
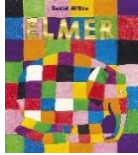

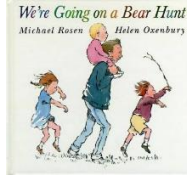
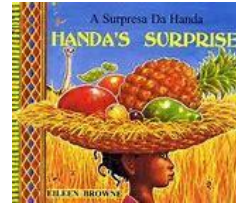
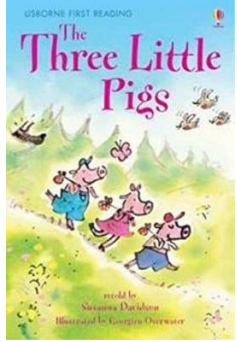




# St. Giles' Infant School – EYFS Curriculum Map

|                | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|----------------|---|--|---|--|--|---|
|                | <p><b>Me and My Community</b></p>  <p><b>Exploring Autumn</b></p>   | <p><b>Once Upon a Time...</b></p>  <p><b>Sparkle and Shine</b></p>   | <p><b>Starry Night</b></p>  <p><b>Winter Wonderland</b></p>   | <p><b>Dangerous Dinosaurs</b></p>  <p><b>Puddles and Rainbows</b></p>  | <p><b>Safari Animals</b></p>  <p><b>Splash!</b></p>  | <p><b>Sunshine and Sunflowers</b></p>  <p><b>Creep, Crawl and Wiggle</b></p>  |
| <b>English</b> |         |         |      |  |  |   |

|  | Talk for Writing   |  | Talk for Writing  |  | Talk for Writing   |   |
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|  | <p>Fiction: The Little Red Hen</p>  <p>Non-fiction: Instructions – how to bake bread</p>  | <p>Fiction: Elmer by David McKee</p>  <p>Non-fiction: Explanation: celebrating differences</p>  | <p>Fiction: Whatever Next! by Jill Murphy</p>  <p>Non-fiction: List writing- What would you take to the moon?<br/>Instructions- how to make a rocket</p> | <p>Fiction: We're going on a Bear Hunt</p>  <p>Non-fiction: Information Text: Bears</p> | <p>Fiction: Handa's Surprise by Eileen Browne</p>  <p>Non-fiction: Letter to persuade people to save water</p>  | <p>The Three Little Pigs</p>  <p>Recount: Bug Hotels</p>   |
|  | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Letter formation/mark making</li> <li>- Segmenting to write phonemes and short words</li> <li>- writing for different purposes</li> <li>- re-telling and understanding stories</li> </ul> | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Letter formation</li> <li>- Learning, re-telling and acting out familiar stories, developing a love of stories to support the early stages of creative writing</li> </ul> | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Letter formation</li> <li>- Writing short phrases.</li> <li>- Verbal sentence construction.</li> </ul>   | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Letter formation</li> <li>- Construction of simple sentences.</li> </ul>                                    | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Letter formation</li> <li>- CVCC etc words.</li> <li>- Writing simple sentences.</li> <li>- Punctuating simple sentences.</li> <li>- Begin to build stamina for writing.</li> </ul> | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Letter formation</li> <li>- CVCC etc words.</li> <li>- Writing simple sentences.</li> <li>- Punctuating simple sentences.</li> <li>- Building stamina for writing cont.</li> </ul> |
|  | <p><b>Poetry</b></p> <p>Rhymes and poem<br/>Suggested texts: Playtime Rhymes: Sally Gardener</p>   | <p><b>Poetry</b></p> <p>Rhymes and poems<br/>Plus: Monkey and Me: Emily Gravett [rhyming text]</p>   | <p><b>Poetry</b></p> <p>Rhymes and poems<br/>Plus: Aliens love underpants: Claire Freedman and Ben Cort</p>   | <p><b>Poetry</b></p> <p>Rhymes and poems<br/>Suggested texts: The Walker Book of First Rhymes</p>  | <p><b>Poetry</b></p> <p>Rhymes and poems<br/>Suggested texts: The Booktime Book of Fantastic First Poems edited by June Crebbin</p>  | <p><b>Poetry</b></p> <p>Rhymes and poems<br/>Suggested texts: A First Poetry Book: Pie Corbett and Gaby Morgan</p>  |

