

# Geography

## Spring Year B

### Trevose Class (Y1/2)

#### Sequence of Lessons

## Geography (Spring 1 and 2) Coastlines

**Intent:** To teach children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the human and physical features, the role of the RNLI and the use of simple maps and keys.

**Hooks from old learning (YR)**

Lesson	Sequence of Learning
1	<b>WALT:</b> Name and locate the seas and ocean that surround the United Kingdom.
2	<b>WALT:</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
3	<b>WALT:</b> Understand the purpose of a key on a map and devise a simple one
4	<b>WALT:</b> Understand how the coastline changes over time.
5	<b>WALT:</b> Recognise the geographical features of a coastal town.
6	<b>WALT:</b> Know who the RNLI are and what they do.
7	<b>WALT:</b> Use basic geographical vocabulary to compare and describe physical features of a coastal town.
8/9	<b>WALT:</b> Use observational skills to study the geography of our school and local area.
10	<b>WALT:</b> Describe human and physical geographical features of our school and local area.
11	<b>WALT:</b> Devise a map for a coastal town, identifying where in the U.K. it is using compass directions.

12 **Assessment opportunity:**

### **WORKING TOWARDS**

I can name some of the seas and ocean around the UK.  
I can recognise some physical and human features of the coast.

### **WORKING AT**

I can name and locate all the seas and oceans around the UK.  
I can recognise many physical and human features of the coast.  
I can explain the coastline is the outline edge of the land where it meets the water.

### **WORKING BEYOND**

I can name, locate and use directional language to describe all the seas and oceans around the UK.  
I can recognise many physical and human features of the coast and how they effect the local area.  
I can explain the coastline is the outline edge of the land where it meets the water and the effect of erosion.

# History

Spring Year B

Trevose Class (Y1/2)

Sequence of Lessons



## History (Spring)

Intent: The children will review learning about significant individuals.

Hooks from old learning: (YR)

Lesson	Sequence of Learning
1/2	Revision and revisit previous learning.

**Subject Composite:**

**Impact:** children recall learning about significant people.

Sequence of learning

# Science

## Spring 1 Year B

### Trevoze Class (Y1/2)

#### Sequence of Lessons

### Science (Spring 1) Human survival

**Intent:** The children will learn about the stages of the human life cycle, about the basic needs of all humans, including a healthy diet and basic hygiene.

**Hooks from old learning (YR):** understanding of the world—the natural world, sunshine and flowers (spring term).

Lesson	Sequence of Learning
1	<b>WALT: Notice that animals, including humans, have offspring that grow into adults.</b>
2	<b>WALT: Find out about and describe the basic needs of animals, including humans.</b>
3	<b>WALT: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</b>
4	<b>WALT: Investigate the importance of exercise for humans.</b>
5	<b>WALT: Describe the importance of hygiene for humans.</b>
6	<b>WALT: Perform simple tests to investigate the importance of hygiene.</b>
7	<p><b>End of unit assessment.</b> <b>Assessment opportunity:</b></p> <p><b>WORKING TOWARDS</b> I can name some of the stages of the human life cycle. I know humans need water, food and air. I can name some ways a human can stay healthy.</p> <p><b>WORKING AT</b> I can name the main stages of the human life cycle I can name the food groups from the Eatwell Guide and plan a healthy proportioned daily menu. I can name different ways a human can stay healthy and explain why these are important.</p> <p><b>WORKING BEYOND</b> I can name the main stages of the human life cycle and explain what a human is capable of at each stage. I can name the food groups from the Eatwell Guide and plan a healthy proportioned daily menu, explaining why each food group is important to human health. I can name different ways a human can stay healthy, explain why these, including hygiene, are important.</p>

Sequence of learning

**Subject Composite:** Children will complete an investigation into hygiene.

**Impact:** Children will be able to explain the ways a human survives as healthily as possible through all the stages of the life cycle.

**Hooks for new learning:** (Y3/4) Animals, including humans, (Y5/6) Evolution and inheritance.

# Science

## Spring 2 Year B

### Trevoze Class (Y1/2)

### Sequence of Lessons

#### Science (Spring 2) Plant survival

**Intent:** The children will learn the part of a plant and their function. They will observe and identify plants in our local habitat and they investigate the conditions needed for a seed to germinate and a healthy plant to grow making observations and recording results.

