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| Image result for animals | | **Year 1 Autumn Term Curriculum Overview:**  **Claws, Paws, Wings and Fins** | | | | | | Image result for animals |
| The **Big** Question … | | | | | | | | |
| **Are all animals treated fairly?** | | | | | | | | |
| The **Big** Idea (overview)… | | | | | | | | |
| What is your favourite animal? Why do you like it? Does it slither, fly, run or swim?  From pets we may have at home to animals in the zoo, children will find out what different animals need to survive, where they live and how they behave. Children will learn how animals are grouped by identifying and classifying them using first-hand observation and by formulating their own questions about animals to be answered. They will explore and learn about fish, amphibians, reptiles, birds and mammals, by comparison and direct experience, looking at their bodies and finding out about what they eat.  Questions around the treatment of animals will be investigated, including how attitudes have changed through history, and children will express their own opinions around subjects such as zoos, circuses and visitor attractions that use animals for entertainment. Habitats will be investigated and compared, including micro-habitats, and their protection and development. | | | | | | | | |
| **Deep conceptual learning:** | | | | | **Why is this important to an RCPA child?** | | | |
| The children will be able to  All animals need different things to survive- habitats, food, climate – adaptation over time  Deforestation, global warming- unfairness | | | | | We believe it is important for children to become deep thinkers and not accept controversial decisions at face value. Children need to develop the ability to question, challenge and form opinions of their own. In order to become 21st Century citizens, children need to develop respect for the opinions of others, whilst being able to express their points of view clearly. They need to understand what is fair and not fair and support their views with evidence. | | | |
| **Links to prior learning:** | | | | | **Global Goals for Sustainable Development previously studied:** | | | |
| EYFS (Reception)  Enchanted Woodland – What is a woodland? What lives or grows in it? Exploration of plants, trees and animals that live within a woodland. | | | | |  | | | |
| **Termly Global Goals for Sustainable Development focus:** | | | | | | | | |
|  | **PROTECT, RESTORE AND PROMOTE SUSTAINABLE USE OF TERRESTRIAL ECOSYSTEMS, SUSTAINABLY MANAGE FORESTS, COMBAT DESERTIFICATION, AND HALT AND REVERSE LAND DEGRADATION AND HALT BIODIVERSITY LOSS**  Humans and other animals rely on other forms of life on land for food, clean air, clean water, and as a means of combatting climate change. Plant life makes up 80% of the human diet. Forests, which cover 30% of the Earth’s surface, help keep the air and water clean and the Earth’s climate in balance. That’s not to mention they’re home to millions of animal species. But the land and life on it are in trouble. Arable land is disappearing 30 to 35 times faster than it has historically. Deserts are spreading. Animal breeds are going extinct. Our children will learn how we can turn these trends around. | | | | | | | |
| **Key Questions:** | | | | | **Metacognition:** | | | |
| When have you come across animals in your life? Which is your favourite animal? What are its characteristics? Why do you like it?  How can we identify and classify animals? What are their habitats like? Do some animals and habitats need protection? How can you protect them?  Do you know the characteristics of fish, amphibians, reptiles, birds and mammals?  What do animals eat? Which animals are eaten? Does everyone eat animals? Why/why not? | | | | | |  |  |  | | --- | --- | --- | | The Puppet Company - Sockettes - Gloria Hand Puppet**Curious Connie**  Asks questions  Notices things  Asks ‘What if…?’ | The Puppet Company - Sockettes - Buttons PC007013**Connections Clive**  Looks for connections  Uses what they have learned in real life | Rupert - Knitted Puppets**Improving Izzy**  Keeps reviewing their learning | | | | |
| **Oracy and Communication:** | | | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | | Uses the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground | Uses appropriate vocabulary, specific to the topic discussed | Offers reasons for opinions | Listens to others and is willing to change their mind based on what they have heard | | **Ideas for Oracy and Communication**  Would you rather…?  I think that…I agree / disagree… | | | | | | | | | | | | |
| **Building the Community:** | | | | | **Change / Personal Growth:** | | | |
| Fairness in the Community – different faiths, respect for others etc | | | | | Animals – growth and development; links to own growth and development and transition into Year 1. | | | |
| **Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):** | | | | | | | **Key Vocabulary:** | |
| Elmer – David McKee How to Wash a Woolly Mammoth - Robinson and Hindley  Beegu - Alexis Deacon Penguins - Emily Bone  Dino Dinners - Manning and Granstrom Reptiles – Angela Royston  The Tiger Who Came to Tea - Judith Kerr What do you do with a tail like this? - Steve Jenkins  Peace at Last - Jill Murphy A Dog’s Day by Rebecca Rissman  Sally and the Limpet - Simon James Augustus and his Smile by Catherine Rayner  Where the Wild Things Are -Maurice Sendak Boa’s Bad Birthday by Jeanne Willis and Tony Ross  Could a Penguin Ride a Bike? - Bitskoff and Beydoyere How to Hide a Lion at School by Helen Stephens  Knock, Knock Open the Door by Michaela Morgan Wanted: The Perfect Pet by Fiona Roberton  Greatest Animal Stories Chosen by Michael Morpurgo Wolves – Emily Gravett  The Elephant and the Bad Baby - Elfrida Vipont and Raymond Briggs Greta and the Giants – Zoe Tucker  Dear Zoo – Rod Campbell | | | | | | | Environment Amphibian  Habitat Biodiversity  Micro-habitat Reptile  Identify Mammal  Classify Protection  Characteristics Survival | |
