

St Joseph's Catholic Primary School
 Half Term Overview Planner
Spring 1 2023
Theme: Visit Yorkshire



Year Group: 2

Teacher: Mrs Refaussé

	Week 1	Week 2	Week 3	Week 4	Week 5 <i>Assessment Week</i>	Week 6
<p>RE</p> <p>Big Concept: Gospel 2:3 The Good News-</p> <p>KEY SCRIPTURE: Mark 5: 21-24, 35-43 (The daughter of Jairus raised to life) Luke 17: 11-19 (The Ten Lepers) John 6: 1-15 (The miracle of the loaves)</p>	<p>Sticky Knowledge: 2.3: The Good News Gospel</p> <ul style="list-style-type: none"> Jesus, Mary and Joseph are the Holy Family. Jesus learned lots of things from his parents: about God, how to pray, and life-skills -just like us. As Jesus grew up, he wanted to tell people the good news about God Jesus chooses friends (disciples) to help him tell the good news about God Jesus shows the good news about God through his actions. Jesus shows that God is loving and forgiving to all: <p>-God is a friend to the friendless and lonely (The Ten Lepers) -God feeds the hungry (Feeding of the 5000) -God heals the sick (Jairus' Daughter and Cure of the Paralysed Man) -God forgives us (Cure of the Paralysed Man)</p> <ul style="list-style-type: none"> These stories make us think about how we can show our love for others <p>Key vocab and significant people: Good news, joy, sadness, thank, Jesus, miracle, power, Jairus, believe, cure, heal, leper, leprosy, disease, 5000, bread, fish, Lent</p> <p>Links to prior learning- previous learning in Y1: unit 1.4 'Following Jesus', 1.6 'Miracles' from which the children learnt that Jesus performed miracles to show God's love and compassion to people.</p> <p>Social/Cultural opportunities: - charity -Sharing with others, helping others' in need, people who care for us.</p>					
	<p>LO: To recognise good news and reflect on the role of God. To learn about the holy family.</p> <p>Link to children sharing any good news they have from recent Christmas and New year celebrations/holiday. Reflect on virtues of Christmas- patience, generosity, kindness. Children to share any experiences of these from their Christmas holidays. Look again at</p>	<p>LO: To explain how Jesus helped others.</p> <p>Explore how Jesus showed the good news about God through his actions. Jesus shows that God is loving and forgiving. Listen and role play the Feeding of the 5000 where God feeds the hungry. Roleplay events. Discuss key meaning and role of Jesus' disciples. Look at the story of the 10 lepers showing God is a friend to the</p>	<p>LO: To explore how Jesus heals the sick.</p> <p>God heals the sick.-the Paralysed Man- https://www.youtube.com/watch?v=8cmppSIQUX4</p> <p>Look at the story of Jairus' Daughter. Discuss the different people and their feelings. Focus on Jairus and write a diary entry to retell his feelings of what happened to his daughter.</p>	<p>LO: To describe what these stories tell us about Jesus and how he can change people.</p> <p>Reflect creating a mind map together to- draw out the Good news about God showed in each of the stories explored. Qu-How can Jesus change people? Chn compare and contrast the story of The Ten Lepers and Jarius' daughter - was changed and how.</p>	<p>LO: To know that Jesus brought the good news of God's love and reflect on what this means for us. LO: to know what Good News is and how God brought it to us.</p> <p>Beezone- How Jesus brought Gods good news to us.</p> <p>Reflect-how we can show our love for others. How did Jesus' friends share the news?</p>	<p>LO: To make a lantern promise.</p> <p>Understand how lent brings us closer to God and the Good News.</p> <p>Make lantern promises. English core skill: writing with a purpose</p>

