

All Saints' C of E Primary School
Year 1 Curriculum Map

2025-26	Autumn Term		Spring Term		Summer Term	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
English	Autobiography Narrative Non-Chronological Report Letters and postcards		Traditional Tales Poetry (Acrostic Poems) Character Descriptions		Instructions Poetry (Senses) Fiction (Portal Story) Persuasive Text	
Mathematics	Place value with 10 Addition and subtraction Shape		Place value within 20 Addition and subtraction within 20 Place value (Within 50) Length and Height Mass and volume		Multiplication and division Fractions Position & Direction Place value (within 100) Money Time	
Science	Forces and space: Seasonal changes	Animals: Comparing animals	Materials: Everyday materials	Animals: Sensitive bodies	Plants: Introduction to plants	Making Connections: Investigating science through stories
Computing	Algorithms unplugged and Bee-bots Online Safety		Digital Imagery Online Safety		Introduction to data Online Safety	
History	How am I making history?		How have toys changed?		How have explorers changed the world?	
Geography	What is it like here?		What is the weather like in the UK?		What is it like to live in Shanghai?	
Art	Drawing: Make your mark		Sculpture and 3D: Paper play		Painting and mixed media: Colour Splash	
DT	Structures: Making a Stable Pencil Pot		Textiles: Puppets		Cooking and nutrition: Smoothies	
RE	How did the universe come to be?	Why does Christmas matter to Christians?	What does it mean to belong to a faith community?	Who is Jewish and how do they live?	How should we care for others and the world and why does it matter?	What do Christians believe God is like?
PSHE	Introduction: Setting ground rules.	Family and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing.	Safety and the changing body.
PE	Football and Tag Rugby	Invasion games	Dance	Gymnastics	Scatterball	Athletics
Spanish	Greetings		Numbers and colours		Shapes	
Music	Hey You		Round and Round		Your imagination	

	Autumn	Spring	Summer
Reading	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ☐ read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading. • develop pleasure in reading, motivation to read, vocabulary and understanding • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • Understand both the books they can already read accurately and fluently and those they listen to • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> • apply phonic knowledge and skills 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stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • Understand both the books they can already read accurately and fluently and those they listen to • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. •
Writing <i>Targets shown when first introduced</i>	<ul style="list-style-type: none"> • write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it. • sequencing sentences to form short narratives • e-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other 	<ul style="list-style-type: none"> • write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it. • sequencing sentences to form short narratives • e-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other 	<ul style="list-style-type: none"> • write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it. • sequencing sentences to form short narratives • e-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other

	<p>pupils</p> <ul style="list-style-type: none"> • read aloud their writing clearly enough to be heard by their peers and the teacher • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters correctly • form digits 0-9 	<p>pupils</p> <ul style="list-style-type: none"> • read aloud their writing clearly enough to be heard by their peers and the teacher • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters correctly • form digits 0-9 	<p>other pupils</p> <ul style="list-style-type: none"> • read aloud their writing clearly enough to be heard by their peers and the teacher • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters correctly • form digits 0-9
Maths	<ul style="list-style-type: none"> • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. <ul style="list-style-type: none"> • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Add and subtract 1-digit and 2-digit numbers to 20, including zero. • Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. • 	<ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. • Read and write numbers from 1 to 20 in numerals and words. • Given a number, identify 1 more and 1 less. • Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time. • Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time. • 	<ul style="list-style-type: none"> • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10. • Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Describe position, direction and movement, including whole, half, quarter and three-quarter turns • Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (non-statutory guidance). • Practise counting (1, 2, 3...) ordering (for example, 1st, 2nd, 3rd ...) (non-statutory guidance). • Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). • Compare, describe and solve practical problems for time • Measure and begin to record time (hours, minutes, seconds). • Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times.

Science	<ul style="list-style-type: none"> ask simple questions and recognising that they can be answered in different ways observe closely, using simple equipment perform simple tests identify and classifying use their observations and ideas to suggest answers to questions gather and record data to help in answering questions. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. identify and name a variety of common animals that are carnivores, herbivores and omnivores. <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<ul style="list-style-type: none"> ask simple questions and recognising that they can be answered in different ways observe closely, using simple equipment perform simple tests identify and classifying use their observations and ideas to suggest answers to questions gather and record data to help in answering questions. identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. identify and describe the basic structure of a variety of common flowering plants, including trees distinguish between an object and the material from which it is made. identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. describe the simple physical properties of a variety of everyday materials. compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> ask simple questions and recognising that they can be answered in different ways observing closely, using simple equipment. identify and classifying use their observations and ideas to suggest answers to questions gather and record data to help in answering questions. observe changes across the four seasons. observe and describe weather associated with the seasons and how day length varies. distinguish between an object and the material from which it is made. identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. describe the simple physical properties of a variety of everyday materials. identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. identify and describe the basic structure of a variety of common flowering plants, including trees identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. identify and name a variety of common animals that are carnivores, herbivores and omnivores. describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
Computing	<ul style="list-style-type: none"> Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs
History	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Gain historical perspective by placing their growing 	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Gain historical perspective by placing their growing 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare

