

Year 2 2020-21	A1	A2	Sp1	SP2	Su1	Su2	
English	Focus Texts (F)Fiction (NF)Non Fiction	The Queen's Knickers, The Royal Nappy, Shhhhh Don't Wake the Royal Baby, The Queen's Handbag, The Queen's Castle at Windsor	WW1 Flo of the Somme The Christmas Truce Peace Lily Where the Poppies now grow The Christmas Truce The jolly christmas postman	Great fire Toby and The Great Fire of London Vlad and The Great Fire of London The Baker Boys and The Great Fire of London Life of Samuel Pepys	Oliver's Trad tales food link	Katie Morag Stories The Day the Crayons Quit	The Owl who was Afraid of the Dark,
	Focus Poem	Pussy Cat Pussy Cat, The Queen of Hearts	Christmas Poems	London's Burning - Plants	Michael Rosen-Food	Animal Poems	Seaside Poetry
Writing Genres usually dictated by topic/focus texts [1]	Character/settings/description Stories by same authors Non Fiction texts	Books by same authors Non Fiction texts Diary Letters Recounts	Stories with familiar settings Letters/invitations (informal) Diary News Reports	Instructions Traditional Tales	Character/settings/description Non chronological reports Recounts	Diamantes Haikus News reports	
	Living things and their habitats Working Scientifically	Materials Working Scientifically	Plants Working Scientifically	Animals including humans Working Scientifically			
Revision sheets	https://drive.google.com/open?id=1uJ0lR2z2pJc6V_KUCDq-gqz3AneLYfu	https://drive.google.com/open?id=19w-RNqurL2a5LaEw5QR8wmlAh6WuS1	https://drive.google.com/open?id=1aGRG8Jhph3rI_HBmd12mHh1wW7uX	https://drive.google.com/open?id=1wpcMbhMeFkm2ETag_IBd-3N4YDeYcO			
Assessment	https://drive.google.com/open?id=1R2Yv4h0Mx0R2K4C22u8d51VAK1_2l3gUg	https://drive.google.com/open?id=1FV-90z3Z4HPncCzqg91m85eJlJEmAveG	https://drive.google.com/open?id=1spk4vvhc78_HL-GfmYhD_DByDg-JsFTyBy	https://drive.google.com/open?id=1o1wDylibU7GCgIWClugbqf3n8yFYHb			
Knowledge	I know and understand the vocabulary for this topic. (See Vocabulary box) I know the difference between objects and whether they are alive, never been alive, or to be alive. I know the different habitats of animals. I know that animals can camouflage themselves and why. I know that animals use plants for, inc. food, shelter, shade etc. I know the microhabitats that minibeasts live in. I know how to use a classification key to identify animals/habitats. I know the different food chains.	I know and understand the vocabulary for this topic. (See Vocabulary box) I know what everyday materials are made of and natural. I know that specific materials are more suitable to make an object. I know the material and properties of objects such as window, lights, raincoat, table. I know that some objects made of specific materials can be changed by squeezing, bending etc. I can group items by material.	I know and understand the vocabulary for this topic. (See Vocabulary box) I know the stages of a plants life. I know why plants produce seeds. I know what a plant needs to grow and survive. I know what is inside a seed. I can label a plant.	I know and understand the vocabulary for this topic. (See Vocabulary box) I know the stages of a human life and can order them. I know the life cycle of animals such as a chicken, butterfly and frog. I know that some animals are born in eggs that hatch. I know the basic needs of animals and humans to survive. I know the importance of being careful around animals. I know the importance of exercise to stay healthy. I know the importance of good hygiene to stay healthy. I know the difference between healthy and unhealthy foods.			
Skills	Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene			
Working Scientifically Objectives To be taught alongside each focus.	ask their own questions about what they notice use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: observing changes over time noticing patterns grouping and classifying things carrying out simple comparative tests finding things out using secondary sources of information communicate their ideas, what they do and what they find out in a variety of ways.						