| **Key Experiences:** | |
| * Visit to or from Exmoor Zoo. * Caring for a living creature. * Handling animals / pets – Really Wild Experience. * Creating a habitat for an animal. * Visit to a farm (links to local area and community) * Visit to the beach (Northam Burrows) / Ilfracombe Aquarium (ocean animals and locality) * Visits from own pets | |
| **Opportunities for revisiting learning in the future:** | | | | | | | | |
| Year 2 – **Were they hard times?** – Victorian Circus (History)  Year 2 – **Mysteries of the Rainforest** – Rainforest animals and habitats (Science); Climate relating to habitat (Geography)  Year 4 – **Democracy** – Fairness / Unfairness | | | | | | | | |
| The **Big** Product … | | | | | | | | |
| Designing the best habitat for an animal of choice to live, including food supply. | | | | | | | | |
| **SCIENCE – Paws, Claws, Wings and Fins** | | | | | | | | |
| The **Enquiry** Question **…** | | | | **The Learning Overview:** | | | | |
| **Do some animals and habitats need protection?**  **How can we protect them?**  Graphical user interface, application  Description automatically generated | | | | Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.  Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.  Animals need certain things to survive – water, food, shelter, exercise  Humans have key parts in common, but these vary from person to person.  Humans (and other animals) find out about the world using their senses. Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body. | | | | |
| **Prior Learning:** | | | | **Key Texts:** | | | | |
| Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG) | | | | Penguins - Emily Bone  Reptiles – Angela Royston  What do you do with a tail like this? - Steve Jenkins | | | | |
| **Conceptual Understanding:** | | | | **Key Vocabulary:** | | | | |
| At the end of this sequence of learning children will understand:  The things we need to survive – shelter, food etc  Features of animals / adaptations to survive in different habitats | | | | * Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves * Names of animals experienced first-hand from each vertebrate group * Parts of the body including those linked to PSHE teaching * Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue | | | | |
| **Skills** | | | **Knowledge** | | | **Learning Opportunities** | | |
| **Questioning:** Find out things from a range of secondary information sources including books, websites and information packs  **Planning**: Begin to suggest ideas for how they might go about finding answers to their question and explain their steps.  **Predictions:** Begin to make your own relevant predictions based on what you know.  **Observation:** Begin to identify and classify objects and living things through comparison of similarities and differences.  **Measuring and Recording:** Gather and record data to help in answering questions.  **Fair testing and Recording:** Make simple classifications.  **Presentation and communication of results:** Record findings in various formats to answer questions (e.g. drawings, diagrams, bar charts, tables, displays, photographs, scientific labels, maps).  **Analysing etc:** Begin to give simple explanations of similarities, differences and patterns within investigations using scientific vocabulary to answer questions. | | | **Parts of the Body:** Identify, name, draw and label the basic parts of the human body.  **Health and well being:**  Know the basic needs for animals (including humans) and plants e.g.  water, air and light, explore temperature with seasons.  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  Understand the differences between things that are living or dead and things that have never been alive.  **Identify and classify:**  Identify, group and name a variety of plants and animals in a variety of habitats (including micro-habitats), including birds, invertebrates, mammals.  Identify, compare and describe the features of a variety of common animals including fish, birds, amphibians, reptiles, mammals and invertebrates.  Understand how humans and animals use their bodies to perceive the world through their senses.  **Life cycles:**  Identify the life cycles of everyday animals (Including how humans and animals develop through stages. Vocabulary: baby, toddler, teenager, adult, pregnancy)  **Food chains, habitats & Interdependence:**  Understand how animals obtain their food from plants and other animals using the idea of a simple food chain.  Identify and group animals according to their food source i.e. carnivores, herbivores and omnivores.  Know how different habitats and animals provide for and depend on each other | | | Sort animals into different categories  Look at and dissect animal poo  Animal visits  Pets to look after in school  Forest school walks  Bug houses and hotels  Visit to Rosemoor / Arlington Court | | |

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| **GEOGRAPHY – Paws, Claws, Wings and Fins** | | | |
| The **Enquiry** Question **…** | | **The Learning Overview:** | |