**Hooks from old learning (YR):** understanding of the world—the natural world, sunshine and flowers (spring term).

Sequence of learning

Lesson	Sequence of Learning
1	<b>WALT: Name the parts of a plant and describe their functions.</b>
2	<b>WALT: Identify and name a variety of plants in our habitat, including microhabitats.</b>
3	<b>WALT: Identify what all plants need to survive and understand that some plants are unusual, including the difference between deciduous and evergreen trees.</b>
4	<b>WALT: Investigate the conditions needed for a seed to germinate and a healthy plant to grow.</b> <b>WALT: Make predictions</b>
5/6	<b>WALT: Investigate the conditions needed for a seed to germinate and a healthy plant to grow.</b> <b>WALT: Make observations</b>
7	<b>WALT: Investigate the conditions needed for a seed to germinate and a healthy plant to grow.</b> <b>WALT: Make observations and use results to form a conclusion.</b>
8	<b>End of unit assessment.</b> <b>Assessment opportunity:</b> <b>WORKING TOWARDS</b> I know that any plant needs food, air and water to survive. I can name the parts of a plant. I can explain what a seed needs to germinate using simple vocabulary, <b>WORKING AT</b> I can explain what a plant needs to survive I can name the parts of a plant and describe their function. I can explain what a seed needs to germinate and for a plant to grow healthy. <b>WORKING BEYOND</b> I can explain what a plant needs to survive and that some plants are unusual compared to others. I can name and recognise plants that are in my local habitat.

**Subject Composite:** children will complete an investigation into the growing conditions needed for a healthy plant.

**Impact:** Children will be able to explain the growing conditions needed for a healthy plant.

**Hooks for new learning:** (Y3/4) plants, (Y5/6) plants.

# R.E.

## Spring 1 Year B

### Trevose Class (Y1/2)

#### Sequence of Lessons

## RE (Spring 1) Who is a muslim and how do they live?

**Intent:** In this unit, pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.

Hooks from old learning: (YR 1/2 A) What does it mean to belong to a faith community?

Lesson	Sequence of Learning
1	<p><b>WALT: What do people think about God?</b> <b>What do Muslims think about God?</b></p> <p>Children will learn how many names for God that Muslims use, which book these names come from and if Muslims remember the 99 names of God.</p>
2	<p><b>WALT: What do Muslims think about God?</b> <b>What do some of the Muslim 99 Beautiful Names for God mean?</b></p> <p>Children will discuss the 99 beautiful names of Allah and think about what the names mean? Which were their favourites? Why might some Muslims have different favourite names for Allah?</p>
3	<p><b>WALT: What do Muslims think about God?</b> <b>What does the Shahadah say about Muslim beliefs?</b></p> <p>Explain that this week we Children will be finding out about the Prophet Muhammad and why he is important to Muslims.</p>
4	<p><b>WALT: Who was the Prophet Muhammad and why is he important to Muslims?</b> <b>What do Muslims believe the Prophet Muhammad was like?</b></p> <p>Children will talk about stories that Muslims read teach about how to act. Children will discuss how these stories also tell Muslims about the Prophet Muhammad and what he was like.</p>
5	<p><b>WALT: Why is the Prophet Muhammad so important to Muslims?</b></p> <p>Children to retell the story of the Night of Power to each other.</p>
6	<p><b>WALT: What do Muslims do that they love to treat the Quran with respect?</b></p> <p>Children will learn that Muslims believe that the words of the Qur'an were given to The Prophet Muhammad by Allah on the Night of Power.</p>

**Subject Composite:** Create a knowledge organiser with a partner to share what you have learnt.

**Impact:** children will know some new wonderful words and they will learn that Muslims believe there is only one god.

**Hooks for new learning:** Who is a Muslim and how do they live? Part 2.

**R.E**  
**Spring 2 Year B**  
**Trevose Class (Y1/2)**  
**Sequence of Lessons**

**RE (Spring 2) Salvation: Why does Easter matter to Christians?**

**Intent:** Pupils will recognize that the concepts of God, Incarnation, Gospel, and Salvation are all part of the big story of the Bible. They will find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation. Pupils will learn about how Christians show their beliefs about Jesus being their savior within celebrations and worship in church at Easter.