Working Scientifically Ideas	Sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive?' 'Is a deciduous tree dead in winter?' and 'talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and types of plants and animals that live there.	Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stores, rhymes and songs), observing closely, identifying and classifying the uses of different materials, and recording their observations.	Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.	Observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.			
Key Vocabulary	Living, Dead, Habitat, microhabitat, Energy, Food chain, Predator, Prey, Woodland, grassland, forest, underground, ocean, river, Pond, Desert, alive, used to be alive, never lived, camouflaged,	Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent, Brick, Paper, Fabrics, Squashing, Bending, Twisting, Stretching Elastic, Foli, man-made, natural, suitable, recycle.	Seeds, Bulbs, Water, Light, Temperature, Growth, roots, stem, leaves, flower, germination, food, soil,	Survival, Water, Air, Food, Adult, Baby, youngest, oldest, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene, healthy food, unhealthy food, egg, hatch, active, inactive.			
Topic	The Queen/Castles/Remembrance (Life of a soldier in WW1)		Great Fire of London/Samuel Pepys	Victorian Blackpool			
Knowledge	I can recognise the Queen and know she comes from a line monarchs. (timeline of monarchy from 1066) I know who is in her family - husband, children, grandchildren - line of succession. I can name the castles/palaces she lives in (Buckingham/Windsor/Holyrood/Sandringham) I can describe how castles evolved over the centuries. Wooden/motte and bailey/stone I can name parts of a castle (moat/portcullis/drawbridge/great hall/turret/dungeon) and discuss what they are used for. Life of a knight (timeline) and fighting wearing suits of armour. I understand why we have Remembrance Day. I can tell you how the soldiers lived and describe what life was like - trench life/equipment. Compare knights/WW1 soldiers equipment. I know tanks and aeroplanes were first used in WW1.		I know the difference between London Past and Present - houses, transport, clothes etc. I can compare how people lived in 1666 and how we live now - jobs I know where the Great Fire of London started and how it spread across London - Pudding Lane, Bakers shop, wind, Timeline of fire. I know about the Great Fire of London because of Samuel Pepys - diary I know the difference between first hand/second hand information. I know what info we can get from illustrations from the time. I know what can we tell about him from a portrait of Samuel Pepys. LCC Visit to explore The Great Fire of London.	I know the difference between seaside towns past and present - costumes, entertainment, destination I know who was the monarch then and now (link to Autumn learning) I know how Blackpool developed into the tourist town it is today - Timeline of sites I know when Blackpool Trams started in the town - (Pathe news) I know when and why Blackpool Tower was built. I know when the history of the Winter gardens. I know how to use photographs to decide what era they were taken in. I know the difference between toys Victorian children played with compared to today. I know about the fishing industry around the Fylde Coast. Visit to Fleetwood Museum			
Skills	Understand that some objects belong in the past. Use phrases and words correctly: 'before', 'after', 'past', 'present', 'now', 'then', 'last week', 'last year'. Use a variety of historical words to describe the past. Sequence a set of historical events in chronological order and give reasons for their order. Acquire that we celebrate certain events because of events that happened many years ago. Answer questions by using a specific source. Use different resources to find out about the life of a famous person, e.g. the Queen.		Recount some interesting facts from an historical event, such as where the Fire of London started, when was the Queen's coronation? Explain why Britain has a special history by naming some famous events and some famous people. Explain why someone in the past acted as they did. Answer questions by using a specific source. Use different resources to find out about the life of a famous person, e.g. the Queen. Research a famous event and explain why it has been happening for some time, using a range of sources - pictures, plays, films, written accounts, songs, museum displays, stories.	Research a famous event and explain why it has been happening for some time, using a range of sources - pictures, plays, films, written accounts, songs, museum displays, stories. Research the life of someone who used to live in their area, using a range of sources to help them Explain how my local area was different in the past. Use words or phrases such as, 'before I was born', 'I remember when', 'I remember when'. Use phrases and words correctly: 'before', 'after', 'past', 'present', 'now', 'then', 'last week', 'last year'. Use a variety of historical words to describe the past. Sequence a set of historical events in chronological order and give reasons for their order.			
