



Grateley Primary School
Key Stage One
LTP – Cycle B
2023-2024



By the end of this unit, children will have learnt to talk about the past using simple chronological vocabulary. They will be able to talk the causes of significant events from the past and think about how events have caused people to change what they do. Children will learn to talk about their local area and consider the different features, both human and physical, that give the area its character. They will use simple geographical vocabulary to do this and they will be able to talk about their own likes and dislikes in their surroundings. Children will recognise how their local area has changed over time and start to be able to explain why some of these changes occurred.

In science they will learn to recognise and describe a range of materials and consider how the properties of a material link to the uses of the material. They will learn how to test materials in a fair and organised way and how to talk about the results they see happening. Children will start a long term study of the seasons, recognising the different types of weather associated with each season and how the length of day changes with the seasons and how plants and animals behave differently as different times of the year.

Cultural Capital: children's knowledge about people and events of significance will increase in an historical context as they will learn about the key events during the Fire of London and think about the actions of the different important people such as Samuel Pepys and King Charles II.

Diversity

Develop children's knowledge understanding and empathy of other cultures outside of Grateley and the local areas.

Engaged

We want children to be motivated learners, to develop their own learning and enquiring minds.

Community

Develop children's knowledge understanding of the people living in the Grateley area, where each member provides something of value.

Please refer to 2023-2024 English and Maths LTP for curriculum coverage.

	Autumn 1	Autumn 2
Creative Title	Fire, Fire	The Jolly Postman
Enquiry Question	Was there anything 'great' about the Fire of London?	Has our local area changed for the better?
Science	<p>Year 1</p> <p>Observing closely Can they talk about what they <see, touch, smell, hear or taste>? Can they use simple equipment to help them make observations? (Challenging) Can they find out by watching, listening, tasting, smelling and touching</p> <p>Performing Tests Can they perform a simple test? Can they tell other people about what they have done? (Challenging) Can they give a simple reason for their answers?</p> <p>Identifying and Classifying Can they identify and classify things they observe? Can they think of some questions to ask? Can they answer some scientific questions? Can they give a simple reason for their answers? Can they explain what they have found out? (Challenging) Can they talk about similarities and differences? Can they explain what they have found out using scientific vocabulary?</p> <p>Recording findings Can they show their work using pictures, labels and captions? Can they record their finding using standard units? Can they put some information in a chart or table (Challenging) Can they use ICT to show their working? Can they make accurate measurements?</p> <p>Year 2</p> <p>Working Scientifically</p> <p>Observing closely Can they use <see, touch, smell, hear or taste> to help them answer questions? Can they use some science words to describe what they have seen and measured? Can they compare several things? (Challenging) Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting?</p> <p>Performing Tests Can they carry out a simple fair test? Can they explain why it might not be fair to compare two things? Can they say whether things happened as they expected? Can they suggest how to find things out?</p>	

Can they use prompts to find things out?

(Challenging)

Can they say whether things happened as they expected and if not why not?

Identifying and Classifying

Can they organise things into groups?

Can they find simple patterns (or associations)?

Can they identify animals and plants by specific criteria, e.g., lay eggs or not; have feathers or not?

(Challenging) Can they suggest more than one way of groupings animals and plants and explain their reasons?

Recording findings

Can they use (text, diagrams, pictures, charts, tables) to record their observations?

Can they measure using <simple equipment>?

Can they use information from books and online information to find things out?

(Challenging)

Can they use information from books and online information to find things out?

Year 1

Everyday Materials (classifying and grouping) (14)

Can they distinguish between an object and the material from which it is made?

Can they describe materials using their senses?

Can they describe materials using their senses, using specific scientific words?

Can they explain what material objects are made from?

Can they explain why a material might be useful for a specific job?

Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock

Can they sort materials into groups by a given criteria?

Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?

(Challenging)

Can they describe things that are similar and different between materials?

Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate?

Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?

Year 2

Uses of Everyday Materials (14)

Classifying and grouping

Materials

Can they describe the simple physical properties of a variety of everyday materials?

Can they compare and group together a variety of materials based on their simple physical properties?

