

# Class Curriculum Map – Year B (2024-25): Year 1 & 2

“Love your neighbour as yourself”  
Luke 10:25-37

	Autumn Term	Spring Term	Summer Term	
<b>Science</b>	<p><b>WHY IS IT IMPORTANT TO KEEP OUR BODIES HEALTHY?</b></p> <ul style="list-style-type: none"> <li>Know the basic stages in a life cycle for animals (including humans)</li> <li>Know why exercise and a balanced diet are essential for humans</li> <li>Know why having good hygiene is important for humans</li> <li>Know that babies will grow into adults</li> <li>Know what humans need to survive (including food and water)</li> </ul> <p><i>Working Scientifically</i></p> <p><b>Investigation</b></p> <ul style="list-style-type: none"> <li>Set up an investigation to find out who is the fittest in the class</li> </ul> <p><b>Grouping and Classifying</b></p> <ul style="list-style-type: none"> <li>Identify the off-spring of different animals</li> </ul>	<p><b>WHY DO ANIMALS CHOOSE THE HABITATS THEY HAVE?</b></p> <ul style="list-style-type: none"> <li>Identify things that are living, dead and have never lived</li> <li>Know how a specific habitat provides for the basic needs of things living there (plants and animals)</li> <li>Identify and name plants and animals in a range of habitats</li> <li>Match living things to their habitat</li> <li>Know how animals find their food</li> <li>Name some different sources of food for animals</li> <li>Know and explain a simple food chain</li> </ul> <p><i>Working Scientifically</i></p> <p><b>Researching</b></p> <ul style="list-style-type: none"> <li>Research animals and how they adapt to their environment</li> </ul> <p><b>Grouping and Classifying</b></p> <ul style="list-style-type: none"> <li>Group animals based on their natural habitats</li> </ul>	<p><b>WHAT ARE THE PROPERTIES OF DIFFERENT MATERIALS?</b></p> <ul style="list-style-type: none"> <li>Know why some materials are more suitable than others for specific uses</li> <li>Know why glass, wood, plastic, brick or paper would be used for specific jobs</li> <li>Know that some materials can be squashed, twisted or bent according to need</li> <li>Know why certain materials are suitable for many different uses</li> <li>Know about the lives of people who have developed useful new materials</li> </ul> <p><i>Working Scientifically</i></p> <p><b>Fair testing</b></p> <ul style="list-style-type: none"> <li>Compare materials to see which is the most waterproof</li> </ul> <p><b>Grouping and Classifying</b></p> <ul style="list-style-type: none"> <li>Group different materials based on their properties</li> </ul>	<p><b>WHAT DO PLANTS AND TREES NEED TO GROW HEALTHILY?</b></p> <ul style="list-style-type: none"> <li>Know that a plant needs light, water, air and soil to survive</li> <li>Know that trees and shrubs take in water and a gas called carbon dioxide and give out a gas called oxygen</li> <li>Know how trees grow from a seed</li> <li>Know how important trees are for the environment</li> <li>Identify and name trees that are around them</li> </ul> <p><i>Working Scientifically</i></p> <p><b>Fair testing</b></p> <ul style="list-style-type: none"> <li>Investigate which conditions plants need to grow</li> </ul> <p><b>Observation over time</b></p> <ul style="list-style-type: none"> <li>Change in plant growth over time</li> </ul> <p><b>Grouping and Classifying</b></p> <ul style="list-style-type: none"> <li>Identify parts of a plant</li> </ul>
	<p><b>WORKING SCIENTIFICALLY</b></p> <ul style="list-style-type: none"> <li>ask simple questions and recognise that they can be answered in different ways</li> <li>observe closely, using simple equipment</li> <li>perform simple tests</li> <li>identify and classify</li> <li>use observations and ideas to suggest answers to questions</li> <li>gather and record data to help in answering questions</li> </ul>			
<b>History</b>	<p><b>HOW HAVE OUR HOMES CHANGED OVER TIME?</b></p> <ul style="list-style-type: none"> <li>Know how the telephone changed people’s lives and know how they changed over time</li> </ul>	<p><b>WHO WERE AND ARE FAMOUS UK PEOPLE?</b></p> <ul style="list-style-type: none"> <li>Know about famous people from the past who are linked to Chapmanslade (Clara Grant) &amp; Bath/Bristol</li> </ul>	<p><b>WHO ARE BRITAIN’S SIGNIFICANT MONARCHS?</b></p> <ul style="list-style-type: none"> <li>Know facts about Henry VIII</li> </ul>	

	<ul style="list-style-type: none"> <li>Know how televisions changed people's lives and know how they changed over time</li> <li>Recognize artefacts used in the home during Victorian times</li> <li>Know how we have adapted the way we use outside space over time</li> <li>Know about the impact that technology has had on our home life</li> </ul>	<ul style="list-style-type: none"> <li>Know about the impact these people have made on our lives today</li> <li>Know about a famous person alive today who has a Bath/Bristol connection</li> <li>Explain why they are famous</li> </ul>	<ul style="list-style-type: none"> <li>Know that Elizabeth I was Henry VIII's daughter and that she was a significant British monarch</li> <li>Recognise that Queen Victoria ruled during the era of the Industrial Revolution.</li> <li>Know that Queen Elizabeth II died recently and is fondly remembered.</li> <li>Know that King Charles III is the son of Elizabeth II and is our present monarch</li> </ul>			
Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.						