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	using own recent experiences and reflect on the role of God in these events. Qu- What was the most important thing about Christmas? How can we share our good news? English core skills- recount writing	friendless and lonely. Think about why it is important to say thank you. Reading core skill: comprehension.- answer questions about both stories.	English core skill: diary writing	Maths core skill- sorting explaining choices and own criteria, comparing and contrasting.	English core skill: writing with a purpose- thankful prayers.	
English Big Concept: Narrative- innovating fairy tale. Nonfiction- factual writing linked to topic- Visit Yorkshire. <i>Class Text:</i> <i>The Princess and the Pea.</i>	Milestone 1: use some of the characteristic features of the type of writing used. Milestone 1: write, review and improve Milestone 1: sequence sentences to form a short narrative. Edit fairy tales with common Year 2 mistakes (SPAG lesson) Read alternative fairy tales, focus on stories by Rachel Isadora -Compare and contrast traditional and alternative fairytales- developing AF7	Milestone 1: use some of the characteristic features of the type of writing used. Milestone 1: write, review and improve Milestone 1: sequence sentences to form a short narrative. LO: To write an innovated fairy tale -Group plan a fairytale -Write part of a fairytale- compile to create group writing -Plan a fairytale, focusing on text type features -Draft key parts of the story -Write your own fairytale -Edit your own fairytale	SPAG focus this week- core writing task- in Geography. Commas in a list Sentence types Conjunctions Sentence starters	Milestone 1: To write for a range of purposes using main features. To organise writing appropriately. To use paragraphs headings and subheadings. LO: To write with a purpose- factual sentences. Brochure about visiting Yorkshire To include: <ul style="list-style-type: none"> • Where Yorkshire is. • Different features • Scarborough • Wetherby. 		
Guided Reading/WCR	WCR- fairy tales		WCR- king/queen poetry		WCR- non-fiction- posters/postcards Reading comprehension practise questions	
Spelling/SPAG B2L embedded throughout to practise spellings	Common exception word focus review.	non-negotiable spellings Year 2 spelling pattern	non-negotiable spellings Year 2 spelling pattern	non-negotiable spellings Year 2 spelling pattern Commas in a list	non-negotiable spellings Year 2 spelling pattern	non-negotiable spellings Year 2 spelling pattern

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<p>Key focus author: Rachel Isadora</p> 	<p>Key information we want to know about the author:</p> <ul style="list-style-type: none"> • Rachel Isadora (born 1953) is an American illustrator, children's book author and painter. • She was a professional ballet dancer before a change of career and her love of dancing is often shown in her books and illustrations as well as her experiences living in Africa. • The more than 150 children's books Isadora has written and illustrated span a wide variety of topics, including ballet and dance, family life, life in Africa, and traditional fairy tales 		<p>Books that we shall explore during reading time:</p> <ul style="list-style-type: none"> • The Princess and the Pea. • The Twelve dancing Princesses. • Hansel and Gretel • Rapunzel 		
<p>Key focus poet: AA Milne</p> 	<p>Key information we want to know about the poet:</p> <ul style="list-style-type: none"> • Alan Alexander Milne (January 18, 1882 - January 31, 1956) was an English author. He was best known for his books about the Winnie the Pooh but he also wrote many plays, poetry, and novels. • Milne's son, Christopher Robin, was his inspiration for the character that had the same name in his Winnie the Pooh books. • Milne also wrote a number of poems, including: "The kings breakfast", "Vespers," "They're Changing Guard at Buckingham Palace," and "If I were King," which were published in the books <i>When We Were Very Young</i> and <i>Now We Are Six</i>. 		<p>Poems explored:</p> <ul style="list-style-type: none"> • If I were king • They're Changing Guard at Buckingham Palace 		
<p>KIRFs</p>	<p>Count in steps of 2,5,10 and 3</p>	<p>Represent repeated addition multiplication equations</p>		<p>Complete multiplication and division equations with missing factors</p>	
<p>Maths</p> <p>Big Concept: Multiplication and Division</p> <p>B2L embedded throughout the weeks, e.g. KIRF games, songs, arithmetic orienteering etc.</p>	<p>Shape continued from Aut2-</p> <p>LO: To recognise and name properties of 2D and 3D shapes.</p> <p>LO: To Sort and classify shapes</p> <p>LO: To count number of sides and vertices (2D)</p> <p>LO: To count number of edges, vertices and describe faces (3D)</p> <p>Fluency</p> <p>Varied Fluency</p> <p>Problem solving and reasoning.</p> <p style="text-align: right;">End of unit Assessment</p>	<p>LO: To recognise and make equal groups.</p> <p>LO: To add equal groups using repeated addition.</p> <p>LO: To make doubles.</p> <p>LO: to write multiplication sentences.</p> <p>Fluency</p> <p>Varied Fluency</p> <p>Problem solving and reasoning.</p>	<p>LO: To make and solve multiplication using arrays.</p> <p>LO: To recognise odd and even numbers</p> <p>Fluency</p> <p>Varied Fluency</p> <p>Problem solving and reasoning.</p>	<p>LO: To share and group</p> <p>LO: To divide by 2 to find half.</p> <p>Fluency</p> <p>Varied Fluency</p> <p>Problem solving and reasoning.</p>	<p>LO: To solve problems involving division and multiplication, doubling and halving.</p> <p style="text-align: center;">End of block assessment</p> <p style="text-align: center;">Arithmetic practise paper</p> <p>Fluency</p> <p>Varied Fluency</p> <p>Problem solving and reasoning.</p>
<p>Sticky Knowledge and Key Vocab:</p>					