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| <p><b>Phonics</b></p> <p>Little Wandle</p> | <p><b>Phase 2 graphemes</b></p> <p>s a t p<br/>i n m d<br/>g o c k<br/>c k e u r<br/>h b f l</p> <p>Tricky words:<br/>is<br/>I<br/>the</p>  | <p><b>Phase 2 graphemes</b></p> <p>ff ll ss j<br/>v w x y<br/>z zz qu words with s /s/ added at the end (hats sits) ch go no to into<br/>sh th ng nk<br/>Blending and segmenting:<br/>• words with s /s/ added at the end (hats sits)<br/>• words ending s /z/ (his) and with s /z/ added at the end (bags) we me be</p> <p>Tricky words:<br/>she his<br/>push her<br/>he put<br/>of pull<br/>and full<br/>has as</p> | <p><b>Phase 3 graphemes</b></p> <p>ai, ee, igh, oa<br/>oo, oo, ar, or<br/>ur, ow, oi, ear<br/>air, er, words with double letters: dd, mm, tt, bb, rr, gg, pp.<br/>Reading longer words.</p> <p>Tricky words:<br/>Was, you, they, my, by, all, are, sure, pure.</p>     | <p><b>Phase 3 graphemes</b></p> <p>Review Phase 3: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear.<br/>Review Phase 3: er, air,</p> <p>Blending and segmenting:<br/>words with double letters, longer words.<br/>words with two or more digraphs.<br/>longer words, words ending in -ing.<br/>words with s /z/ in the middle,<br/>words with -s /s/ /z/ at the end,<br/>Words with -es /z/ at the end.</p> <p>Tricky words:<br/>Review all taught so far.<br/>Secure spelling.</p> | <p><b>Phase 4</b></p> <p>short vowels CVCC.<br/>short vowels CVCC<br/>CCVC.<br/>short vowels CCVCC, CCCVC, CCCVCC.</p> <p>Blending and segmenting:<br/>longer words, compound words.<br/>root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est.</p> <p>Tricky words –<br/>Said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.</p> | <p><b>Phase 4 graphemes</b></p> <p>long vowel sounds CVCC, CCVC<br/>long vowel sounds CCVC, CCCVC, CCV, CCVCC.<br/>Blending and segmenting:<br/>Phase 4 words – s /s/ at the end.<br/>Phase 4 words with -s /z/ at the end.<br/>Phase 4 words with -es /z/ at the end.<br/>Longer words.<br/>root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/.<br/>Week 5 – root words ending in: -er, -est.<br/>Longer words.</p> <p>Tricky words:<br/>Review all taught so far.<br/>Secure spelling.</p> |
| <p><b>Maths</b></p> <p>White Rose</p>      | <p><b>‘Getting to Know You’</b><br/>Opportunities for settling in, introducing the areas of provision.<br/>Key times of the day, class routines.<br/>Explore the areas of continuous provision.<br/>Where do things belong?<br/>– Use of positional language.</p> | <p><b>‘It’s Me 1,2, 3’</b><br/>- Identify and name circles and triangles<br/>- Compare circles and triangles<br/>- Shapes in the environment<br/>- Describe position</p> <p><b>‘Circles and triangles’</b><br/>- Find 4 and 5<br/>- Subitise 4 and 5<br/>- Represent 4 and 5<br/>- 1 more</p>   | <p><b>‘Alive in 5!’</b><br/>- Introduce zero<br/>- Find 0 to 5<br/>- Subitise 0 to 5<br/>- Represent 0 to 5<br/>- 1 more<br/>- 1 less<br/>- Composition<br/>- Conceptual subitising to 5</p> <p><b>‘Mass and capacity’</b><br/>- Compare mass<br/>- Find a balance</p> | <p><b>‘Length, height and time’</b><br/>-Explore length<br/>-Compare length<br/>- Explore height<br/>- Compare height<br/>- Talk about time<br/>- Order and sequence time</p> <p><b>‘Building 9 &amp; 10’</b><br/>- Find 9 and 10</p>  | <p><b>‘To 20 and Beyond’</b><br/>-Build numbers beyond 10 (10 -13)<br/>-Continue patterns beyond 10 (10-13)<br/>- Build numbers beyond 10 (14-20)<br/>- Continue patterns beyond 10 (14-20)<br/>- Verbal counting beyond 20<br/>- Verbal counting patterns</p>  | <p><b>‘Sharing and grouping</b><br/>-Explore sharing<br/>- Sharing<br/>- Explore grouping<br/>- Grouping<br/>- Even and odd sharing<br/>-Play with and build doubles</p> <p><b>‘Visualise, build and map’</b><br/>-Identify units of repeating patterns</p>   |

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|  | <p><b>'Match, sort and compare'</b></p> <ul style="list-style-type: none"> <li>- Match objects</li> <li>- Match pictures and objects</li> <li>- Identify a set</li> <li>- Sort objects to a type</li> <li>- Explore sorting techniques</li> <li>- Create sorting rules</li> <li>- Compare amounts</li> </ul> <p><b>Talk about measure and patterns</b></p> <ul style="list-style-type: none"> <li>- Compare size</li> <li>- Compare mass</li> <li>- Compare capacity</li> <li>- Explore simple patterns</li> <li>- Copy and continue simple patterns</li> <li>- Create simple