MAIN FOCUS: Self-improvement – setting goals for physical and mental development.			
Programme Of Study	DO/GO/MEET/READ	MAKE/PRODUCE	What do you
	(Experiences)	(Outcomes)	notice?/ASSESSMENT
PERSONAL DEVELOPMENT To push, improve and persevere: Begin to take encouragement and advice from others. Keep trying after a first attempt. Share with others a number of positive features of own efforts. Identify a few areas for improvement. Attempt to make improvements. Find alternative ways if the first attempt does not work. Bounce back after a disappointment or failure. Show the ability to stick at an activity (or a club or interest).		_	•

MAIN FOCUS: Exploring, rehearsing and performing together.			
Programme Of Study	DO/GO/MEET/READ	MAKE/PRODUCE	What do you
	(Experiences)	(Outcomes)	notice?/ASSESSMENT
MUSIC	Perform glockenspiel	An accomplished	More confident
	piece in assembly.	performance of a	performers.
To describe music:		piece with	
 Compose and perform melodic songs. 	Perform play /	glockenspiel	Some previously
Use sound to create abstract effects.	musical with red class	accompaniment in	undiscovered talents?
Create repeated patterns with a range	(April).	assembly.	
of instruments.			
 Create accompaniments for tunes. 		A collaborative play /	
		musical with red class	
To perform:		(April).	
• Sing from memory with accurate pitch.			
• Sing in tune.			
Maintain a simple part within a group.			
 Pronounce words within a song clearly. 			
Show control of voice.			
Play notes on an instrument with care so			
that they are clear.			
 Perform with control and awareness of 			
others.			

MAIN FOCUS: Nutrition, teeth, bodies, digestion.				
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT	
SCIENCE	Nutritionist? GP?	A healthy drink.	Children more aware	
		,	of the impact of	
To work scientifically:		A healthy snack.	eating healthily (and	
• Gather, record, classify and present data			badly) who are keen	
in a variety of ways to help in answering		A healthy diet plan.	to keep their bodies	
questions.			fit and healthy.	
 Record findings using simple scientific 		An exercise plan.		
language, drawings, labelled diagrams, bar			Children able to use	
charts and tables.		Non-chronological	appropriate scientific	
 Report on findings from enquiries, 		report texts about	vocabulary when	
including oral and written explanations,		circulatory,	talking about	
displays or presentations of results and		respiratory, digestive	nutrition, teeth,	
conclusions.		systems; teeth.	bodies and digestion.	
• Use straightforward, scientific evidence				
to answer questions or to support their				
findings.				
To understand animals and humans:				
 Identify that animals, including humans, 				
need the right types and amounts of				
nutrition and that they cannot make their				
own food and they get nutrition from what				
they eat.				
• Describe the ways in which nutrients and				
water are transported within animals,				
including humans.				
 Identify that humans and some animals 				
have skeletons and muscles for support,				
protection and movement.				
 Describe the simple functions of the 				
basic parts of the digestive system in				
humans.				
 Identify the different types of teeth in 				
humans and their simple functions.				
humans and their simple functions.				

Programme Of Study	DO/GO/MEET/READ	MAKE/PRODUCE	What do you
·	(Experiences)	(Outcomes)	notice?/ASSESSMENT
PE	Skip-hop workshop	An exercise plan.	Leadership qualities
			in children.
To develop practical skills in order to		Skipping routines that	
participate, compete and lead a healthy		can be taught in the	Ability to work in
lifestyle:		playground.	teams to produce a
			plan that will benefit
 Follow the rules of the game and 			other people.
play fairly.			
 Lead others and act as a respectful 			Children willing to
team member.			make plans and alter
 Set goals and attempt to improve 			them according to
personal bests.			circumstances.
Outdoor (and adventurous) activities:			Increased
			organisational skills
 Show an ability to both lead and form 			and independence.
part of a team.			
 Support others and seek support if 			
required when the situation dictates.			
 Show resilience when plans do not work 			
and initiative to try new ways of working.			
 Remain aware of changing conditions 			
and change plans if necessary.			

MAIN FOCUS: Healthy bodies and animals				
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT	
FRENCH	Build confidence in	Identify food and	Children piecing	
	conversation in	drink which	together previous	
To Read	school.	contributes to a	and new to build	
Read and understand the main points in		healthy lifestyle.	conversation skills.	
short written texts.		Make a labelled poster or leaflet.		
Read short texts independently.		poster or rearrest		
,		Read and make own		
Use a dictionary or glossary to look up new words.		French menus.		
		Leaflet about animals.		
To speak confidently				
Understand the main points from spoken language.				
Ask others to repeat words or phrases if necessary.				
nesessa. y.				
Ask and answer simple questions and talk about interests.				
To understand the culture of the				
countries in which the language is spoken				
Describe with some interesting details				
some aspects of countries or communities				
where the language is spoken.				