<b>Geography</b>	<p><b>WHY ARE SOME PLACES IN THE WORLD ALWAYS HOT AND OTHERS ALWAYS COLD?</b></p> <ul style="list-style-type: none"> <li>Know where the Equator is on a world map and globe</li> <li>Know where the North and South Poles are on a world map and globe</li> <li>Know that some people live in areas of extreme heat or cold</li> <li>Know that in some polar regions it can be light or dark all day</li> <li>Know some key physical and human features of very hot or cold places</li> <li>Know N, E, S and W on a compass</li> </ul>	<p><b>HOW DIFFERENT WOULD MY LIFE BE IF I LIVED IN KENYA?</b></p> <ul style="list-style-type: none"> <li>Know the names of and locate the seven continents of the world</li> <li>Know the names of and locate the five oceans of the world</li> <li>Know the main differences between the climate and features of a place in England and that of a small place in a non-European country</li> <li>Know how human and physical features often depend on the climate of a place</li> </ul>	<p><b>WHY DO WE LOVE TO BE BESIDE THE SEASIDE?</b></p> <ul style="list-style-type: none"> <li>Know the names of the four countries that make up the UK</li> <li>Know the names of the three main seas that surround the UK</li> <li>Know some of the characteristics associated with a coastal place in comparison to where they live</li> <li>Know about the key physical and human features of a coastal place</li> <li>Identify the following physical features: mountain, island, river, cliff, harbour, port and beach</li> </ul>			
<b>Religion and Worldviews (RE)</b>	<p><b>WHAT IS THE GOOD NEWS THAT JESUS BRINGS?</b></p> <p><i>CHRISTIANITY</i></p> <p>Concept: Gospel</p> <ul style="list-style-type: none"> <li>World changers – make links with Jesus and Disciples as world changers</li> <li>The calling of Matthew the tax collector (9:9-13)</li> <li>To understand the bible story 'The calling of Matthew the tax collector'</li> </ul>	<p><b>WHY DO CHRISTIANS BELIEVE GOD GAVE JESUS TO THE WORLD?</b></p> <p><i>CHRISTIANITY</i></p> <p>Theme: Christmas-Jesus is a gift from God</p> <p>Concept: Incarnation</p> <ul style="list-style-type: none"> <li>To understand how God sent Jesus to help the world</li> <li>To understand how God sent Jesus to help the world and Christians look forward to Christmas as the time of his birth</li> </ul>	<p><b>HOW IMPORTANT IS IT FOR JEWISH PEOPLE TO DO WHAT GOD ASKS THEM TO DO?</b></p> <p><i>JUDAISM</i></p> <p>Theme: Passover</p> <ul style="list-style-type: none"> <li>To understand the meaning of the word 'respect'</li> <li>To understand the meaning of The Passover Story</li> <li>To recognise the link between The Passover Story and The Sedar Meal</li> </ul>	<p><b>WHAT DO CHRISTIANS BELIEVE GOD IS LIKE?</b></p> <p><i>CHRISTIANITY</i></p> <p>Concept: Salvation/God</p> <ul style="list-style-type: none"> <li>To know that Christians believe in God and that they find out about him in the Bible</li> <li>To know that a parable is 'a story to help people understand ideas'</li> <li>To know that a God's characteristics are shown through the scriptures (bible stories)</li> </ul>	<p><b>HOW SPECIAL IS THE RELATIONSHIP JEWS HAVE WITH GOD?</b></p> <p><i>JUDAISM</i></p> <p>Theme: The Covenant</p> <ul style="list-style-type: none"> <li>To understand the importance of an agreement</li> <li>To recognise that some people in Jewish History made an agreement with God</li> <li>To understand how Jewish people today show their special relationship with God</li> </ul>	<p><b>WHAT IS THE BEST WAY FOR A JEW TO SHOW COMMITMENT TO GOD?</b></p> <p><i>JUDAISM</i></p> <p>Theme: Rites of Passage and Good Works</p> <ul style="list-style-type: none"> <li>To understand how my milestone moments can show commitment</li> <li>To understand how the Bar/Bat Mitzvah show a Jew's commitment to God</li> <li>To understand how the Mitzvah show a Jew's commitment to God</li> </ul>