Challenging

Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.?

Can they sort materials into groups and say why they have sorted them in that way?

Can they say which materials are natural and which are man made?

Changing materials

Can they explore how the shapes of solid objects can be changed?

(squashing, bending, twisting, stretching)

	<p>Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam)</p> <p>Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses?</p> <p>Can they explain how things move on different surfaces?</p> <p>Challenging</p> <p>Can they explain how materials are changed by heating and cooling?</p> <p>Can they explain how materials are changed by bending, twisting and stretching?</p> <p>Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?</p> <p>Seasonal Changes</p> <p>Can they observe changes across the four seasons? (Link to poetry & materials)</p> <p>Can they name the four seasons in order?</p> <p>Can they observe and describe weather associated with the seasons?</p> <p>Can they observe and describe how day length varies?</p> <p>(Challenging)</p> <p>Can they observe features in the environment and explain that these are related to a specific season?</p>	
<p>History</p>	<p>The great Fire of London</p> <p>Can they talk about significant events beyond living memory?</p> <p>Can they use historical phrases (past, present, before, after then and now)?</p> <p>Can they describe significant past events?</p> <p>Can they sequence events in chronological order?</p> <p>Challenging</p> <p>Can they recognise how the events of the past have affected modern living?</p>	<p>History of Andover</p> <p>Can they talk about significant changes within living memory?</p> <p>Can they talk about significant historical events, people and places in their own locality?</p> <p>Can they find out about their past by talking to older people?</p> <p>Challenging</p> <p>Can they use different resources to find out about events, places and people from the past?</p>
<p>Geography</p>		<p>Locality</p> <p>Can they say what they like about their locality?</p> <p>Can they sort things they like and don't like?</p> <p>Can they think of a few good questions to ask about a locality?</p> <p>Can they describe a locality using words and pictures?</p> <p>Can they name key features associated with a town or village, eg, church, farm, shop, house?</p> <p>Challenging</p> <p>Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?</p> <p>Climate and Weather</p> <p>Can they explain how the weather changes with each season?</p> <p>Can they answer questions about the weather?</p> <p>Can they keep a weather chart?</p>

		Challenging Can they answer questions using a weather chart? Can they make plausible predictions about what the weather may be like later in the day or tomorrow?
Computing	See Computing LTP	See Computing LTP
Design Technology	Overall – Design, Make, Evaluate, Technical Knowledge: Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan? Can they explain what they are making? Can they explain which tools are they using? Can they describe how something works? Can they talk about their own work and things that other people have done? Can they assess the risks involved?	
	Baking Bread Can they describe the properties of the ingredients they are using? Can they explain what it means to be hygienic? Are they hygienic in the kitchen? Challenge Can they design their own bread? Can they make bread for a specific dietary requirement?	Jolly Postman Christmas Cookery Can they cut food safely? Can they describe the texture of foods? Do they wash their hands and make sure that surfaces are clean? Can they think of interesting ways of decorating food they have made, eg, cakes? Challenge Can they decorate their biscuit to appeal to a given audience?
Art	Painting and Collage – Fire theme Can they cut and tear paper and card for their collages? Can they gather and sort the materials they would need? Can they use different types of materials on their collage? Can they choose appropriate colours? Challenge Can they explain why they have chosen specific materials?	Landscape – Views of the Jolly Postman Can they use different pencil grades to create different effects? Can they create different tones using light and dark? Can they describe what they see and like in the work of another artist? Can they choose thick and thin brushes appropriately? Can they mix their own brown? Can they paint a picture of something they can see? Challenge Can they see similarities and differences between their work and other artists? Can they show patterns and texture in their drawings and paintings?
PDL	See PSHE LTP	See PSHE LTP
Religious Education (agreed syllabus)	See RE LTP	See RE LTP
Music	Peripatetic music teaching lead by Hampshire Music Service	Peripatetic music teaching lead by Hampshire Music Service
Languages (French)	See French LTP	See French LTP
Sport/PE/Dance	Dance Can they move to music? Can they copy dance moves?	Gymnastics Can they plan and show a sequence of movements? Can they use contrast in their sequences?