|  | | There are four countries that make up the United Kingdom: England, Wales, Scotland and Northern Ireland. They also have capital cities: London, Cardiff, Edinburgh and Dublin.  There are seven continents that make up the world and we can use an atlas and a globe to find and identify them. Each continent has it’s own special features. Some continents are hotter depending on how close they are to the equator.  There are lots of changes going on in the world and there are ways we can protect our planet; including, but not limited to: recycling, turning off lights, travelling by foot. | |
| **Prior Learning:** | | **Key Texts:** | |
| Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps (ELG) | | Atlases | |
| **Conceptual Understanding:** | | **Key Vocabulary:** | |
| At the end of this sequence of learning children will understand: where different types of animals live and their reasons for choosing/surviving in each location. | | Continents & ocean names  Country names  Types of geographical locations | |
| **Skills** | **Knowledge** | | **Learning Opportunities** |
| **Asking:** Begin to create their own basic enquiry questions (using a model) which they want to find out more about.  **Selecting tools & processes:** Choose tools and processes that will help to answer the question  **Mapping Skills:** Look at and take photos of different places and use key words to describe the features. Devise a simple map and key. Make simple maps and plan  **Collecting and recording data/information:** Use simple atlas and world maps to identify countries including the UK, continents and oceans. To begin to use simple tally charts to record the information that they are collecting.  **Reflecting:** Be able to compare two elements and identify similarities and differences.  **Communicating:** Begin to choose different and appropriate ways of communicating learning  **Evaluating:** Be able to share a view or opinion and give one or more reasons | **Location and Place**  **Local:** name and locate their own town  **UK:** Identify the 4 countries of the UK, their capital cities, characteristics and surrounding seas.  Use a world map and globe to locate the UK.  **World:** Name and locate the world’s seven continents and five oceans.  Use a world map and globe to locate the continents and oceans and understand that both a world map and a globe show the same things  **Physical Features and Processes**  **Weather/Climate:** identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles  **Topographical features:** Describe physical features about the continents of the world  **Human Features and Processes**  **Change:** make simple observations about how people, places and features are similar and different over time. Ask questions about how people, places and features are similar and different over time. Give simple reasons for these changes.  **Interconnectedness:**  Begin to make simple geographic connections that link to humans and their impact e.g. recycling and impact of waste on humans/settlements | | Looking at different continents  Making the UK out of different materials – continuous provision  Design a habitat for an animal – think about features  Continents Song  Finding the continents on the globe |

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| **History – Paws, Claws, Wings and Fins** | | | |
| The **Enquiry** Question **…** | | **The Learning Overview:** | |
|  | | There are lots of differences between past and present events in our lives and the lives others. Throughout history there are different periods of time with differences and similarities to the world we live in today. One of the differences is the way in which animals were treated. Our understanding of what animals need to survive was very different in the Victorian era to now. | |
| **Prior Learning:** | | **Key Texts:** | |
| Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling. | | Adapt websites – re-write information with pictures to make accessible to KS1  Children will look at pictures of circus’ throughout time | |
| **Conceptual Understanding:** | | **Key Vocabulary:** | |
| At the end of this sequence of learning children will understand:  That there are differences between the past and the present.  Understand that the past is something that has already happened.  We can show time/the past in a timeline. | | Timeline  Victorian Era  Past  Present | |
| **Skills** | **Knowledge** | | **Learning Opportunities** |
| **Ability to ask questions:** Ask simple questions about artefacts, pictures and documents – who, what, where, about  **Prediction:** To give an opinion  **Exploring how to find answers:** suggest some ideas of how they might answer the question  **Researching and gathering of evidence:** finding different sources of information to help them answer their question  **Evaluating and justifying:** Think about the evidence they’ve found out with supported discussion  **Communicating about their enquiry:** share in a range of ways what they’ve found out about their question | * **Historical knowledge and understanding:** Tell the difference between past and present events in their own lives and the lives of others. | | RCPA visit – to compare present day care of animals to that of Victorian Circus’  Videos of circus’  Time lines  Role play  Class debate |

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| **Computing – Paws, Claws, Wings and Fins** | | | |
| The **Enquiry** Question **…** | | **The Learning Overview:** | |
|  | | There are lots of different uses for technology. Technology can be used to purposefully create, organise, store, manipulate and retrieve digital content – such as postcards. You can use technology to manipulate pictures and create templates to write on.  You can also use technology to save information and retrieve it. | |