**Hooks from old learning: (YR) Why do Christians put a cross on their Easter garden?**

Lesson	Sequence of Learning
1	<b>WALT: Learn the story of the Holy Week and Easter.</b> Children will learn what the main events of Easter are through high quality texts. Pupils will order the main events.
2	<b>WALT: Re-tell the story of the Holy Week and Easter in six steps.</b> Children will recap the Easter story with pupils. Pupils will understand that the Easter story is important for Christians because they believe that Jesus came to die on a cross and rise again to save them from their sins.
3	<b>WALT: Understand the emotions Christian people might feel about the stories of Jesus at Holy Week and Easter.</b> Pupils will talk about which events from the story might be happy or sad for Christians? Pupils will be focusing on what the story of Easter means for Christians. We will share the word 'Salvation' with the children. Can pupils talk about what this word means?
4	<b>WALT: Know the big idea that Christians remember at Easter: Christians believe that Jesus is a saviour.</b> Pupils will learn why Christians call Jesus the saviour? They will learn how Easter links to the concept of Salvation? They will learn that Easter is a time of celebration and reflection.
5	<b>WALT: Understand how the Easter story might affect the actions of many Christians.</b> Pupils will learn how a Christian might celebrate or reflect on the events within Holy Week and how religious and secular celebrations of Easter differ.
6	<b>WALT: Remember all we have learnt about Holy Week and Easter and why it matters to the Christians. We will think again about the big idea that Christians remember at Easter: 'Jesus is the saviour'</b> <b>Children will work back through the sticky knowledge quiz slides and complete the assessment sheets.</b>

**Subject Composite:** Retell the Easter Story to an audience.

**Impact:** To retell the Easter story, and to understand the main emotions in the story. Pupils will know why Christians call Jesus the saviour.

**Hooks for new learning: (YR3/4) Salvation: why do Christians call the day Jesus died 'Good Friday'?**

**Art- Flower Head**  
**Spring Year B**  
**Trevose Class (Y1/2)**  
**Sequence of Lessons**

**Art (Spring) Flower Head**

**Intent:** To teach children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.

**Hooks from old learning:** (YR) primary colours.

Sequence of learning

Lesson	Sequence of Learning
1	<b>WALT: Make simple sketches to explore and develop ideas.</b>
2	<b>WALT: Describe similarities and differences between artwork on a common theme.</b>
3	<b>WALT: Use different tools to create different patterns, textures and lines, and explore shape, form and space.</b>
4	<b>WALT: Create a range of forms, shapes and textures using the properties of different types of paper and other materials.</b>
5	<b>WALT: Name and mix secondary colours.</b>
6	<b>WALT: Create flower sculptures</b>
7	<p><b>Assessment opportunity:</b>  <b>WORKING TOWARDS</b>                      I can use some simple artistic vocabulary to evaluate mine and others work.  <b>WORKING AT</b>                      I can use some artistic vocabulary to evaluate mine and others work and suggest some ways to improve.  <b>WORKING BEYOND</b>                      I can compare mine and others' artwork to that of some of the contemporary artists I have learnt about.</p>

**Subject Composite:** Create a flower sculpture to display.

**Impact:** Children will know how to make simple markings using pencils and charcoals and how to use materials to create different shapes for modelling. Children will be able to name some contemporary artists.

**Hooks for new learning:** In yrs 3-4 Ammonite-the children will improve mastery of art design techniques in sculpture.

**DT- Beach hut**  
**Spring Year B**  
**Trevoze Class (Y1/2)**  
**Sequence of Lessons**

**Design and Technology (Spring) Beach Hut**

**Intent:** The children will learn about making and strengthening structures, including different ways of joining materials.

**Hooks from old learning:** (YR) machine art.

Lesson	Sequence of Learning
1	<b>WALT:</b> Investigate the features of a beach hut.
2	<b>WALT:</b> Explore how a structure can be made stronger, stiffer and more stable.
3	<b>WALT:</b> Make a strong wooden frame.
4	<b>WALT:</b> Design a beach hut choosing appropriate components and materials.
5	<b>WALT:</b> Make a beach hut, selecting the appropriate tool for a task and explaining your choice.
6	<b>EVALUATE.</b> <b>WALT:</b> Explain how closely their finished products meets their design criteria and say what they could do better in the future.
7	<b>Assessment opportunity:</b> <b>WORKING TOWARDS</b> I can choose between two structures explaining which one would be stronger. <b>WORKING AT</b> I choose components and materials, giving reasons for my choice. <b>WORKING BEYOND</b> I can predict and explain why a structure will or won't be strong.