patterns</li> </ul> <p><b>'It's Me 1,2, 3'</b></p> <ul style="list-style-type: none"> <li>- Find 1, 2 and 3</li> <li>- Subitise 1, 2 and 3</li> <li>- Represent 1, 2 and 3</li> <li>- 1 more</li> <li>- 1 less</li> <li>- Composition of 1, 2, 3</li> </ul> | <ul style="list-style-type: none"> <li>- 1 less</li> <li>- Composition of 4 and 5</li> <li>- Composition of 1 - 5</li> </ul> <p><b>'Shapes with 4 sides'</b></p> <ul style="list-style-type: none"> <li>- Identify and name shapes with 4 sides</li> <li>- Combine shapes with 4 sides</li> <li>- Shapes in the environment</li> <li>- My day and night</li> </ul> | <ul style="list-style-type: none"> <li>- Explore capacity</li> <li>- Compare capacity</li> </ul> <p><b>'Growing 6, 7, 8'</b></p> <ul style="list-style-type: none"> <li>- Find 6, 7 and 8</li> <li>- Represent 6, 7 and 8</li> <li>- 1 more</li> <li>- 1 less</li> <li>- Composition of 6, 7 and 8</li> <li>- Make pairs-odd and even</li> <li>- Double to 8 (find a double)</li> <li>- Double to 8 (make a double)</li> <li>- Combine 2 groups</li> <li>- Conceptual subitising</li> </ul> | <ul style="list-style-type: none"> <li>- Compare numbers to 10</li> <li>- Represent 9 and 10</li> <li>- Conceptual subitising to 10</li> <li>- 1 more</li> <li>- 1 less</li> <li>- Composition to 10</li> <li>- Bonds to 10 (2 parts)</li> <li>- Make arrangements of 10</li> <li>- Bonds to 10 (3 parts)</li> <li>- Doubles to 10 (find a double)</li> <li>- Doubles to 10 (make a double)</li> <li>- Explore even and odd</li> </ul> <p><b>'Explore 3D shapes'</b></p> <ul style="list-style-type: none"> <li>- Recognise and name 3-D shapes</li> <li>- Find 2-D shapes within 3-D shapes</li> <li>- Use 3-D shapes</li> <li>- 3-D shapes in the environment</li> <li>- Identify more complex patterns</li> <li>- Copy and continue patterns</li> <li>- Patterns in the environment</li> </ul> | <p><b>'How many now?'</b></p> <ul style="list-style-type: none"> <li>- Add more</li> <li>- How many did I add?</li> <li>- Take away</li> <li>- How many did I take away?</li> </ul> <p><b>'Manipulate, compose and decompose'</b></p> <ul style="list-style-type: none"> <li>- Select shapes for a purpose</li> <li>- Rotate shapes</li> <li>- Manipulate shapes</li> <li>- Explain shape arrangements</li> <li>- Compose shapes</li> <li>- Decompose shapes</li> </ul> | <ul style="list-style-type: none"> <li>- Create own pattern rules</li> <li>- Explore own pattern rules</li> <li>- Replicate and build scenes and constructions</li> <li>- Visualise from different positions</li> <li>- Describe positions</li> <li>- Give instructions to build</li> <li>- Explore mapping</li> <li>- Represent maps with models</li> <li>- Create own maps from familiar places</li> <li>- Create own maps and plans from story situations</li> </ul> <p><b>'Making connections'</b></p> <ul style="list-style-type: none"> <li>- Deepen understanding</li> <li>- Patterns and relationships</li> </ul> |
| <p><b>Projects including the following areas of learning:</b></p> <p>Understanding the World</p> <p>Physical Development</p> | <p><b>Me and My Community</b></p> <p>This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being</p>  | <p><b>Once Upon a Time</b></p> <p>This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales including <i>Cinderella</i>, <i>Goldilocks</i>, <i>Little Red Riding Hood</i>, <i>The</i></p>  | <p><b>Starry Night</b></p> <p>This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep, and helps them to discover what is happening in the</p>   | <p><b>Dangerous Dinosaurs</b></p> <p>This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.</p>   | <p><b>Animal Safari</b></p> <p>This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.</p> <p><b>Splash!</b></p>  | <p><b>On the Beach</b></p> <p>This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun.</p>   |