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<p>Science Big Concept: animals including humans- health and hygiene.</p>	<ul style="list-style-type: none"> To stay alive, all animals have three basic needs for survival: air, water, food. To grow into healthy adults, they also need the right amounts and types of food and exercise. Being active and exercising keeps our bodies and minds healthy. To stop germs from spreading, it is important to be hygienic: i.e. hand washing. <p>Key vocabulary-survive, survival, water, diet, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy), nutrition</p> <p>Links to prior learning Recent Y2 learning in PSHE. Y1: Name a variety of common animals that are carnivores, herbivores and omnivores. (Animals, including humans) Y1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Animals, including humans)</p> <p>Social/Cultural opportunities: looking after your bodies Research Louis Pasteur-chemist relate to germ and bacteria- handwashing He was a French chemist and microbiologist renowned for his discoveries of the principles of vaccination, microbial fermentation, and pasteurisation, which was named after him</p>			
<p>Milestone 1: Milestone 1: To understand the importance for humans of eating the right amounts of different types of food.</p> <p>LO: To know different food groups WS: identifying and classifying Maths core skill- sorting and classifying.</p> <p>LO: To describe a balanced diet Children to design a plan for a healthy meal. English core skill: write a meal plan menu with benefits for food ingredients.</p>	<p>Milestone 1 Milestone 1: To understand the importance for humans of exercise.</p> <p>LO: To understand why it is important for humans to exercise. Explore the benefit of exercise for the body-</p> <ul style="list-style-type: none"> Healthy heart and body Makes you feel good Helps you balance You get strong muscles <p>WS- use observations and ideas to suggest answers to questions. Chn explore and record different exercises eg press up, star jumps, running. Name of exercise, what you do, benefits for body. English core skill-Explanation of what happens to your body after different exercises.</p>	<p>Milestone 1: Milestone 1: To understand the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>LO: To understand good hygiene Discuss and draw on prior learning of ways we keep good hygiene. Who helps us? Recall visit from dentist. Is it the same for animals?</p>	<p>Milestone 1: To understand the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>Set class investigation to observe over the next 2 weeks. Discuss Qus: Why do we wash our hands? What do we use to wash our hands? What might happen if we don't wash our hands?</p> <p>LO: to understand good hygiene WS: fair testing. Children to design their own test. Glitter and bacteria experiment. English core skill: investigation results.</p> <p style="text-align: center;">Assessment</p>	