	<p>Can they perform some dance moves? Can they make up a short dance? Can they move around the space safely?</p> <p>Games</p> <p>Can they use hitting, kicking and/or rolling in a game? Can they stay in a 'zone' during a game? Can they decide where the best place to be is during a game? Can they use one tactic in a game? Can they follow rules?</p>	<p>Are their movements controlled? Can they think of more than one way to create a sequence which follows a set of 'rules'?</p> <p>Games</p> <p>Can they throw underarm? Can they roll a piece of equipment? Can they hit a ball with a bat? Can they move and stop safely? Can they catch with both hands? Can they throw in different ways? Can they kick in different ways?</p>
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By the end of this unit, children will have learnt about various frozen countries of the world and where they sit on the globe. They will be able to explain why these countries are not near the centre of the globe and how their position affects their weather. Children will learn to use the compass points to give directions and choose different ways to travel to different places. They will compare their own local area to frozen landscapes and recognise the differences and similarities between each. They will learn to talk about figures of the past and recount their life stories and the significance of their contributions to the world.

In science children will be able to recognise and name a number of animals and be able to classify and sort these according to their diet and their features. They will recognise the needs of different animals and how these dictate where animals choose to live. They will carry out simple investigations to learn how to record results carefully and conclude about what they have found out, answering a key question.

Cultural Capital: children's knowledge about people and events of significance will increase when they learn about local historical figures such as war hero Lanoe George Hawker, as well as individuals such as Florence Nightingale, Christopher Columbus and Louis Braille. They will be able to talk about their lives and how these impacted on others.

Diversity

Develop children's knowledge understanding and empathy of other cultures outside of Grateley and the local areas.

Engaged

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Community

Develop children's knowledge understanding of the people living in the Grateley area, where each member provides something of value.

	Spring 1	Spring 2
Creative Title	Frozen	Real Life Superheroes
Enquiry Question	Is it more challenging to live some parts of the world?	What makes somebody a hero?
Science	<p>Year 1</p> <p>Observing closely Can they talk about what they <see, touch, smell, hear or taste>? Can they use simple equipment to help them make observations? (Challenging) Can they find out by watching, listening, tasting, smelling and touching</p> <p>Performing Tests Can they perform a simple test? Can they tell other people about what they have done? (Challenging) Can they give a simple reason for their answers?</p> <p>Identifying and Classifying Can they identify and classify things they observe? Can they think of some questions to ask? Can they answer some scientific questions? Can they give a simple reason for their answers? Can they explain what they have found out? (Challenging) Can they talk about similarities and differences? Can they explain what they have found out using scientific vocabulary?</p> <p>Recording findings Can they show their work using pictures, labels and captions? Can they record their finding using standard units? Can they put some information in a chart or table (Challenging) Can they use ICT to show their working? Can they make accurate measurements?</p> <p>Year 2</p> <p>Working Scientifically</p> <p>Observing closely Can they use <see, touch, smell, hear or taste> to help them answer questions? Can they use some science words to describe what they have seen and measured? Can they compare several things? (Challenging) Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting?</p> <p>Performing Tests Can they carry out a simple fair test? Can they explain why it might not be fair to compare two things? Can they say whether things happened as they expected? Can they suggest how to find things out? Can they use prompts to find things out? Can they ask simple questions and recognise that they can be answered in different ways? (Challenging)</p>	