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| <p>Personal, Social and Emotional Development</p> <p>Expressive Arts and Design</p> <p>Literacy</p> <p>Communication and Language</p> | <p>helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.</p> <p><b>Exploring Autumn</b><br/>This project teaches children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.</p> | <p><i>Three Little Pigs and The Three Billy Goats Gruff.</i></p> <p><b>Sparkle and Shine</b><br/>This project teaches children about the celebrations that take place during the autumn and winter seasons, and focus on the significance and symbolism of light at this time of year.</p>                      | <p>world while they are sleeping, including finding out about nocturnal animals.</p> <p><b>Winter Wonderland</b><br/>This project teaches children about the changes that happen during winter, including the types of weather associated with winter. It also explores places that have snow all year round and the types of animals that live there.</p> | <p><b>Puddles and Rainbows</b><br/>This mini project teaches children about the weather that happens during spring and allows them to explore natural phenomena, including rainbows. It supports them to explore colour in the natural world.</p>                              | <p>This project teaches children about water, including floating and sinking, freezing and melting, and why it is important for living things to stay hydrated.</p>   | <p><b>Creep, Crawl and Wiggle</b><br/>This mini project teaches children about invertebrates that live in their gardens and local environment.</p>  |
| <p><b>PSHE</b></p>  | <p><b>Being Me</b></p> <ul style="list-style-type: none"> <li>- Understand how it feels to belong and that we are similar and different</li> <li>- Start to recognise and manage my feelings</li> <li>- Enjoy working with others to make school a good place to be</li> </ul>  | <p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>- Identify something I am good at and understand everyone is good at different things</li> <li>- understand that being different makes us all special</li> <li>- to know we are all different but the same in some ways</li> </ul> | <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>- Understand that when I persevere I can tackle challenges.</li> <li>- Tell about a time when I didn't give up until I achieved a goal.</li> <li>- Set a goal and work towards it.</li> <li>- Use kind words to encourage people.</li> </ul>   | <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>- Understand that I need to exercise to keep my body healthy.</li> <li>- Understand how moving and resting are good for my body.</li> <li>- Know which foods are healthy and not so healthy and can</li> </ul> | <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Identify some of the jobs I do in my family and how I feel like I belong.</li> <li>- Think how to make friends to stop myself from feeling lonely.</li> <li>- Start to understand the impact of unkind words.</li> </ul> | <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>- Name parts of the body.</li> <li>- Tell you some things I can do and foods I can eat to be healthy.</li> <li>- Understand that we all grow from babies to adults.</li> <li>- Express how I feel about</li> </ul> |

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|                  | <ul style="list-style-type: none"> <li>- Understand why it is good to be kind and use gentle hands</li> <li>- Begin to understand children's rights and this means we should all be allowed to learn and play</li> <li>- to learn what being responsible means</li> </ul> | <ul style="list-style-type: none"> <li>- to talk about why I think my home is special to me</li> <li>- to talk about how to be a kind friend</li> <li>- to know which words to use to stand up for myself when someone says or does something unkind</li> </ul>         | <ul style="list-style-type: none"> <li>- Understand the link between what I learn now and the job I might like to do when I'm older.</li> <li>- Say how I feel when I achieve a goal and know what it means to feel proud.