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<p>Computing</p> <p>Big Concept: To communicate</p>	<p>Sticky Knowledge and Key Vocab:</p> <ul style="list-style-type: none"> • Programs I can use to communicate messages are: • Word (computer) - text: edit font and size, insert image from a folder. • Book Creator- text and images with total independence. • Keynote (similar to power point) - text and images with total independence. <p>Key vocab- programs, text, image, font, edit, image, text</p> <p>Links to prior learning Yr 1- awareness of different programs</p> <p>Social/Cultural opportunities: Understanding of how to stay safe online and its importance. Awareness of others online and the wider world The internet can be used for research- Geography link research on castles and Yorkshire.</p>		
	<p>Milestone 1- Understand online risks and the age rules for sites. Internet safety focused lesson</p>	<p>Milestone 1- Explore features of keynote. Practise adding text, images, changing fonts. Practice typing/keyboard skills. LO: To communicate-create a keynote presentation Create keynote presentation building on Geography learning All about Yorkshire. adding text and graphics to their keynote presentation pages.</p>	
<p>History</p> <p>Big Concept: Geography focus: Visit Yorkshire</p>	<p>Sticky knowledge: Yorkshire Castles - linked to geography topic</p> <ul style="list-style-type: none"> • Pontefract Castle is nearly 1000 years old (millennium) and was built in 1070. • Pontefract Castle was known as the most important and terrifying castle because of its sieges and dungeons. • Castles were built for defence purposes and their features allowed for attack, protection and defence. • People needed to defend themselves as they fought over land, money and religion <p>Vocabulary: Siege, defence, dungeon, millennium, Pontefract Castle.</p> <p>Significant People: from Geography topic- Anne Bronte (died and buried in Scarborough), Charles Bury (architect) and Thomas Morgan (chief engineer of the cliff tramway).</p> <p>Links to prior learning Y1-children understand that the materials we use and our inventions have changed over time to make the way we live different to the way people lived in the past. Children understand that things change over time and that many things we use now did not exist in the past.</p> <p>Social/Cultural opportunities: Compare and contrast how people in the past lived- travel/health/inventions- Scarborough link. Why were castles built?</p>		
		<p>Milestone 1-Describe significant people from the past Ask questions such as: What was it like for people? What happened? How long ago? LO: To describe human and physical features of Scarborough Explore changes in Scarborough's human features. 1849- Anne Bronte's death in Scarborough. From 1845- development of railway travel meant it was easier for people to get to the seaside to seek health benefits and for leisure activities. Many of the newly developed hotels were located on</p>	<p>Explore key vocabulary linked to castles. Research Pontefract castle to link in with class trip. Consider what life was like when the castle was built.</p>

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the steep cliff that made up the area's natural coastline. The Spa, beach and entertainment were to be found at the bottom of the hill, a long and difficult walk made more challenging by the clothing of the period. Explore Charles Bury and (architect) Thomas Morgan (engineer) - of the Cliff Tramway.

Core English skills- write a letter home similar to Anne Bronte to describe what they have seen on a trip to Scarborough.

Geography
Big Concept:
 Visit Yorkshire

Sticky Knowledge and Key Vocab:

- Yorkshire is the largest county in England and has many castles.
- Name and locate castles in Yorkshire: Ripley Castle, Knaresborough Castle, Pontefract Castle, Skipton Castle, Spofforth Castle, Scarborough Castle.
- Scarborough is a coastal town on the East coast of England in East Yorkshire
- Name human and physical features of the coast.
- Some human features are the same as Wetherby and some are different.
- Some physical features are the same as Wetherby and some are different.
- Aerial photographs are taken from the air - a bird's eye view of the landscape.
- Compass points are called North, East, South and West.

Significant people- Anne Bronte (died and buried in Scarborough), Charles Bury (architect) and Thomas Morgan (chief engineer of the cliff tramway).

Key Vocab- Factory, farm, harbour, forest, hill, mountain, cliffs, beach, coast, harbour, port, river, sea, ocean, soil, sand, county.

