;</li><li>know what makes someone a good friend and demonstrate these qualities;</li><li>put positive resolution techniques into practice;</li><li>cooperate with others to complete a task;</li><li>identify several ways to show others they care and understand the importance of doing this.</li></ul>	<u>Think Positive</u> <ul style="list-style-type: none"><li>recognise and describe positive thoughts and negative thoughts.</li><li>think about and discuss the consequences of decisions they make and their actions.</li><li>set goals for themselves and think about how they might achieve them.</li><li>recognise triggers for certain emotions.</li><li>describe ways to show or give thanks for what we have.</li><li>describe what being mindful is</li></ul>	<u>One World</u> <ul style="list-style-type: none"><li>describe how family life in different countries can be the same as and different from their own;</li><li>think about what children might do in homes around the world;</li><li>describe what it is like to go to school in different countries and identify similarities to and differences from theirs;</li><li>think about how the environment affects people’s daily life;</li><li>discuss the environmental problems of the overuse and misuse of natural resources;</li></ul>	<u>Safety First</u> <ul style="list-style-type: none"><li>Identify ways to stay safe in the home.</li><li>identify a range of dangers outside.</li><li>explain the basics of the Green Cross Code.</li><li>explain why we shouldn’t take anyone else’s medicine.</li><li>explain what to do if they feel unsafe online.</li><li>explain the difference between safe secrets, unsafe secrets and surprises.</li><li>identify their personal ‘trusted adults’.</li></ul>	<u>Growing Up</u> <ul style="list-style-type: none"><li>explain what the male and female reproductive body parts are for;</li><li>discuss ways in which people can deal with or overcome emotions experienced during puberty;</li><li>show respect for the differences between different families;</li><li>describe the different types of relationship that exist, without prejudice;</li><li>show an awareness of myths surrounding pregnancy and birth;</li></ul> describe the conception and birth of a baby, using some scientific vocabulary	<u>VIP</u> <ul style="list-style-type: none"><li>identify who the special people in their lives are and explain why they are important to them;</li><li>explain why having a family network is important;</li><li>know what makes someone a good friend and demonstrate these qualities;</li><li>put positive resolution techniques into practice;</li><li>cooperate with others to complete a task;</li><li>identify several ways to show others that they care and understand the importance of doing this.</li></ul>



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Arts						
Art & Design	<u>Drawing</u>  Artist: Molly Haslund & Louise Bourgeois <ul style="list-style-type: none"><li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li><li>Understand the basic use of a sketchbook and work out ideas for drawings.</li><li>Draw for a sustained period of time from the figure and real objects.</li><li>Experiment with the visual elements; line, shape, pattern and colour.</li></ul>		<u>Architecture/ 3D Form</u>  Artist- Hundertwasser <ul style="list-style-type: none"><li>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</li><li>Build a textured relief tile.</li><li>Understand the safety and basic care of materials and tools.</li><li>Experiment with, construct and join recycled, natural and man-made materials more confidently.</li></ul>		<u>Printing</u>  Artist Lynn Flavell & Molly Mohon <ul style="list-style-type: none"><li>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</li><li>Design patterns of increasing complexity and repetition.</li><li>Print using a variety of materials, objects and techniques</li></ul>	
	Music	Charanga Musical School Scheme of Work				
	<u>Hands, Feet &amp; Heart</u>	<u>Ho Ho Ho</u>	<u>I Wanna Play in a Band</u>	<u>Zootime</u>	<u>Friendship Song</u>	<u>Reflect, Rewind and Replay</u>
PE	<b>Games</b> <b>Throwing, kicking, hitting</b> <ul style="list-style-type: none"><li>Pupils move into different positions before throwing.</li><li>Pupils throw with a suitable technique.</li><li>Pupils feed the ball to their partner.</li><li>Pupils move to try to intercept the ball when fielding.</li><li>Pupils change direction and speed easily.</li><li>Pupils change their approach in response to their opponent’s actions.</li><li>Pupils change their approach in response to the position they are playing, e.g. fielding, batting.</li><li>Pupils describe what they have done or seen others doing.</li></ul>	<b>Games</b> <b>Striking &amp; Fielding -Core Task 6</b> <ul style="list-style-type: none"><li>Pupils move into different positions before throwing.</li><li>Pupils throw with a suitable technique.</li><li>Pupils feed the ball to their partner.</li><li>Pupils move to try to intercept the ball when fielding.</li><li>Pupils change direction and speed easily.