</li> </ul>             | <ul style="list-style-type: none"> <li>make healthy eating choices.</li> <li>- Know how to help myself go to sleep and understand why sleep is good for me.</li> <li>- Know how to wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</li> <li>- Know what a stranger is and how to stay safe if a stranger approaches me.</li> </ul> | <ul style="list-style-type: none"> <li>- Use 'Calm Me' time to manage my feelings.</li> <li>- Know how to be a good friend.</li> </ul>  | <ul style="list-style-type: none"> <li>moving to Year 1.</li> <li>- Talk about my worries and/or things I am looking forward to about being in Year 1.</li> <li>- Share memories of the best bits of this year in Reception.</li> </ul>   |
| <b>Computing</b> | <p><b>Early Programming</b></p> <ul style="list-style-type: none"> <li>To know how to operate simple equipment</li> <li>To give explanations</li> </ul>   | <p><b>Digital Art and Design</b></p> <ul style="list-style-type: none"> <li>- To develop mouse control and interaction with programs to develop creativity and begin making decisions on which digital tools are appropriate for creating different content.</li> </ul> | <p><b>Digital Photos and Video</b></p> <ul style="list-style-type: none"> <li>- To recognise that a range of technology is used in places such as homes and schools.</li> <li>- To select and use technology for a particular purpose.</li> </ul> | <p><b>Early Digital Literacy</b></p> <ul style="list-style-type: none"> <li>- Explore how sounds can be changed</li> <li>- Explore different sounds of instruments</li> <li>- Select and use technology for a particular purpose</li> <li>- Represent own ideas through music</li> </ul>   | <p><b>Computer Discovery</b></p> <ul style="list-style-type: none"> <li>Labelling computer parts.</li> <li>- Song lyrics to help understand and remember what computer parts do.</li> <li>- Role-play activities with printable support resources.</li> <li>- Teacher notes, question prompts and video tutorials for helpful software/apps.</li> </ul> | <p><b>Mouse and Keyboard Skills</b></p> <ul style="list-style-type: none"> <li>- Move the mouse or trackpad and left click to select an object.</li> <li>- Drag and drop with mouse or trackpad to move objects around the screen.</li> <li>- Find letters or numbers on a keyboard.</li> <li>- Begin touch typing with home row keys.</li> </ul> |
| <b>RE</b>        | <p><b>Who am I, and where do I belong?</b></p> <ul style="list-style-type: none"> <li>• Every person is special and unique</li> <li>• Some people believe that God made them this way</li> </ul>  | <p><b>Why do we have celebrations?</b></p> <ul style="list-style-type: none"> <li>• Celebrations are joyful times</li> <li>• Celebrations are often a time to say 'thank you'</li> </ul>  | <p><b>What makes a place special?</b></p> <ul style="list-style-type: none"> <li>• Some people have spaces that are special to them</li> <li>• There are special buildings where</li> </ul>   | <p><b>What can we learn from stories?</b></p> <ul style="list-style-type: none"> <li>• People can have favourite stories</li> <li>• Through stories people share ideas and values about how to live</li> </ul>   | <p><b>What makes something special?</b></p> <ul style="list-style-type: none"> <li>• Different things are special to people for different reasons</li> <li>• How to look after and respect things</li> </ul>  | <p><b>What makes our world wonderful?</b></p> <ul style="list-style-type: none"> <li>• Our world is a place of wonder &amp; we should look after it</li> <li>• People are naturally 'creative'</li> </ul>   |