Links to prior learning

Building on current learning from last half terms GFOL topic comparing London features to Wetherby comparing features of cities/towns Y1: Maps, keys symbols, FS2I can show you a map. On a simple map, I can point to a road, a park, a church and a river, I can make a treasure map with X marking the treasure spot. I live in Wetherby. In Wetherby, I like to go to...

Social/Cultural opportunities: Where and why are castles located- chn to draw on personal experience of visiting Pontefract castle as class trip.

LO: To know features of the UK
 Recap the names of the countries in the UK.
Core English skills-
 capital letter for proper nouns.
B2L find and discuss features of the UK e.g.

LO: To sort and compare human and physical features of the UK.
 We will use aerial photographs to sort physical and human features of the UK.

LO: To locate Yorkshire and Wetherby on a map.
 Look at Yorkshire as a whole county using a map of the UK. Where is it located? Explore key features and varied landscapes- coasts, rural, moors, dales urban cities, towns.

LO: To compare and contrast human and physical features of Scarborough and Wetherby.
 Use chn's own experiences and make links with chn's experiences of Whitby (coast) (Y1) to compare and

LO: To use compass points to describe location of castles.
 Compass points
 Locate castles in Yorkshire on a map. Make links to using compass points to describe location. Explore why they are located and were built in certain places.

Study of Pontefract castle- Class trip to Pontefract castle- Field study location- Why is it a good place for a castle?
Core English skills-
 recount of class trip

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	farms, cities, factories, town, cities and the coast using pictures and photographs.	Core maths skills- sorting using Venn diagram	Core English skills- write an introduction to a guide about Yorkshire.	contrast human and physical features of Scarborough and Wetherby. Learn about the significant people connected to Scarborough. Explore changes in Scarborough's human features. 1849- Anne Bronte's death in Scarborough. From 1845- development of railway travel meant it was easier for people to get to the seaside to seek health benefits and for leisure activities.. Explore Charles Bury and (architect) Thomas Morgan (engineer) - of the Cliff Tramway. Core English skills- write a letter home similar to Anne Bronte to describe what they have seen on a trip to Scarborough.	Core English skills- description of locations of castles.	
<p>Art</p> <p>Big Concept: Painting- colour wheel hot and cold colours</p>	<p>Sticky Knowledge and Key Vocab: Painting Notable Artist: Paul Klee</p> <ul style="list-style-type: none"> • Paul Klee was a Swiss-born German artist. • Paul Klee researched colour theory which is all about mixing colours for effect. • A colour wheel shows you how colours relate to each other as cold and warm colours. • Warm colours are on one side of the colour wheel that includes red, yellow, and orange. This evokes warmth because they remind us of things like the sun or fire. • Cool colours are on the other side of the colour wheel that includes blue, green, and purple. This evokes a cool feeling because they remind us of things like water or grass. <p>Key vocabulary: Colour wheel, cold colours, warm colours, primary colours, secondary colours</p>					

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Links to prior learning

Y1-Landscape painting, Awareness of primary and secondary colours linked to recent French learning, maths learning about shape

Social/Cultural opportunities: Geography link -Locate Switzerland and Germany, which continent are they in revisit learning.

Research/Evaluate

Find out and research Paul Klee and his use of Colour Theory and Cubist style.

Geography link -Locate Switzerland and Germany, which continent are they in? .Look, respond and evaluate some of his paintings.



English core skill applied- factual sentences for research.

Do

What is colour theory? Recap primary and secondary colours and begin to colour mix paints in sketch books.



We will look at the colours made and sort into hot and cold colours suggesting what these remind us of. Explore placement of colours



together.

Plan/Do

Look at images of **local castles linked to Geography learning** thinking about what kinds of shapes we might see on a castle. On orange paper, sketch castles shapes with pencil, using rulers to make straight lines. Explore breaking castles shape up into smaller geometric shapes to fill and outline.



Change and adjust castle composition after first trial to begin final painting making choices about placement of hot and cold colours to paint a final piece.