Vocabulary	monarchy, queen, royal, family, succession, timeline, palaces, castles, motte and bailey, defensive, moat, portcullis, drawbridge, great hall, arrow slits, turret, dungeon, knights, armour, remembrance, WW1, conflict, war, enemy, trench, khaki, uniform, mud, aeroplanes, tanks		past, present, timeline, compare, primary source, secondary source, portraits, diary, houses, fire, king Pudding Lane, Bakery, wind direction, explosions, River Thames, St Paul's Cathedral	Victorian, holidays, compare, timeline, tourist, Blackpool, Fleetwood, Industry, Blackpool Tower, Winter Gardens, old, sepia/black & white/colour photos, era.			

Year 2 2020-21		A1	A2	Sp1	SP2	Su1	Su2
Geography	Focus	Continents and Oceans/Hot & Cold Climates		Blackpool vs China		Island of Struay (Katie Morag)	
	Strand	(Locational Knowledge & Human & Physical)		(Locational knowledge/Enquiry + Investigation)		Mapping skills	
	Skills	I can name and locate the world's seven continents and five oceans using globes, maps and atlases. I can identify hot and cold areas of the world in relation to the Equator and North and South Poles.		I can explain geographical similarities and differences between an area of the UK and a non-European country. I can collect information about my local environment, e.g. Using tally charts. I can use information books to compare the similarities and differences between places studied at KS1. (London)		I can draw maps of real life and made up places. I can create keys for symbols on my map. I can follow directions on a map: North, South, East, West I can draw a route showing features.	
	Knowledge	I know a globe shows where there is land and sea on Earth. I know continents is a very large area of land. I know there are 7 continents on Earth and they are: Asia, Africa, North America, South America, Antarctica, Europe, and Australia. I know that there are 5 oceans and they are: Atlantic, Pacific, Arctic, Indian and Southern. I know the locations of the continents and oceans on a map. I know we live in the continent of Europe. I know Europe is one of the world's smaller continents. I know the continent of Antarctica is very cold and icy. I know Antarctica is the southernmost continent on Earth. I know the equator runs right through the continent of Africa. I know Asia is the largest continent on Earth. I know North America is one of the world's seven continents. I know South America is one of the world's seven continents. I know North and South America are two continents that are joined together. I know Australia is the smallest of the world's continents.		I know where Britain and China on a map. I know that China is a country in Asia. I can recognise Britain and China's flag and know which continents they belong to. I know the capital city of China is Beijing. I know the Great Wall of China is a human feature which was built by a powerful leader a long time ago who wanted to defend his country from his enemies. I understand what "culture" means recognise differences/similarities. I know how to record information accurately. I know what makes Blackpool different from London - eg population, size, attractions. I know every road has a name and postcode to identify its location in the country. I know the name of the street that I live on.		I know that a globe and maps cover different areas - town/country/world. I know how to find a given place on a map. I know N,S,E,W compass points and can go in a correct direction when asked. I know the symbols used for key landmarks on a map.	
Vocabulary	Earth, globe, map, atlas, Asia, Africa, North America, South America, Antarctica, Europe, Australia, Irish sea, North sea, English channel, Atlantic ocean, Pacific Ocean, Indian Ocean, Arctic ocean, Southern ocean, continent, climate, border, North, South, East, West, North Pole, South Pole, tilt, orbit, summer, winter, mistra (in relation to depress),England, North, South, East, West, Equator, Ocean, Northpole, Southpole, Atlantic, Artic, forest, landscape, vegetation, tropical, Northern Hemisphere, Southern Hemisphere, desert, climate, survive, mountain, plain, jungle, rainforests, warm, cold, tropical, temperate.		Great Wall of China, Beijing, England, North, South, East, West, Equator, Ocean, Northpole, Southpole, Atlantic, Artic, forest, landscape, vegetation, tropical, Northern Hemisphere, Southern Hemisphere, desert, climate, survive, mountain, plain, jungle, rainforests, warm, cold, tropical, temperate, England, Ireland, Northern Ireland, Scotland Wales, London, Edinburgh, Cardiff, Belfast, landscape, vegetation, distant, seasonal, temperature, population, accurate, attraction, location, identify		Aerial view, plan, up, down, left, right, locality, landscape, location, sea, land, river, railway, road, semi detached, larger city, beach, ocean, sea, city, forest, river, hill, cliff.		