| **Prior Learning:** | | **Key Texts:** | |
| No ELG relating to computing is now part of the EYFS  Children in reception learnt to safely explore apps and websites, knowing that these must be approved by an adult. They learnt to navigate around games to support their learning. They also used their interactive whiteboards to access games, programmes and drawing. | | Meerkat Mail  Postcard examples | |
| **Conceptual Understanding:** | | **Key Vocabulary:** | |
| At the end of this sequence of learning children will understand:  They can create a postcard using images found on clip art – this will be used as the template for their writing. | | Microsoft Word  Clip art  Copy  Paste  Save  File/Folder | |
| **Skills** | **Knowledge** | | **Learning Opportunities** |
| **Understanding Technologies:** Use software under the control of the teacher to create, store and edit digital content. I can use links to websites to find out information.  **Programming:** I can give instructions to my friend and follow their instructions to move around. I can press the buttons in the correct order to make my robot do what I want. I can use simple data plotting / graphing programs to produce pictograms and other simple graphs.  Communication: children can; put text on screen, use upper and lower case, use the space bar, use the Return key, use the Shift key to make a capital letter and with support, print their work using the Print icon | **Understanding technologies:** I know common uses of technology in school and beyond the classroom.  **Programming:** I can describe what happens when I press buttons on a robot. I can describe what actions I will need to do to make something happens and begin to use the word algorithm.  I can begin to predict what will happen for a short sequence of instructions.  **E-Safety:** I can keep my password private. I can tell you what personal information is. I can tell an adult when I see something unexpected or worrying online. I can talk about why it’s important to be kind and polite. I can recognise an age appropriate website. I can agree and follow sensible e-safety rules. | | Research for class debate – Victorian Circus week  Create a postcard for their writing template |
| **Art & Design – Paws, Claws, Wings and Fins** | | | |
| The **Enquiry** Question **…** | | **The Learning Overview:** | |
|  | | To know that there are different ways of making art – different materials. Explore pencil and paint to create art piece.  Understand that you can change paint colours by mixing them together.  There are different ways of using a pencil – short, light strokes for sketching are different to how we use a pencil for writing.  Observation is crucial for creating artwork. | |
| **Prior Learning:** | | **Key Texts:** | |
| Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used. | | Animal prints  Examples of animal sketches found on the internet (I didn’t focus on a set artist, rather used different examples for children to decide on a style they liked) | |
| **Conceptual Understanding:** | | **Key Vocabulary:** | |
| At the end of this sequence of learning children will understand: | | Line, texture, collage, primary colour, relief, textile, portrait, landscape | |
| **Skills** | **Knowledge** | | **Learning Opportunities** |
| **Drawing:** Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.  Undertake projects which explore observational drawing and drawing from imagination  **Painting:** Be able to use a variety of tools and techniques- different stroke techniques and brush sizes. Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours.  **3D Form**: Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do.  Use basic tools to help deconstruct (scissors) and then construct (glue sticks). | Children should be given the opportunity to:   * Discover that art is subjective (we all have our own legitimate understanding) * Begin to feel confident to express a preference * Understand ideas can come through hands-on exploration * Begin to build knowledge of what different materials and techniques can offer the creative individual   Work at different scales, alone and in groups | | Drawing and painting – animal and themselves  3D – make a coil pot for their animals  Poo- painting portraits (Chris Offili)  Penguins- polar bear printmaking and arctic landscape collage  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials wh |

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| **DT – Paws, Claws, Wings and Fins** | | | |
| The **Enquiry** Question **…** | | **The Learning Overview:** | |
|  | | To consider the needs of the animal when designing and making for a purpose. Animals need water to drink. Take into consideration how a reindeer drinks, what kind drinking tool would be best suited to a reindeer.  Understand how to reflect upon their design, adapt and improve for the final design. | |
| **Prior Learning:** | | **Key Texts:** | |
| Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used. | |  | |
| **Conceptual Understanding:** | | **Key Vocabulary:** | |
| At the end of this sequence of learning children will understand:  How to design a tool taking into consideration the demands of the audience.  Spiraling clay design  Use prior learning about what animals need to survive to plan their product | | Coil  Reflect  Design  Measure  Material  Mechanisms | |
| **Skills** | **Knowledge** | | **Learning Opportunities** |