	<ul style="list-style-type: none"> <li>To understand that Jesus brought with him Good news and forgiveness (as a world changer)</li> <li>Finding peace (Luke 6: 37-38): To recognise that Jesus brings inner peace through forgiveness</li> <li>12 disciples: How did the Disciples change the world? What did they go on to do?</li> <li>To understand the role of the Disciples in bringing good news.</li> </ul>	<ul style="list-style-type: none"> <li>To know the true meaning of Christmas story</li> <li>To begin to recognise that Christians believe Jesus is God in human form so He has God's love and power</li> <li>To explain the true meaning of Christmas story and why God gave Jesus to the world.</li> </ul>	<ul style="list-style-type: none"> <li>To explain the links between The Passover Story and The Sedar Meal and the respect it shows God</li> <li>To recognise the respect Jewish people have for God through their actions.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Christians believe that God is loving kind forgiving and fair</li> <li>To know Christians worship God and pray to him.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how the promises made by God are just as important to Jewish people today as it was for Abraham and Moses in history.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how the Synagogue shows a Jew's commitment to God</li> <li>To investigate what is the best way for a Jew to show commitment to God.</li> </ul>
<b>Personal, Social, Health and Economic education (PSHE)</b>	<p><b>WHAT MAKES A GOOD FRIEND?</b></p> <ul style="list-style-type: none"> <li>how to make friends with others</li> <li>how to recognise when they feel lonely and what they could do about it</li> <li>how people behave when they are being friendly and what makes a good friend</li> <li>how to resolve arguments that can occur in friendships</li> <li>how to ask for help if a friendship is making them unhappy</li> </ul>	<p><b>WHAT IS BULLYING?</b></p> <ul style="list-style-type: none"> <li>how words and actions can affect how people feel</li> <li>how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>how to respond if this happens in different situations</li> <li>how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>	<p><b>WHAT JOBS DO PEOPLE DO?</b></p> <ul style="list-style-type: none"> <li>how jobs help people earn money to pay for things they need and want</li> <li>about a range of different jobs, including those done by people they know or people who work in their community</li> <li>how people have different strengths and interests that enable them to do different jobs</li> <li>how people use the internet and digital devices in their jobs and everyday life</li> </ul>	<p><b>WHAT HELPS US TO STAY SAFE?</b></p> <ul style="list-style-type: none"> <li>how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>how not everything they see online is true or trustworthy and that</li> </ul>	<p><b>WHAT HELPS US GROW AND STAY HEALTHY?</b></p> <ul style="list-style-type: none"> <li>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>that eating and drinking too much sugar can affect their health, including dental health</li> <li>how to be physically active and how much rest and sleep they should have every day</li> <li>that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul>	<p><b>HOW DO WE RECOGNISE OUR FEELINGS?</b></p> <ul style="list-style-type: none"> <li>how to recognise, name and describe a range of feelings</li> <li>what helps them to feel good, or better if not feeling good</li> <li>how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>how feelings can affect people in their bodies and their behaviour</li> <li>ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> </ul>

				<ul style="list-style-type: none"> <li>people can pretend to be someone they are not</li> <li>how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>		<ul style="list-style-type: none"> <li>how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>
Computing	HOW CAN I USE A COMPUTER OR TABLET TO DRAW?	HOW CAN I CREATE A PRESENTATION ON MICROSOFT POWERPOINT?	WHAT IS TURTLE LOGO?	HOW CAN I USE TURTLE LOGO AND SCRATCH JR TO PROGRAM?	HOW CAN I USE THE INTERNET SAFELY?	