**Subject Composite:** Make and display a beach hut.

**Impact:** Children will understand which structural forms are the strongest.

**Hooks for new learning:** yrs 3-4 Making it move



# Computing

## Spring 1 Year B

### Trevose Class (Y1/2)

#### Sequence of Lessons

### Computing (purple mash) Animated story books

**Intent:** Digital content: The children will learn how to create an ebook with animation and sound features for a specific audience.

**Hooks from old learning:** (EYFS) workspace area on purple mash.

Sequence of learning

Lesson	Sequence of Learning
1/2	<b>WALT:</b> Use the 2create story tool to create a digital story.
3	<b>WALT:</b> Add animation to a digital story.
4	<b>WALT:</b> Add sound to a story, including voice recording and music.
5	<b>WALT:</b> To use tools to add backgrounds and copy and pasting pages.
6	<b>WALT:</b> To share an ebook with others.
7	<p><b>Assessment opportunities:</b></p> <p><b>WORKING TOWARDS</b> I can create a simple ebook with some animation features.</p> <p><b>WORKING AT</b> I can create an ebook with animation and sound features.</p> <p><b>WORKING BEYOND</b> I can create a cohesive ebook with many animation, sound and background features.</p>

**Subject Composite:** children will create their own ebook. That they will present to their peers,

**Impact:** Children will know how to use technology purposefully to create digital content.

**Hooks for new learning:** yrs 3-4-Writing for different audiences

# Computing

## Spring 2 Year B

### Trevose Class (Y1/2)

#### Sequence of Lessons

### Computing (purple mash) Making music and Spreadsheets

Intent: Technology: The children will use technology safely and respectfully. Recognise common uses of information technology beyond school and use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Hooks from old learning: (EYFS) workspace area on purple mash.

Sequence of learning

Lesson	Sequence of Learning
1	WALT: Use 2sequence to create music digitally.
2	WALT: Edit and refine composed music.
3	WALT: Record and upload sound.
4	WALT: Use 2Calculate tools to make a counting machine.
5	WALT: Use a spreadsheet for money calculations.
6	WALT: Use 2Calculate to collect data and produce a graph.
7	<p><b>Assessment opportunities:</b></p> <p><b>WORKING TOWARDS</b> I can create music using a simple sequence. I can use 2calculate to solve simple calculations.</p> <p><b>WORKING AT</b> I can create and refine digital music and upload my own recordings. I can use 2calculate to solve calculations and collect and produce a graph.</p> <p><b>WORKING BEYOND</b> I can create a cohesive ebook with many animation, sound and background features.</p>

**Subject Composite:** Children will create their own digital music to share with their peers.

**Impact:** Children will develop their understanding of how to purposefully to create, organise, store, manipulate and retrieve digital content.

**Hooks for new learning:** yrs 3-4 spreadsheets

# Music

Spring 1 Year B

Trevoze Class (Y1/2)

Sequence of Lessons

## Music charanga – I wanna play in a band (Y2)

**Intent:** Children will learn to sing, play, improvise and compose, children will also listen and appraise classic Rock songs.

**Hooks from old learning:** (YR, Y1, Y2) To build on previously learnt skills from the charanga scheme.

Lesson	Sequence of Learning
1	WALT: Listen to and appraise a new style of music. Learn to sing a new song.
2	WALT: Explore instrumental parts in the song and listen and appraise a new Rock song. .
3	WALT: Play instrumental parts in the song and listen and appraise a new Rock song.
4	WALT: Use our voices to improvise when singing the song and listen and appraise a new Rock song. .
5	WALT: Sing the song and play instrumental parts of the song and listen and appraise a new Rock song. .
6	WALT: Explore improvising and composing a new part of the song and listen and appraise a new Rock song.
7	<p><b>Assessment opportunities:</b></p> <p><b>WORKING TOWARDS</b> I can find the pulse in a piece of music. I can.</p> <p><b>WORKING AT</b> I can recognise and name some instruments that I can hear. I can copy and clap back or perform rhythms in a variety of ways.</p> <p><b>WORKING BEYOND</b> I create my own rhythms.</p>

**Subject Composite:** Group end of unit performance to the class including the children's own compositions within the song.

**Impact:** Children are able to sing together as a group and perform . They are able to use their voices and instruments for different effects.

**Hooks for new learning:** Continuing to build on skills in the Charanga scheme.

# Music

Spring 2 Year B

Trevoze Class (Y1/2)

Sequence of Lessons

## Music charanga – Round and Round (Y1)

**Intent:** Children will learn to sing, play, improvise and compose, children will also listen and appraise Latin songs.