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|              | <ul style="list-style-type: none"> <li>• How new babies are welcomed</li> <li>• People belong together in different ways</li> <li>• People have different ways of showing they 'belong' together (religious and non-religious)</li> <li>• Special people in different religions (e.g., Jesus/Prophet Muhammad/Moses)</li> </ul> | <ul style="list-style-type: none"> <li>• Each person has a 'birth-day', and this is celebrated on the day he/she was born</li> <li>• Christians celebrate special times e.g., Harvest, Christmas, Easter</li> <li>• Other religions have different festivals</li> <li>• School-based celebrations</li> </ul> | <p>some people go to think and learn about God</p> <ul style="list-style-type: none"> <li>• Some people feel close to God anywhere or in their own special places</li> </ul>             | <ul style="list-style-type: none"> <li>• Some books are special to religious groups, e.g., Bible (Christians), Torah (Jews), Qur'an (Muslims)</li> <li>• Some stories are about special people e.g., Jesus, Prophet Muhammad (pbuh), Moses</li> </ul> | <p>that are special to others</p> <ul style="list-style-type: none"> <li>• People can use objects to help them remember special times and places</li> <li>• Some objects are 'religious' objects and help people to think about God</li> <li>• Memories can be special</li> </ul> | <ul style="list-style-type: none"> <li>• Some people believe our world was created by God and that this is an important story in their special books</li> <li>• Others believe that our amazing world came about naturally and is best explained by scientists, making observations and measurements (link to Science curriculum)</li> </ul> |
| <b>Music</b> | <p><b>'Vocal Sounds'</b><br/>Exploring how we can use our voices and bodies to make sounds, experimenting with tempo and dynamic when playing instruments, identifying sounds in the environment and differentiating between them.</p>  | <p><b>'Celebration Music'</b><br/>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas</p>   | <p><b>Music and Movement</b><br/>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p>                     | <p><b>Musical Stories</b><br/>A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p>  | <p><b>Transport</b><br/>Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.</p>   | <p><b>Big Band</b><br/>Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience</p>   |
| <b>PE</b>    | <p><b>Gymnastics</b> – Val Sabin Introductory Unit - Using space safely, recognise directions and travel with control, identify and use different parts of the body, work co-operatively</p>  | <p><b>Gymnastics</b> – Val Sabin Unit A: Travelling</p> <p><b>Dance</b> – Val Sabin Unit 1 - Be aware of space around them and move safely about the room, make simple shapes</p>  | <p><b>Gymnastics</b> - Val Sabin Unit B Stretching and Curling.</p> <p><b>Dance</b> – Val Sabin Unit 2- Travel safely in a variety of ways on different parts of the body, Recognise</p> | <p><b>Gymnastics</b> – Val Sabin Unit C: Travelling and taking weights on different body parts</p> <p><b>Dance</b> - Val Sabin Unit 3 – Recognise and use a variety of body shapes, Move and 'freeze' with</p>  | <p><b>Games</b> – Val Sabin Unit 3 – Focus on using Hoops and Quoits.</p> <p><b>Swimming</b> - swim competently, confidently and proficiently and perform safe self-rescue in different</p>   | <p><b>Games</b> – Val Sabin Unit 4 – Focus on using ropes, bats and balls.</p> <p><b>Swimming</b> - swim competently, confidently and proficiently and perform safe self-</p>  |

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|  | <p>to use simple apparatus.</p> <p><b>Games</b> – Val Sabin<br/>Unit 1 + 2 – Focus on using Bean Bags and Balls.</p> | <p>with their bodies, Travel on feet in a variety of ways, recognise repeated sounds and sound patterns and match movements to music.</p> | <p>and make simple shapes with their bodies, Move on different levels and in different directions, Recognise and use changes of speed</p> | <p>control, Travel and turn on high and low levels, Travel, rise and fall using different speeds.</p> | <p>water-based situations.</p> | <p>rescue in different water-based situations.</p> |
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