	Digital Painting	Presentation Skills	Preparing for Turtle Logo	Programming Turtle Logo and Scratch	Using the Internet	
<p style="text-align: center;"><b>Information Technology: Multimedia Text and Images</b></p> <ul style="list-style-type: none"> <li>add text strings, text boxes and show and hide objects and images, manipulating the features</li> <li>use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape</li> <li>use applications and devices in order to communicate ideas, work, messages and demonstrate control</li> <li>save, retrieve and organise work</li> </ul> <p style="text-align: center;"><b>Information Technology: Multimedia Sound and Motion</b></p> <ul style="list-style-type: none"> <li>use software to record sounds</li> <li>change sounds recorded</li> <li>save, retrieve and organise work</li> </ul> <p style="text-align: center;"><b>Information Technology and Digital Literacy: Technology in Our Lives</b></p> <ul style="list-style-type: none"> <li>recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping</li> <li>use links to websites to find information</li> <li>recognise age-appropriate websites</li> <li>use safe search filters</li> </ul> <p style="text-align: center;"><b>Computer Science: Coding and Programming</b></p> <ul style="list-style-type: none"> <li>give commands one at a time to control direction and movement, including straight, forwards, backwards, turn</li> <li>control the nature of events: repeat, loops, single events and add and delete features</li> <li>give a set of instructions to follow and predict what will happen</li> <li>improve/change their sequence of commands by debugging</li> </ul> <p style="text-align: center;"><b>Digital Literacy: Online Safety</b></p> <ul style="list-style-type: none"> <li>identify what things count as personal information</li> <li>identify what is appropriate and inappropriate behaviour on the Internet</li> <li>agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords</li> <li>seek help from an adult when they see something that is unexpected or worrying</li> <li>demonstrate how to safely open and close applications and log on and log off from websites</li> </ul>						

Art			
	<p style="text-align: center;"><b>HOW ARE LANDSCAPES CREATED?</b></p> <p style="text-align: center;"><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Can identify what a landscape is</li> <li>• Can identify the foreground and background in a landscape</li> <li>• Understands how to use and look after oil pastels</li> </ul>	<p style="text-align: center;"><b>HOW CAN PAINT BE USED TO CREATE DIFFERENT EFFECTS?</b></p> <p style="text-align: center;"><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Understands how to create tones and tints with paint</li> <li>• Can create different effects with paint</li> <li>• Understands how to change the properties of paint using water</li> <li>• Can discuss the artist's use of painting effects</li> </ul>	<p style="text-align: center;"><b>HOW CAN WE CREATE ART WITH NATURAL MATERIALS?</b></p> <p style="text-align: center;"><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Know about famous sculptors who used natural materials</li> <li>• Recall how they have created a sculpture using natural materials</li> </ul>
Design & Technology (DT)	<p style="text-align: center;"><b>HOW CAN WE CREATE A PIZZA WITH A RANGE OF INGREDIENTS?</b></p> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Research independently and generate some ideas before thinking about resources</li> <li>• Order the main stages of making the pizza</li> <li>• Design the pizza and make sure that it meets the design criteria including looking desirable</li> <li>• When planning, explain their choices of ingredients</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Choose utensils and ingredients and explain why they have chosen them</li> <li>• Identify and name a simple selection of kitchen utensils (e.g. pizza roller)</li> <li>• With help, measure, cut and score with some accuracy</li> <li>• Start to measure and make the pizza</li> <li>• Start to choose and use appropriate finishing techniques based on their own ideas.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Evaluate their pizza against their design criteria</li> <li>• Start to evaluate their pizza as they are making it, identifying strengths and possible changes they might make</li> </ul> <p><b>Food Technology</b></p> <ul style="list-style-type: none"> <li>• Know that everyone should eat at least five portions of fruit and vegetables each day</li> <li>• Demonstrate how to prepare simple dishes safely and hygienically without using a heat source</li> <li>• Demonstrate how to use techniques such as cutting, peeling and grating</li> <li>• Weigh ingredients to use in a recipe</li> <li>• Describe the ingredients used when making a dish or cake</li> <li>• Can talk about which food is healthy and which is not</li> <li>• Follow safe procedures for food safety and hygiene</li> </ul>		<p style="text-align: center;"><b>HOW CAN WE CREATE A KENYAN TRADITIONAL VILLAGE HOME THAT INCORPORATES AN AFRICAN-STYLE MATERIAL ROOF?</b></p> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Begin to develop their design ideas using research and discussion with peers and adults</li> <li>• Understand the purpose of their product</li> <li>• Explain why they have chosen specific textiles or materials</li> <li>• Draw a simple design and label the parts of their product</li> <li>• Develop their own ideas through drawings, and where appropriate, make templates or mock ups of their initial ideas</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Choose tools and materials and explain why they have chosen them</li> <li>• Join materials and components in different ways, including sewing</li> <li>• Can identify and name a simple selection of hand tools</li> <li>• Use simple sewing techniques including cutting, shaping and joining fabric to make a simple product</li> <li>• With help, measure, cut and score with some accuracy</li> <li>• Start to assemble, join and combine materials in order to make a product</li> <li>• Start to choose and use appropriate finishing techniques based on their own ideas</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Evaluate their work against their design criteria</li> <li>• Start to evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>• With confidence, talk about their ideas, saying what they like and dislike about their product</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Make a model stronger and more stable</li> </ul>

<b>Music</b>	HOW DOES MUSIC HELP US TO MAKE FRIENDS?  Pulse, Rhythm and Pitch	NATIVITY PERFORMANCE	HOW DOES MUSIC MAKE THE WORLD A BETTER PLACE?  Inventing a Musical Story	HOW DOES MUSIC HELP US TO UNDERSTAND OUR NEIGHBOURS?  Learning to Listen	HOW DOES MUSIC MAKE US HAPPY?  Exploring Improvisation	HOW DOES MUSIC TEACH US ABOUT LOOKING AFTER OUR PLANET?  Let's Perform Together!