**Hooks from old learning:** (YR, Y1, Y2) To build on previously learnt skills from the charanga scheme.

Lesson	Sequence of Learning
1	<b>WALT:</b> Listen to and appraise a new style of music. Learn to sing a new song.
2	<b>WALT:</b> Explore instrumental parts in the song and listen and appraise a new Latin song.
3	<b>WALT:</b> Play instrumental parts in the song and listen and appraise a new Latin song.
4	<b>WALT:</b> Use our voices to improvise when singing the song and listen and appraise a new Latin song.
5	<b>WALT:</b> Sing the song and play instrumental parts of the song and listen and appraise a new Latin song.
6	<b>WALT:</b> Explore improvising and composing a new part of the song and listen and appraise a new Latin song.
7	<p><b>Assessment opportunities:</b></p> <p><b>WORKING TOWARDS</b> I can find the pulse in a piece of music. I can.</p> <p><b>WORKING AT</b> I can recognise and name some instruments that I can hear. I can copy and clap back or perform rhythms in a variety of ways.</p> <p><b>WORKING BEYOND</b> I create my own rhythms.</p>

**Subject Composite:** Group end of unit performance to the class including the children's own compositions within the song.

**Impact:** Children are able to sing together as a group and perform . They are able to use their voices and instruments for different effects.

**Hooks for new learning:** Continuing to build on skills in the Charanga scheme.

# PSHE

Spring 1 Year B (ages 5-6)

Trevose Class (Y1/2)

Sequence of Lessons

## PSHE (Spring 1) Dreams and goals-following Jigsaw planning.

**Intent:** In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.

Hooks from old learning: (YR) Dreams and goals.

**Vocabulary:** Proud, success, internal treasure chest, stretchy learning, stepping-stones, process, working together, team-work, celebrate, challenge, obstacle, overcome, achieve, dreams, goal.

Lesson	Sequence of Learning
1	<b>WALT: Know how to set simple goals</b>
2	<b>WALT: I can set a goal and know how to achieve it</b>
3	<b>WALT: I understand how to work best with a partner</b>
4	<b>WALT: I can tackle a new challenge and understand this might stretch my learning</b>
5	<b>WALT: I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them</b>
6	<b>WALT: I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</b>
7	<p><b>Assessment opportunity</b></p> <p><b>WORKING TOWARDS</b> I made a stretchy flower. It was bright and colourful.</p> <p>I felt pleased with my stretchy flower because it looked nice.</p> <p><b>WORKING AT</b> I was proud of my stretchy flower. I like telling my family about things I do well.</p> <p>My internal treasure chest helps me feel proud of myself.</p> <p><b>WORKING BEYOND</b> I made a stretchy flower but I needed help with the cutting out. I was pleased with my stretchy flower and glad that I asked for some help so it looked nice.</p> <p>My internal treasure chest is important because it will help me remember all the good things I have done when I face a new challenge and I feel proud of my successes.</p>

Sequence of learning

**Subject Composite: things to look forward to display, celebrating change and learning new things.**

**Impact:** children will understand how to stay motivated when doing something challenging. They will work well with a partner and have a positive attitude. They will work hard to achieve their goals and help others to achieve their goals.

**Hooks for new learning:** changing me 7/8

# PSHE

Spring 2 Year B (ages 5-6)

Trevose Class (Y1/2)

Sequence of Lessons

## PSHE (Spring 2) Healthy me-following Jigsaw planning.

**Intent:** In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.

**Hooks from old learning: (YR) Healthy me.**

**Vocabulary:** Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.

Lesson	Sequence of Learning
1	<b>WALT: I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</b>
2	<b>WALT: I know how to make healthy lifestyle choices</b>
3	<b>WALT: I know how to keep myself clean and healthy, and understand how germs cause disease/illness</b>  <b>I know that all household products including medicines can be harmful if not used properly</b>
4	<b>WALT: I know how to keep safe when crossing the road, and about people who can help me to stay safe</b>
5	<b>WALT: I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</b>
6	<b>Assessment opportunity.</b> <b>WORKING TOWARDS</b> My body is amazing because I can run and walk. I need to keep fit..  I take care of my body by eating fruit and vegetables.  <b>WORKING AT</b> My body is amazing because I have hands that help me do lots of things like draw and wave. If I exercise and eat healthily it helps my body work.  When I eat healthy food and have a good night's sleep, I feel happy.  <b>WORKING BEYOND</b> My body is amazing because it's special to me. I have lots of body parts like teeth and a brain. I need to stay fit and healthy to give my body energy. If I didn't eat healthy food then my brain might not help me to learn as well. If I didn't clean my teeth they might fall out.  Eating healthy food makes me feel happy because I know I have made a good choice for my body.