Art	Focus	Formal Elements of Art		Art and Design Skills		Human Form	
	Strand	Pattern, Texture and Tone		Design, Drawing, Painting, Art Appreciation		Collage, Portraits and Sculpture	
	Link to Kapow Art planning	https://art/https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/formal-element		https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/art-design-skills/		https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/human-form/	
	Skills	Creating a repeat pattern and understanding how one single shape can create a line of pattern Collecting contrasting surface rubbings and understanding what makes a more successful texture rubbing Using the rubbings to create an interesting frottage image. Understanding of the different uses of a pencil to create different tones. Using the appropriate drawing tools/tools to create different tones and textures.		An ability to hold a brush correctly and with confidence. Able to load the brush with the correct amount of paint, confidently making flowing lines. Neat painting strokes when forming circles. Completing a drawing of their own choice using line and shading techniques previously taught. Can shade with a range of tones, neatly within the lines without leaving gaps. Can vary both the tone and the direction and strength of pencil line within their shading. Understanding the properties of clay and how to impress patterns; relating this to printing techniques Successfully creating a weave pattern.		Creating photos of letterforms, considering composition. Drawing a basic skull outline and decorating it with a pattern. Producing a face collage of all features in relative proportion to the original image. Making secure progress and correctly outlining their own photographed portrait. Recalling key facts about Julian Opie and giving a personal opinion about some of his work. Successfully producing a clothes peg figure. Reviewing and evaluating the work of Edwina Bridgeman and comparing it to their own in simple terms.	
Artists studied	Max Ernst, Ed Ruscha		Clarice Cliff, Nancy Mc Croskey		Damien Hirst, Julian Opie, Edwina Bridgeman		
DT	Focus	Make a moving minibeast		A balanced diet		Pouches	
	Strand	Mechanisms		Food		Textiles	
	Link to Kapow DT planning	https://drive.google.com/drive/folders/1BhCGbiT1XBlK4pT1m2p38W2A5sf					
	Vocabulary	mechanism, movement, input, output, lever, pivot, linkage, linear, reciprocating, rotary, oscillating, pulley, components, slider, wheel, axle, purposeful, functional, appealing, tall, survey, survey, reinforce, design brief		carbohydrates, starchy, proteins, dairy, spreads, hidden sugars, sensory characteristics, combination/s, ideal, flavour, texture, small, taste, bridge, grip, claw grip, review, hygiene, assemble		running stitch, tools, equipment, evenly spaced, needle, thread, knot, eye, pouch, functional, flap, textiles, aligned, varying, consistent, equal	
Key assessment questions	Can they select materials? Can they assemble their monster to be functional? Can they evaluate their design?		To know what makes a balanced diet To taste test food combinations To design a healthy wrap		To sew a running stitch To cut fabric using a template To join fabrics using a running stitch To decorate a pouch using fabric glue or stitching		
Computing	Focus	Introduction to Animation	Data Handling	Ebook Creation	Develop Programming	Programming with Scratch Jnr	Digital Art
	Strand	Information Technology	Information Technology	Information Technology	Computer Science	Computer Science	Information Technology
	Skills	Introduce younger pupils to stop-motion animation using free online resources that work on all devices.	Data Handling: Label a pictogram and add data to each column. Edit a table with correct titles and numbers to create a bar chart and pie chart. Explain what a pictogram and bar chart shows.	Add a book cover with title, author, colour and image. Add multiple pages based on a theme. Add text on different pages. Add images on different pages to match the theme/text. Add voice recordings to match the text and theme	Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Simplify a program by using a loop.	Understand sequence and algorithms. Sequence instructions (commands) to achieve an objective. Predict, write, execute and debug a simple program.	Use lines and fill tools to make interesting patterns. Add a variety of shapes (outlines and fill) and label them with text. Re-create graphics using pixels with different colours.