MAIN FOCUS: Create a healthy smoothie.			
Programme Of Study	DO/GO/MEET/READ	MAKE/PRODUCE	What do you
	(Experiences)	(Outcomes)	notice?/ASSESSMENT
DT	Helene Harrison food	Create a healthy	Children who are
	prep session?	smoothie.	aware of the
To master practical skills:			importance of
Prepare ingredients hygienically			hygiene when
using appropriate utensils.			preparing food.
Measure ingredients to the nearest			
gram accurately.			Creative children
Follow a recipe.			willing to experiment
Assemble or cook ingredients			and take risks with
(controlling the temperature of the oven			taste.
or hob, if cooking).			
		l .	l

Programme Of Study	DO/GO/MEET/READ	MAKE/PRODUCE	What do you
	(Experiences)	(Outcomes)	notice?/ASSESSMENT
ENGLISH	Read: a variety of	Produce a high quality	Improved research
Non-chronological reports.	non-chronological report texts.	report about wolves.	skills.
The state of the s	Toport textor	Write in different	Appropriate formal,
To organise writing appropriately:	Visit Wolf	voices with improved	writing style that is
Use organisational devices such as	Conservation Trust	vocabulary and control.	clearly distinguishable from narrative
headings and sub headings.	(January)	Control.	writing.
 Use the perfect form of verbs to 	The Wolves of	Organise, produce,	Ŭ
mark relationships of time and cause.	Currumpaw - William	rehearse ad perform a	
• Use connectives that signal time, shift	Grill	play / musical based around wolves.	
attention, inject suspense and shift the setting.	Walk With a Wolf -	around worves.	
setting.	Janni Howker		
To use paragraphs:	Evo of the Wolf		
Organise paragraphs around a theme.	Eye of the Wolf - Daniel Pennac		
Sequence paragraphs.			
	The Last Wolf -		
To use sentences appropriately:	Michael Morpurgo		
Use a mixture of simple, compound and	Wolves - Seymour		
complex sentences.	Simon		
Write sentences that include:			
• conjunctions			
• adverbs			
• direct speech, punctuated correctly			
• clauses			
adverbial phrases.			
To use imaginative description:			Improved control in
• Create characters, settings and plots.			story writing with clear structure and
Use alliteration effectively.			chosen moments of
Use similes effectively.			deep description.
Use a range of descriptive phrases		Write a story set in an	
including some collective nouns.		imaginary world.	

MAIN FOCUS: Using fractions; using positional, directional and movement language.			
Programme Of Study	DO/GO/MEET/READ	MAKE/PRODUCE	What do you
	(Experiences)	(Outcomes)	notice?/ASSESSMENT
MATHS	Use fractions in food		Children able to use
	preparation.		fractions in real
Fractions and decimals:			contexts, e.g. recipes,
 Recognise, find and write fractions of a discrete 			food preparation.
set of objects: unit fractions and non-unit fractions			
with small denominators. • Recognise and use fractions as numbers: unit			
fractions and non-unit fractions with small			
denominators.			
Round decimals with one decimal place to the			
nearest whole number.			
Compare numbers with the same number of			
decimal places up to two decimal places. • Count up and down in tenths; recognise that			
tenths arise from dividing an object into 10 equal			
parts and in dividing one-digit numbers or quantities			
by 10.			
Count up and down in hundredths; recognise			
that hundredths arise when dividing an object by			
one hundred and dividing tenths by ten.Compare and order unit fractions and fractions			
with the same denominators.			
Solve problems involving increasingly harder			
fractions.			
Calculate quantities and fractions to divide			
quantities (including non-unit fractions where the answer is a whole number).			
answer is a whole number).			
To describe position, direction and			
movement:			
Recognise angles as a property of shape and as an			
amount of rotation.			
Identify right angles, recognise that 2 right angles			Haa a wilan walahina
make a half turn and 4 make a whole turn. • Identify angles that are greater than a right angle.			Use a ruler, weighing
Describe positions on a 2-D grid as coordinates in			scales and a compass
the first quadrant.			competently.
Describe movements between positions as			
translations of a given unit to the left/right and			
up/down.			
To use measures:			Children have
Tell and write the time from an analogue clock,			
including using Roman numerals from I to XII, and			improved notion of
12-hour and 24-hour clocks.			duration and can tell
Estimate and read time with increasing accuracy to			the time to the
the nearest minute; record and compare time in terms of seconds, minutes and hours; use			nearest minute.
appropriate vocabulary.			
Know the number of seconds in a minute and the			
number of days in each month, year and leap year.			