Maths core skill applied- 2D/3D shape & measuring- using a ruler.

Review

Using a class review gallery we will evaluate our finished painting suggesting any changes we may wish to make to our work.

DT

Big Concept:
materials

Sticky Knowledge and Key Vocab:

Vocab- materials, centimetre, measure

Materials can be measured in centimetres using a ruler

Links to prior learning
materials

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<p>Art focus this half term.</p>			<p>LO: To measure in centimetres using a ruler.</p> <p>Demonstrate accurate use of rulers for measuring shapes of castle features.</p>	
<p>Music <i>Topic- Visit Yorkshire</i></p> <p>Big Concept: rhythmic phrases</p>	<p>Sticky Knowledge and Key Vocab:</p> <ul style="list-style-type: none"> • A rhythmic phrase is like a musical sentence based around notes of different lengths. • To compose music means to write music. • A composer is someone who writes music. • A conductor leads musicians in how play as an ensemble. • A melody is another word for tune. Tune means a series of musical notes. • Improve means to make up a tune and play it on the spot. • A pattern means to repeat - harmonic pattern can be chords repeating or rhythms repeating. • Dynamics is how loud or quiet music is. • Different instruments are played in different ways. Some you blow, some are strings, some you shake, rattle and some you bang. (foundations of orchestra) • If you can get lots of different notes from an instrument, that means it is tuned. If you can't get a different note, it is untuned. (children also given the opportunity to play both!) • Thinking voice is when you think the words of the song but don't say out loud. <p>Key Vocab: Rhythmic phrases, compose, composer, orchestra, percussion, lyrics, melody, pattern, improvise.</p> <p>Links to prior learning- GFOL performing clapping rhythmic phrases</p> <p>Social/Cultural opportunities: Tudor kings and queens from the past.</p>			
<p>Milestone 1: Create short rhythmic phrases. Recognise changes in dynamics and pitch.</p> <p>LO: To read and perform short rhythmic patterns.</p> <p>Practise playing back repeated patterns using chime bars.</p> <p>Improvise on the spot a pattern for a partner to repeat back</p> <p>Alter the dynamics and pitch for partner to repeat.</p> <p>English core skill applied- Beezone response</p>	<p>Milestone 1: To take part in singing: To imitate changes in pitch, Follow instructions on how and when to sing Link to learning about castles We will use the song- https://www.bbc.co.uk/teach/school-radio/music-ks1-history-famous-people-henry-viii-elizabeth-i/zbmdkmn to clap along to find the rhythm and beat.</p> <p>Note the slow - quick - quick rhythm, inspired by the pavan dance rhythm. Learn the song by singing with vocal version then perform by singing with the backing track. Introduce Thinking voice.</p> <p>We will take turns to become conductors to play along with song using percussion. How did they play their instrument?</p> <p>English core skill applied- speak in full sentences</p>	<p>Milestone 1: Create short rhythmic phrases. Recognise changes in dynamics and pitch. Use symbols to represent a composition</p> <p>LO: To compose and represent rhythmic patterns.</p> <p>Recap terms composer/compose</p> <p>Chn compose and perform a short melody and rhythmic pattern using chime bars to 'introduce' a king or queen. They will use symbols/notes and describe any change to dynamics and pitch using labels.</p> <p>English core skill applied- describe composition using full sentences.</p>		
<p>MFL</p>	<p>Sticky Knowledge and Key Vocab:</p> <p>Months of the year</p> <p>janvier=January</p>			