	Vocabulary	stop motion, frame, animation, objects, puppets, flexible, pose, wire, support, digital, camera, software, film, technology, media, still, movement, video, app, creating, placement, framing, direction, speed of movement, techniques, 2-D and 3-D media, hand drawing, oil/celluloid, cut/paper, sand, Clay/mation, story board, script, webcam, set ups, background, zotrope	data, information, collect, survey, question, table, tally, total, display, pictogram, template, chart, column, label, click, survey, text, typing, plus, minus, mosy, leasy, popular, recreate, display, pie chart, bar chart, line chart, presents, edit, explain	eBook, creation, digital publishing, digital skills, programs, media, communication, text, audio, images, software, login, screenshot, saves, file, keys, keyboard, home button, standby button, click, drag, cursor, select, capture.	algorithms, implemented, programs, digital devices, precise, unambiguous, instructions, create, debug, predict, sequence, code blocks, drag, icon, execute, multiple, loop, repeat, visual coding, script, simpler, commands, click, restricts, movement, repeat.	Program movements, inputs, touch, clicking, outputs, audio, text, errors, debug, conditions, sequence, algorithms, sequence, instructions, commands, objective, predict, execute, programming, animation, movement, text, audio outputs, scene, code blocks, debugging, errors, file, download, programming, arrow, sprite, screen, mouse, keys, conditions.	digital, lines, fill, tools, outlines, label, text, recreate, graphic, pixels, click, drag, digital, resize, zoom in, zoom out, save, project, file, download, image, screen.
RE	Focus	Christianity	Christianity	Islam	Christianity	Islam	Islam
	Key question	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the world?	Does praying at regular intervals help a Muslim in his/ her everyday life?	How important is it to Christians that Jesus came back to life after his crucifixion?	Does going to a Mosque give Muslims a sense of belonging?	Does completing Hajj make a person a better Muslim?
	Link to Discovery RE planning	https://drive.google.com/file/d/1eY19X60yC5HrCioy5CWG71x-2eZBCHxv/view?usp=sharing					
	Assessments	https://drive.google.com/file/d/1XPWfjYaoS8u0lH4Y4Uz2h1ka7TtV/view?usp=sharing	https://drive.google.com/file/d/1Zkz1bwqF33WCISL6X6dLppSMZ1HOAPAM/view?usp=sharing	https://drive.google.com/file/d/1nCyMD4c1-EMFqoiZGF9qmJcCvLjVv_Yv/view?usp=sharing	https://drive.google.com/file/d/1d1d1-POSTwJpnmYTDmNZ58RReKDL7TL1/view?usp=sharing	https://drive.google.com/file/d/1F2nDx0accD-HppqWqKUnl.861wd0nc2/view?usp=sharing	

Year 2 2020-21		A1		A2		Sp1		SP2		Su1		Su2							
PSHE	Topic	Being Me		Celebrating Differences		Dreams and Goals		Healthy Me		Relationships		Changing me							
	Focus	I can explain why my behaviour can impact on other people in my class.		I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes.		I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.		I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.		I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.		I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.							
Music	Vocabulary	Help others, community, better, rights, responsibilities, behaviour, expectations, actions, affecting others, care, feelings, teamwork, chose behaviour.		Acceptance, differences, similarities, uniqueness, inclusion, help, bullying, problem solving, kind words, feelings, compliments.		Motivated, challenging, determined, keep trying, difficult, persevere, work together, compromise, communicate, positive, attitude, achieve, goals, dreams.		Healthy, choice, balanced, diet, physically active, safe, good friends, healthy relationships, calm, difficult situations.		How to make friends, problem solving, different points of view, compromise, help others, respect, respond to situations, good relationships.		Unique, special, express emotions, change, adapt, worries, support, discuss.							