	<p>Can they say whether things happened as they expected and if not why not?</p> <p>Identifying and Classifying</p> <p>Can they organise things into groups?</p> <p>Can they find simple patterns (or associations)?</p> <p>Can they identify animals and plants by specific criteria, e.g., lay eggs or not; have feathers or not?</p> <p>(Challenging) Can they suggest more than one way of groupings animals and plants and explain their reasons?</p> <p>Recording findings</p> <p>Can they use (text, diagrams, pictures, charts, tables)to record their observations?</p> <p>Can they measure using <simple equipment>?</p> <p>Can they use information from books and online information to find things out?</p> <p>(Challenging)</p> <p>Can they use information from books and online information to find things out?</p>	
	<p>Being Scientists (Working Scientifically above) (12)</p> <p>Can they ask simple questions and recognising that they can be answered in different ways?</p> <p>Can they perform simple tests?</p> <p>Pushes, pulls and their effects</p> <p>Can they show and simply explain how things move?</p> <p>Can they simply explain how forces change?</p> <p>Can they use terminology to show their understanding of the size of forces when conducting experiments?</p> <p>Can they explain how forces can change shapes?</p> <p>Challenge</p> <p>Can they link forces to everyday life? What forces they use and experience every day.</p> <p>Can they explain reasons the size of a force may need to change and the impact the force changing has?</p>	
History		<p>Important 'heroes' in history</p> <p>Can they sequence the events of the life of a famous person?</p> <p>Can they research the life of a famous person from the past using different resources?</p> <p>Can they re-count the life of someone famous who lived in the past giving attention to what they did earlier and what they did later?</p> <p>Can they compare two famous people (from the past) who have had a significant impact on national and international life?</p> <p>Challenge</p> <p>Can they explain why someone in the past acted in the way they did?</p> <p>Can they appreciate that some famous people have helped our lives be better today?</p>
Geography	<p>Frozen – Landscapes</p> <p>Can they answer some questions using different resources, such as books, the internet and atlases?</p> <p>Can they describe the key features of a place, using words like, forest, hill, mountain, valley?</p>	

	<p>Can they locate some of the world's major rivers and mountain ranges?</p> <p>Can they point out where the equator, north pole and south pole are on a globe or atlas?</p> <p>Can they point out the North, South, East and West associated with maps and compasses?</p> <p>Can they compare Norway with Grateley?</p> <p>Can they name the world's oceans and find them in an atlas?</p> <p>Challenge</p> <p>Can they find the longest and shortest route using a map?</p>	
Computing	See Computing LTP	See Computing LTP
Design Technology	<p>Overall – Design, Make, Evaluate, Technical Knowledge:</p> <p>Can they think of some ideas of their own?</p> <p>Can they explain what they want to do?</p> <p>Can they use pictures and words to plan?</p> <p>Can they explain what they are making?</p> <p>Can they explain which tools are they using?</p> <p>Can they describe how something works?</p> <p>Can they talk about their own work and things that other people have done?</p>	
	<p>Free Standing Structures – (Playgrounds)</p> <p>Can they measure materials to use in a model or structure?</p> <p>Can they join material in different ways?</p> <p>Can they use joining, folding or rolling to make it stronger?</p> <p>Can they talk with others about how they want to construct their product?</p> <p>Can they select appropriate resources and tools for their building projects?</p> <p>Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?</p> <p>Can they make sensible choices about which material to use?</p> <p>Challenge</p> <p>Can they consider how to improve their construction?</p>	
Art	<p>Colour Mixing – Cold Picture</p> <p>Can they mix and match colours, predict outcomes?</p> <p>Can they create moods in their paintings?</p> <p>Can they make tints by adding white?</p> <p>Can they make tones by adding black?</p> <p>Challenge</p> <p>Can they use shape and form to create a silhouette?</p>	<p>Printing – (superhero logos and lego)</p> <p>Can they create a print using pressing, rolling, rubbing and stamping?</p> <p>Can they create a print like a designer?</p> <p>Can they design their own printing block?</p> <p>Can they create a repeating pattern?</p> <p>Can they create a piece of work in response to another artist's work?</p> <p>Challenge</p> <p>Can they evaluate their printing block and make improvements?</p>