	<p>knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world 	<p>aspects of life in different periods</p> <ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>
<p>Geography</p>	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (Human and physical) • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical) • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (Geographical skills and fieldwork) • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (Geographical skills and fieldwork) • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. (Geographical skills and fieldwork) • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding 	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (Locational knowledge) • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Human and physical Geography) • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. (Geographical skills and fieldwork) • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. (Geographical skills and fieldwork) • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (Geographical skills and fieldwork) 	<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans. (locational knowledge) • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (Locational knowledge) • use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (human and physical) • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Human and physical) • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (Geographical skills and fieldwork) • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a

	environment. (Geographical skills and fieldwork)		map (Geographical skills and fieldwork) <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. (Geographical skills and fieldwork) • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (Geographical skills and fieldwork)
Art	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
DT	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Evaluate their ideas and products against design criteria. 	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Evaluate their ideas and products against design criteria. 	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria.
RE	<ul style="list-style-type: none"> • Ask questions about the world around them and talk 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and that 	<ul style="list-style-type: none"> • Ask questions about the world around them and

	<p>about these questions.</p> <ul style="list-style-type: none"> • Begin to make connections between using their senses and what they know about the world around them. • Give a simple reason using the word 'because' when talking about religion and belief • Use religious and belief stories to talk about how beliefs impact on how people behave • Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview • Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. • Give an example of how religious groups use beliefs to guide their daily lives 	<p>some people follow religions and others nonreligious worldviews</p> <ul style="list-style-type: none"> • Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area • Recognise that beliefs can have an impact on a believer's daily life, their family or local community 	<p>talk about these questions.</p> <ul style="list-style-type: none"> • Begin to make connections between using their senses and what they know about the world around them. • Give a simple reason using the word 'because' when talking about religion and belief • Use religious and belief stories to talk about how beliefs impact on how people behave • Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview • Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. <p>Give an example of how religious groups use beliefs to guide their daily lives</p>
PSHE	<ul style="list-style-type: none"> • To begin to understand what PSHE education (or the name used in your school) is and how we can learn effectively in these lessons. • I understand what PSHE education is. • I can explain some rules to help everyone learn. • I can understand and apply rules in my classroom and school setting. • Understand that families can include a range of people. • Understand who their friends are and what people like to do with friends. • Describe what people might look like if they are feeling: angry, scared, upset or worried. • Identify ways of responding to this by either offering help or giving them space. • Understand the skills needed to work together in a group. • Understand that friendships can have problems and learn ways to overcome these problems. • Understand how the actions of others can affect people. 	<ul style="list-style-type: none"> • Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like. • Describe situations which may provoke certain feelings. • Describe their own qualities and strengths and recognise something they want to get better at. • Describe their bedtime routine, explaining why sleep is important. • Explain how rest and relaxation affects our bodies, including mental functions. • Identify examples where they could use relaxation to help manage difficult emotions. • Understand that germs can be spread via our hands. • Know how to wash their hands properly. • Know the three things they need to do when out in the sun to keep safe. • Know people can be allergic to certain things and how to help with an allergic reaction. • Understand that there are a range of people who help to keep us healthy. • Explain why the class and school rules are important. • Discuss the different needs of a range of pets. • Describe some of the needs of babies and young children. • Recognise some similarities and differences between themselves and others. • Identify some groups which they belong to. • Recognise that different individuals belong to different groups. 	<ul style="list-style-type: none"> • Explain how children might get money. • Explain some different ways to keep money safe. • Discuss the role of banks and building societies. • Recognise that people may make different choices about spending or saving. • Explain that a range of jobs exist in and out of school and that different skills are needed for jobs. • Know a number of adults in school. • Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. • Understand ways to keep safe and not get lost and know the steps to take if they do get lost. • Know the number for the emergency services and their own address. • Understand that some types of physical contact are never acceptable. • Know what can go into or onto the body and when they should check with an adult. • Understand that there are hazards in houses and

		<ul style="list-style-type: none"> Explain why voting is a fair way to make a decision involving a lot of people. 	<p>know how to avoid them.</p> <p>Understand and name jobs that people do to help keep us safe.</p>
PE	<p>Accept critical feedback from a range of audiences and make changes accordingly</p> <p>Negotiate and collaborate appropriately to motivate themselves and others to perform better</p> <p>Read and react to different game situations as they develop</p> <p>Effectively disguise what they are to do next</p> <p>Transfer skills and movements across a range of activities, performing a variety of skills consistently and effectively in challenging or competitive situations</p>	<p>Accept critical feedback from a range of audiences and make changes accordingly</p> <p>Negotiate and collaborate appropriately to motivate themselves and others to perform better</p> <p>Use variety and creativity to engage an audience</p>	<p>Accept critical feedback from a range of audiences and make changes accordingly</p> <p>Negotiate and collaborate appropriately to motivate themselves and others to perform better</p> <p>Read and react to different game situations as they develop</p> <p>Effectively disguise what they are to do next</p> <p>Transfer skills and movements across a range of activities, performing a variety of skills consistently and effectively in challenging or competitive situations</p> <p>Explain how individuals need different types/levels of fitness to be more effective in their sports role</p> <p>Show an ability to keep safe in different water-based situations</p>
Music	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>