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<p>Topic: Visit Yorkshire</p> <p>Big Concept: Months of the Year</p>	<p>février= February mars=March avril=April mai=May juin=June juillet=July aout=August septembre=September octobre=October novembre=November décembre=December</p> <p>Significant individual: Thierry Henry- famous French sportsman. Link for PE</p> <p>Links to prior learning Months of the year Y1: Learnt days of the week</p> <p>Social/Cultural opportunities: The start of the new year, birthday celebrations</p>			
	<p>Milestone 1: Pronounce words showing a knowledge of sound patterns. To understand a range of spoken phrases.</p> <p>Burn2learn Match days of the week</p> <p>Quiz- BOB- Prior learning days of the week</p> <p>Introduce and learn new French vocabulary orally- months of the year.</p> <p>https://www.youtube.com/watch?v=LC4x2-ucH6Q</p>	<p>Milestone 1: Pronounce words showing a knowledge of sound patterns. To understand a range of spoken phrases.</p> <p>BOB- order days of the week</p> <p>Burn2learn Match months of the year</p> <p>Look at the French months of the year written down and note that the days of the week and months of the year in French all start with a small letter instead of a capital like in English.</p> <p>https://www.youtube.com/watch?v=XZhY8frvDTA</p> <p>Order the months of the year.</p>	<p>Milestone 1: Pronounce words showing a knowledge of sound patterns. To understand a range of spoken phrases. Label items with appropriate words.</p> <p>Continue ordering the months of the year and labelling experiences of key events- birthdays, Christmas, Easter, bonfire night etc..</p>	<p>Chn research and learn about Thierry Henry- famous French sportsman.</p> <p>Make a poster showing facts and information found.</p>
<p>PE</p> <p>Topic: The Great Fire of London</p> <p>Big Concept: Co-ordination</p> <p>Significant people- Millie Bright, Calvin</p>	<p>Sticky Knowledge and Key Vocab:</p> <ul style="list-style-type: none"> Understand that when the targets get further away, they need to change to overarm throws. To know that dribbling skills are similar in different sports by dribbling a basketball, football and hockey ball round 3 cones, keeping the ball close, using more than one hand/foot/surface to control the ball and looking ahead. To know that to bounce pass they make a w shape with two hands on the ball and push down so the ball bounces between them and their partner. To identify and demonstrate a bounce pass to a partner using a basketball. <p>Vocabulary- Accuracy, weight of pass, timing: standing foot, power: dribble, control, awareness, hockey, basketball, football, bounce pass- 2 hands, W shape, underarm throw, over arm throw.</p> <p>Links to prior learning</p> <p>Year 1 - importance of exercise and effect on the body, ball skills- throwing , catching and aiming, partner skills</p>			

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Phillips (footballers)	Social/Cultural opportunities: Discuss the importance of supporting others and teamwork.					
	LO: To improve agility through different catching and reaction tasks. Focus- agility Skill area- reactions	LO: To improve my ability to change direction quickly and smoothly Focus- agility Skill area- body awareness.	LO: To improve my ability to generate force through momentum and swing Focus- balance Skill area- understanding base	LO: To improve the way I link a sequence of movements Focus agility - co-ordination Skill area- Organising limbs	LO: To improve my ability to perform a dance movement on a cue Focus- co-ordination Skill area- thinking	LO: To improve the ability to control the body and hold a position for a sustained period. Focus- balance Skill area- static balance
PSHE Big Concept: RSE- families. Spr 1- British Value- Rule of law.	LO: To know what Rule of law means and give some examples. Discuss the need for rules to make a happy, safe and secure environment to live and work. Chn to think of places/activities where they experience rules.	LO: To understand and respect the differences and similarities between people. Make links to previous learning about race and equality. Think of ways we are different/similar to each other.	LO: To learn about different types of family and how their home-life is special. Qu- What makes a family? Look at animal families and human families. Chn explore different types of families, the different families that they 'belong' to and share special things about their own families.	LO: To know that everybody needs to be cared for and ways in which they care for others. Explore who takes care for us and how.		
Planned Trip or Workshops	<ul style="list-style-type: none"> • <i>Class trip to Pontefract castle</i> 					

Speaking and Listening skills are embedded in all subject areas of the curriculum as well as explicit teaching of these skills within any curriculum area.

Please note this overview is a guide and may change in reaction to daily observations and assessments of the children's learning.