		Can they think like a designer?
PDL	See PSHE LTP	See PSHE LTP
Religious Education	See RE LTP	See RE LTP
Music	Listen to me	Listen to me
Languages (French)	See French LTP	See French LTP
Sport/PE/Dance	<p>Dance Can they dance imaginatively? Can they change rhythm, speed, level and direction? Can they dance with control and co-ordination? Can they make a sequence by linking sections together? Can they link some movement to show a mood or feeling?</p> <p>Games Can they use hitting, kicking and/or rolling in a game? Can they stay in a 'zone' during a game? Can they decide where the best place to be is during a game? Can they use one tactic in a game? Can they follow rules?</p>	<p>Gymnastics Can they plan and show a sequence of movements? Can they use contrast in their sequences? Are their movements controlled? Can they think of more than one way to create a sequence which follows a set of 'rules'?</p> <p>Games – tag rugby Can they use hitting, kicking and/or rolling in a game? Can they stay in a 'zone' during a game? Can they decide where the best place to be is during a game? Can they use one tactic in a game? Can they follow rules?</p>

By the end of this unit, children will have learnt to look back over their own lives and talk about their personal histories using chronological vocabulary. They will have spoken to important people in their lives to find out about their past and they will be able to talk about they have changed. Children will learn about seaside holidays in the past and compare the Victorian seaside holiday to the type of holiday they now have. They make comparisons between the past and present and begin to think about why changes have occurred.

They will use artefacts to find out about the past.

In science children will learn about flowering plants and trees and be able to identify a number of these. They will learn the different parts of a flower and their functions. The children will investigate the needs of a plant and test the effects of different conditions on plant growth.

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	Summer 1	Summer 2
Creative Title	Grow Your Own	The Great Outdoors
Enquiry Question	Are flowers as beautiful when they are picked?	
Science	<p>Year 1</p> <p>Observing closely Can they talk about what they <see, touch, smell, hear or taste>? Can they use simple equipment to help them make observations? (Challenging) Can they find out by watching, listening, tasting, smelling and touching</p> <p>Performing Tests Can they perform a simple test? Can they tell other people about what they have done? (Challenging) Can they give a simple reason for their answers?</p> <p>Identifying and Classifying Can they identify and classify things they observe? Can they think of some questions to ask? Can they answer some scientific questions? Can they give a simple reason for their answers? Can they explain what they have found out? (Challenging) Can they talk about similarities and differences? Can they explain what they have found out using scientific vocabulary?</p> <p>Recording findings Can they show their work using pictures, labels and captions? Can they record their finding using standard units? Can they put some information in a chart or table (Challenging) Can they use ICT to show their working? Can they make accurate measurements?</p> <p>Year 2</p> <p>Working Scientifically</p> <p>Observing closely Can they use <see, touch, smell, hear or taste> to help them answer questions? Can they use some science words to describe what they have seen and measured? Can they compare several things? (Challenging) Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting?</p> <p>Performing Tests Can they carry out a simple fair test? Can they explain why it might not be fair to compare two things? Can they say whether things happened as they expected? Can they suggest how to find things out? Can they use prompts to find things out? (Challenging) Can they say whether things happened as they expected and if not why not?</p>	

Identifying and Classifying

Can they organise things into groups?

Can they find simple patterns (or associations)?

Can they identify animals and plants by specific criteria, e.g., lay eggs or not; have feathers or not?

(Challenging) Can they suggest more than one way of groupings animals and plants and explain their reasons?

Recording findings

Can they use (text, diagrams, pictures, charts, tables)to record their observations?

Can they measure using <simple equipment>?

Can they use information from books and online information to find things out?

(Challenging)

Can they use information from books and online information to find things out?

Year 1

Animals, including humans (7)

Can they sort photographs of living things and non-living things?

Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?

Can they describe and compare the structure of a variety of common animals?

Challenging

Can they point out differences between living things and non-living things?

Can they name some parts of the human body that cannot be seen?

Can they say why certain animals have certain characteristics?

(Challenging)

Can they name the parts of the human body that they can see?

Can they draw & label basic parts of the human body?

Can they identify the main parts of the human body and link them to their senses?

Can they name the parts of an animal's body?

Can they name a range of domestic animals?

Can they classify animals by what they eat? (carnivore, herbivore, omnivore)

Year 2

Animals, including humans (6)

Can they describe what animals need to survive?

Can they explain that animals grow and reproduce?

Can they explain why animals have offspring which grow into adults?