Sequence of learning

**Subject Composite:** things to look forward to display, celebrating change and learning new things.

**Impact:** children will understand the difference between being healthy and unhealthy. The children will learn how to keep themselves safe.

**PE**  
**Spring 1 Year B**  
**Trevose Class (Y1/2)**  
**Sequence of Lessons**

**P.E (Spring 1) Dance**

**Intent:** To create and perform short dances based on themes.

**Hooks from old learning:** (YR)

Sequence of learning

Lesson	Sequence of Learning
1	<b>WALT:</b> Use large body actions and small body actions.
2	<b>WALT:</b> Develop and remember movement actions for a dance, including a change in levels and speed.
3	<b>WALT:</b> Create animal shapes and link them together, sometimes through travelling.
4	<b>WALT:</b> Perform a dance linking moves together fluently and in unison.
5	<b>WALT:</b> Develop my skills in the performance of a dance.
6	<b>WALT:</b> Practice and perform a dance. Describe and comment on others work explaining what you like and dislike and why.
7	<p><b>Assessment opportunity.</b></p> <p><b>WORKING TOWARDS</b></p> <p>I can perform a dance about a cat using large body actions.            I can remember and perform a dance in a sequence of different moves.            I can create 3 different animal shapes with my body.            I can perform a dance about a rainforest with some moves in unison.            I can perform a dance with some help from prompts.</p> <p><b>WORKING AT</b></p> <p>I can perform a dance about a cat using large and small body parts.            I can perform a sequence of different moves with changes in levels.            I can create 3 different animal shapes with my body linking them together with travel movements.            I can perform a dance about a rain forest in unison with some fluent movements.            I can perform a dance, which I have practiced.</p> <p><b>WORKING BEYOND</b></p> <p>I can perform a dance about a cat using large and small body parts linking them together in a pathway.            I can perform a sequence of different moves with changes in levels and speed.            I can create 3 different animal shapes with a partner with travel movements.            I can perform a dance about a rainforest with fluent movements and in unison.            I can perform a dance and describe what I like and dislike about my own and others work.</p>

**Subject Composite:** Performance to peers of a dance.

**Impact:** children will understand

**Hooks for new learning:** Dance (3/4, 5/6).

**PE**  
**Spring 2 Year B**  
**Trevose Class (Y1/2)**  
**Sequence of Lessons**

**P.E (Spring 2) Games**

**Intent:** To learn different skills that can be applied to a competitive game.

**Hooks from old learning:** (YR) throwing and catching.

Sequence of learning

Lesson	Sequence of Learning
1	<b>WALT:</b> Roll a ball.
2	<b>WALT:</b> Throw and catch a ball.
3	<b>WALT:</b> Control and kick a ball.
4	<b>WALT:</b> Strike a ball with a bat.
5	<b>WALT:</b> Use the skills I have learned to play a game.
6	<b>WALT:</b> Use the skills I have learned to play a game.
7	<p><b>Assessment opportunity.</b></p> <p><b>WORKING TOWARDS</b></p> <p>I can roll a ball towards a target.            I can throw and catch a ball.            I can control and kick a ball.            I can hit a ball with a bat.            I am beginning to use the skills I have learned to roll, throw, catch, strike and kick in a small game situation.</p> <p><b>WORKING AT</b></p> <p>I can roll a ball between targets.            I can throw and catch a ball with a partner.            I can control and kick a ball to/from a partner.            I can hit a ball towards a target            I can use the skills I have learned to roll, throw, catch, strike and kick a ball in a small game situation.</p> <p><b>WORKING BEYOND</b></p> <p>I can roll a ball to hit a target.            I can throw and catch a variety of balls accurately with a partner.            I can control and kick/receive a ball accurately to /from a partner at various distances.            I can hit a ball accurately along a line and hit a target.            I can confidently apply the skills I have learned to roll, throw, catch, strike and kick a ball in a small game situation.</p>

**Subject Composite:** Competitive game using skills learned throughout this half-term.

**Impact:** Children will have acquired new skills that they can apply in a complete game.

**Hooks for new learning:** cricket/ rounders and tennis (3/4,5/6)