</li><li>Pupils change their approach in response to their opponent’s actions.</li><li>Pupils change their approach in response to the position they are playing, e.g. fielding, batting.</li><li>Pupils describe what they have done or seen others doing.</li></ul>	<b>Games</b> <b>Invasion -Core Task 4</b> <ul style="list-style-type: none"><li>Pupils move into different positions before throwing.</li><li>Pupils throw with a suitable technique.</li><li>Pupils feed the ball to their partner.</li><li>Pupils move to try to intercept the ball when fielding.</li><li>Pupils change direction and speed easily.</li><li>Pupils change their approach in response to their opponent’s actions.</li><li>Pupils change their approach in response to the position they are playing, e.g. fielding, batting.</li><li>Pupils describe what they have done or seen others doing.</li></ul>	<b>Games</b> <b>Net and Wall -Core Task 5</b> <ul style="list-style-type: none"><li>Pupils move into different positions before throwing.</li><li>Pupils throw with a suitable technique.</li><li>Pupils feed the ball to their partner.</li><li>Pupils move to try to intercept the ball when fielding.</li><li>Pupils change direction and speed easily.</li><li>Pupils change their approach in response to their opponent’s actions.</li><li>Pupils change their approach in response to the position they are playing, e.g. fielding, batting.</li><li>Pupils describe what they have done or seen others doing.</li></ul>	<b>Athletics -Athletics Core Tasks 1, 2 and 3</b> <b>Running</b> <ul style="list-style-type: none"><li>Pupils look up whilst running.</li><li>Pupils demonstrate good running technique.</li><li>Pupils run at different speeds.</li><li>pupils change direction whilst running.</li><li>Pupils observe and comment on others’ performance.</li><li>Pupils say what they have done well and what they need to improve on.</li></ul> <b>Throwing</b> <ul style="list-style-type: none"><li>Pupils use underarm throws accurately.</li><li>Pupils use overarm throws accurately.</li><li>Pupils choose an appropriate throwing action for the distance.</li><li>Pupils choose an appropriate throwing action for the equipment.</li><li>Pupils observe and comment on others’ performance.</li><li>Pupils say what they have done well and what they need to improve</li></ul> <b>Jumping</b> <ul style="list-style-type: none"><li>Pupils demonstrate control in the take off.</li><li>Pupils demonstrate control when landing.</li><li>Pupils choose an appropriate jumping action for distance.</li><li>Pupils can demonstrate all of the basic jumps, e.g. 2 to 2 feet, 2 to one foot, 1 to 1 foot.</li></ul>	
	<b>Circuit Training</b>	<b>Gymnastics- Core Task 3</b> <ul style="list-style-type: none"><li>Pupils plan and repeat simple sequences of actions.</li><li>Pupils show contrasts in shape.</li><li>Pupils perform the basic gymnastics actions with coordination.</li><li>Pupils find and use space safely.</li><li>Pupils describe what they and others have done.</li></ul>	<b>Gymnastics -Core Task 4</b> <ul style="list-style-type: none"><li>Pupils plan and repeat simple sequences of actions.</li><li>Pupils show contrasts in shape.</li><li>Pupils perform the basic gymnastics actions with coordination.</li><li>Pupils find and use space safely.</li><li>Pupils describe what they and others have done.</li></ul>	<b>Dance-Core Task 2</b> <ul style="list-style-type: none"><li>Pupils move with control and coordination.</li><li>Pupils communicate feelings and moods through movements.</li><li>Pupils link movements fluently.</li><li>Pupils use different levels and speeds.</li><li>Pupils suggest ways they could improve their work, using simple vocabulary.</li><li>Pupils create a performance with a clear start and end.</li></ul>	<b>Games</b> <b>Striking &amp; Fielding -Core Task 6</b> <ul style="list-style-type: none"><li>Pupils move into different positions before throwing.</li><li>Pupils throw with a suitable technique.</li><li>Pupils feed the ball to their partner.</li><li>Pupils move to try to intercept the ball when fielding.</li><li>Pupils change direction and speed easily.</li><li>Pupils change their approach in response to their opponent’s actions.</li><li>Pupils change their approach in response to the position they are playing, e.g. fielding, batting.</li><li>Pupils describe what they have done or seen others doing.</li></ul>	<b>OAA -Core Tasks 1 and 2</b> <ul style="list-style-type: none"><li>Pupils listen to and follow instructions.</li><li>Pupils can follow a trail.</li><li>Pupils can work with friends to plan how to solve a problem.</li><li>Pupils can help each other.</li><li>Pupils can suggest ways to improve plans and strategies.</li><li>Pupils can say what they have done well and what they need to improve</li></ul>
Curriculum Enhancements- Cultural Capital						
Culture Capital – Educational Visits	National Trust- Gibside	Church – Christingle Service	Kirkley Zoo	Beamish Museum	Forest School – Mini beast Hunt / Pond Dipping	Souter Lighthouse and Rock Pooling