Can they describe the life cycle of some living things? (e.g. egg, chick, chicken)

Can they explain the basic needs of animals, including humans for survival? (water, food, air)

Can they describe why exercise, balanced diet and hygiene are important for humans?

(Challenging)

Can they explain that animals reproduce in different ways?

Year 1

Plants

Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?

	<p>Can they identify and name a range of common plants and trees? Can they recognise deciduous and evergreen trees? Can they name the trunk, branches and root of a tree? Can they describe the parts of a plant (roots, stem, leaves, flowers)? (Challenging) Can they name the main parts of a flowering plant?</p> <p>Year 2 Plants Can they describe what plants need to survive? Can they observe and describe how seeds and bulbs grow into mature plants? Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? Challenging Can they describe what plants need to survive and link it to where they are found?</p>	
History	<p>Personal Timelines Can they use words and phrases such as ‘before I was born...’ and ‘when I was younger...’ Can they phrases and words like ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’ in their historical learning? Can they sequence events about their early life? Can they tell me about things that happened when they were little? Can they explain how they have changed since they were born?</p> <p>Challenging Can they apply the skills above to a significant family member (or someone in their lives)?</p>	<p>What were seaisides like in the past Would you rather go to Bournemouth now or in Victorian Times?</p> <p>Can they give examples of things that are different in their life compared to a long time ago? Can they explain why someone in the past acted in the way they did? Can they answer questions using an artefact or photograph provided? Can they ask and answer questions about old and new objects? Can they spot old and new objects in pictures?</p> <p>Challenging Can they give a plausible explanation about what an object was used for in the past? Can they think of reasons why a seaside holiday is different now compared to the past? Can they explain why eye-witness accounts vary?</p>
Geography		<p>Micro enquiry – geography of the seaside Can they describe the key features of a place, using words like, beach, coast, ocean? Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How? Can they explain what facilities a town or village might need? Comparing with Grateley. Challenging Can they find the longest and shortest route using a map?</p>
Computing	See Computing LTP	See Computing LTP
Design Technology	Overall – Design, Make, Evaluate, Technical Knowledge:	

	<p>Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan? Can they explain what they are making? Can they explain which tools are they using? Can they describe how something works? Can they talk about their own work and things that other people have done?</p>	
	<p>Vegetable Kebabs Can they cut food safely? Can they describe the texture of foods? Do they wash their hands and make sure that surfaces are clean? Can they explain what it means to be hygienic? Are they hygienic in the kitchen? Can they design an appealing kebab for others and themselves, based on design criteria? Can they demonstrate an awareness of where food comes from? Challenge Can they sort vegetables according to the source?</p>	<p>Puppets – (Punch and Judy) Can they describe how different textiles feel? Can they make a product from textile by gluing? Can they measure textile? Can they join textiles together to make something? Can they cut textiles? Can they explain why they chose a certain textile? Can they compare different types of puppet? Challenge Can they critically evaluate their puppet against the given design criteria?</p>
Art	<p>Clay Pots – comparison of crafts Can they make a clay pot? Can they different kinds of shapes? Can they add line, shape and texture by using tools? Can they cut, roll and coil materials such as clay? Challenge Can they explain a purpose for their pot? Can they create a pot for a given purpose?</p>	<p>Seaside Sketches Can they can they draw lines of different shapes and thickness, using different grades of pencil? Can they use a simple painting program to paint a picture? Can they begin to demonstrate their ideas in sketch books? Challenge Can they annotate their ideas and keep notes about how they have changed their work?</p>
PDL	See PSHE LTP	See PSHE LTP
Religious Education	See RE LTP	See RE LTP
Music	Listen to me	Listen to me
Languages (French)	See French LTP	See French LTP
Sport/PE/Dance	<p>Athletics Can they run at fast, medium and slow speeds, changing speed and direction? Can they link running and jumping activities with some fluency, control and consistency? Can they make up and repeat a short sequence of linked jumps? Can they take part in a relay activity, remembering when to run and what to do? Do they throw a variety of objects, changing their action for accuracy and distance?</p>	

Refer to whole school Enrichment Calendar for external trips related to topics covered in the 2023-24 curriculum cycle.