| **Making:** Use materials construction materials and kits textiles food and mechanical components. Choose suitable tools for making. Follow safety and food hygiene procedures. Measure mark cut and shape materials and components. Join, assemble and combine materials and components.  Technical knowledge: know about the simple working characteristics of materials and components. Know about the movement of simple mechanisms such as levers sliders wheels and axles. Know the correct technical vocabulary for the projects they are undertaking. | **Background research:** understand what a product is in who it's for. Understand how a product works and how it is used. Identify where you might find this product.  **Design Criteria:** Explain what product they will be designing and making. Explain who their product will be used by. Describe watch their product will be used for.  **Planning:** discuss what their steps for making could be. Represent ideas through talking and drawing.  **Evaluation**: Talk about their design ideas and what they have made. Make simple judgements of how the product met their design ideas. | | Design a drinking bowl for a reindeer – clay coil technique |

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| **Music – Paws, Claws, Wings and Fins** | | | |
| The **Enquiry** Question **…** | | **The Learning Overview:** | |
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| **Prior Learning:** | | **Key Texts:** | |
| Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. | | Charanga | |
| **Conceptual Understanding:** | | **Key Vocabulary:** | |
| **Structure:** show awareness of structure listen to and distinguish between a verse and a chorus  **Pitch**: read and write graphic representations of rising and falling pitch.  **Rhythm:** clap or sing back rhythms and play rhythmic games.  **Timbre:** choose sounds to match pictures, scenes, stories, emotions, etc.  **Texture:** sing in rounds. Play untuned instruments in unison.  **Dynamics:** play sounds getting louder and getting softer.  **Tempo:** play untuned instruments at fast and slow tempos and moving between the two ie getting faster getting slower | | Structure, pitch, rhythm, timbre, texture, dynamics, tempo | |
| **Skills** | **Knowledge** | | **Learning Opportunities** |
| **Performing Skills:** to be able to perform musically  Composing Skills: to be able to create music  **Evaluation:** to be able to evaluate a variety of musical ideas, pieces and traditions and develop own artistic voice  **Cultural voice:** to develop cultural identity and understanding  **Personal development**: to make a contribution to cultural life; to develop self-esteem and self-confidence; independent learning, problem solving and the ability to use self-evaluation; team work and leadership; and to promote emotional development | **Singing:**  **Playing an Instrument:** play instruments in unison with others with rhythmic patterns  **Composing:** explore pitch and rhythm, explore combination of sounds and instrument choices  **Aural and Theoretic knowledge:**  pulse, move in time with the music. Simple rhythmic patterns aurally identify and repeat.  **Evaluation:** use of musical choices to create an effect. Respond to different moods in music.  **Cultural development:** songs and singing games from local, national and pupils own heritage  **Personal development:** perform to an audience, take turns and show enjoyment of music | | Harvest festival  Christmas performance  Educational songs  Nursery rhymes |
| **PE – Paws, Claws, Wings and Fins** | | | |
| The **Enquiry** Question **…** | | **The Learning Overview:** | |
|  | | There are different ways of moving their bodies and balancing.  Resilience – if you don’t succeed at first you try again  How to encourage, praise, and help peers | |
| **Prior Learning:** | | **Key Texts:** | |
| Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | | Texts linked to Real PE scheme  See website | |
| **Conceptual Understanding:** | | **Key Vocabulary:** | |
| At the end of this sequence of learning children will understand: how to move their bodies in different ways showing skill, balance and coordination. Children will also be able to show how they can balance in different positions whilst remaining static | | Side step, jump  Balance – seated & static  Teamwork | |
| **Skills** | **Knowledge** | | **Learning Opportunities** |
| **Asking questions:** recognition of the need to improve. Identify what is difficult. Begin to ask simple questions about their own performance, use of equipment and rules of a game.  **Observing and Researching:** watch a model and copy what they see. Be able to compare what they see. Be able to describe what they see using correct vocabulary.  **Planning:** plan a simple sequence  **Experiment/practice/acquire skills:** copy a model they have been show. Try a new skills in different ways. Be determines to continue to practice and improve.  **Create/play:** use skills within a game/performance  **Evaluation:** identify what went well and what needs to improve  **Communicate, exprerss, perform, compete:** use the skills with increasing competence within a match or performance. Try hard and encourage others | **Gymnastics:** Learn a variety of basic gymnastic movements. Be still in different body shapes and balances and combine different ways of travelling. Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size.  **Dance:** Learn basic movements relating to feelings.  Learn what makes a good start and finish position in a sequence. Learn how to move their bodies in a  variety of ways. | | Harvest festival  Christmas performance  Daily dance  PE lessons  Active games |