	Strand (NC)	Pitch- High/Low Duration- Rhythmic patterns Dynamics- graduation Tempo- graduation Timbre- wood, metal, strings. Texture- Layers. Strucdu																	
PE	Skills (Focus Ed)	Order sounds to create a beginning, a middle and an end. Create music in response to different starting points. Choose sounds which create an effect. Use symbols to represent sounds. Make connections between notation and musical sounds.				Sing and follow a melody. Perform simple patterns and accompaniments keeping a steady pulse. Play simple rhythmic patterns on an instrument. Identify a beat and join in. Perform with an awareness of the audience. Sing or clap increasing or decreasing the tempo accordingly.				Listen out for particular things when listening to a piece of music. Take advice on how to improve my own work.									
	Skills (Mrs Fard)	Improvise on an instrument				Sing in unison with others. Sing a variety of songs and rhymes for younger children. Play the glockenspiel in time with a backing track and rest for silence when necessary. Hold a beater correctly. Control my instrument. Can play simple melodies on the glockenspiel. Improve by practising.				Listen and appraise music from different cultures. Identify the mood of a piece of music.-(Rock) Can say what they do and do not like about another's performance									
PE	Strand	Games		Gymnastics		Games		Dance		Games		Athletics							
	Focus	Team games basic skills		Throwing + catching		Dribbling + Kicking		Racket skills		Batting skills		Track							
PE	Skills	I can master basic movements including running, jumping, throwing, catching. I can improve my balance, agility and coordination. I can begin to apply these skills in a range of activities. I can participate in team games. I can develop simple tactics for attacking and defending.		I can show basic control and coordination when travelling and when remaining still. I can choose and link 'like' actions and repeat these actions accurately and consistently. I can find and use space safely with an awareness of others. I can identify and copy the basic actions of a gymnast. I can use words such as rolling, travelling, balancing and climbing. I can make my body tense, relaxed, stretched and curled.		I can use basic underarm and rolling skills. I can sometimes use overarm skills. I can intercept, retrieve and stop a bean-bag and a medium sized ball with some consistency. I can sometimes catch a beanbag and a medium sized ball. I can track balls and other equipment sent to me. I can move in line with a ball to collect it. I can throw a ball in a variety of ways. I can decide where to stand to make it difficult for an opponent.		I can perform basic body actions. I can use different parts of the body singularly and in combination. I can show some sense of dynamic, expressive and rhythmic qualities in my own dance. I can choose appropriate movements for different dance ideas. I can remember and repeat short dance phrases and simple dances. I can move with control and vary the way I use space.		I can use the inside of my feet to dribble a ball with control and coordination. I can dribble a ball through a short course. I can kick a ball to a target with control and coordination. I can show awareness of opponents and teammates when playing games. I can apply dribbling and kicking in a variety of games. I can make choices about appropriate targets, space and equipment. I can use simple tactics in a game.		I can plan and repeat simple sequences of actions. I can show contrasts in shape. I can perform basic actions with control, coordination and some variety. I can describe what I and others have done in gymnastics using the correct vocabulary. I can strike a ball with control and coordination. I can aim for a target consistently. I can show awareness of opponents and teammates when playing games. I can apply my racket skills in a variety of games. I can make choices about appropriate targets, space and equipment. I can use simple tactics in a game.		I can perform body actions with control and coordination. I can choose movements with different dynamic qualities to make a dance phrase that expresses and idea, mood or feeling. I can link actions and remember and repeat phrases. I can perform dances showing an understanding of expressive qualities. I can describe the mood, feelings and expressive qualities of dance. I can suggest ways that I can improve my work.		I can hold a bat correctly. I can use a bat to hit a range of objects. I can hit an object accurately towards a target. I can hit a ball with accuracy and control. I can run at different speeds, changing speed and direction. I can link running and jumping with some fluency, control and consistency. I can make up and repeat a short sequence of linked jumps. I can take part in a relay activity.		I can show awareness of opponents and teammates when playing games. I can perform basic skills of rolling, striking and kicking with more confidence. I can apply these skills in a variety of simple games. I can make choices about appropriate targets, space and equipment. I can use a variety of simple tactics. I can throw a variety of objects. I can change action when throwing for accuracy and distance.	

[1] This coverage will replace the 'writing genre coverage list'