	<p style="text-align: center;"><b>Musicianship</b></p> <p>Move in time with a steady beat; Listen to, copy and repeat a simple rhythm; Listen to, copy and repeat a simple melody (Y2); Sing back and play back a simple melody (Y2); Understand the meaning of pulse and beat.</p> <p style="text-align: center;"><b>Listening</b></p> <p>Say likes or dislikes about a piece of music; Recognise some musical instruments and name them; Know if the music is fast/slow and loud/quiet; Talk about the style of music a song fits into.</p> <p style="text-align: center;"><b>Singing</b></p> <p>Sing or rap with classmates; Stand or sit nicely when singing (Y1); Stand or sit with good posture when singing (Y2); Sing songs individually; Explain the meaning behind the song; Add actions to the songs being sung.</p> <p style="text-align: center;"><b>Playing Instruments</b></p> <p>Play a tuned and/or untuned percussion instrument; Treat instruments carefully and with respect; Practise instrumental parts; Play instruments with classmates; Play simple rhythms to a steady beat.</p> <p style="text-align: center;"><b>Improvisation</b></p> <p>Know that when improvising, we make up our own tunes; Improvise using rhythm and/or one or two notes; Improvise to a steady beat; Improvise by singing simple patterns.</p> <p style="text-align: center;"><b>Composition</b></p> <p>Compose a simple melody; Explore pitch and rhythm when composing; Write a simple melody using up to five notes; Recognise one and two-beat musical notes/symbols.</p>					
<b>Physical Education (PE)</b>	<b>STRIKING &amp; FIELDING</b> <ul style="list-style-type: none"> <li>Physical: underarm throw, overarm throw, catch, track, bowl, bat</li> <li>Social: communication, encourage others, collaboration</li> <li>Emotional: honesty, perseverance, determination, acceptance</li> <li>Thinking: use tactics, comprehension, select and apply, decision making</li> </ul>	<b>BALL SKILLS</b> <ul style="list-style-type: none"> <li>Physical: dribble with hands, roll, throw, catch, dribble with feet, track</li> <li>Social: communication, support others, co-operation</li> <li>Emotional: perseverance, honesty, determination</li> <li>Thinking: exploration, make decisions, comprehension, use tactics</li> </ul>	<b>DANCE</b> <ul style="list-style-type: none"> <li>Physical: actions, dynamics, space, relationships</li> <li>Social: respect, work safely, collaboration, communication</li> <li>Emotional: empathy, confidence, acceptance, determination, kindness</li> <li>Thinking: creativity, select and apply actions, provide feedback, recall</li> </ul>	<b>GYMNASTICS</b> <ul style="list-style-type: none"> <li>Physical: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll</li> <li>Social: respect, collaboration, sharing, work safely</li> <li>Emotional: confidence, self-regulation, perseverance</li> <li>Thinking: comprehension, select and apply action, creativity</li> </ul>	<b>INVASION GAMES</b> <ul style="list-style-type: none"> <li>Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed</li> <li>Social: supporting others, communication, co-operation, kindness</li> <li>Emotional: perseverance, confidence, honesty</li> <li>Thinking: comprehension, identifying strengths and areas for development, select and apply</li> </ul>	<b>ATHLETICS</b> <ul style="list-style-type: none"> <li>Physical: run, balance, agility, co-ordination, hop, jump, leap, throw</li> <li>Social: work safely, collaboration</li> <li>Emotional: perseverance, independence, honesty, determination</li> <li>Thinking: reflection, comprehension, select and apply skills</li> </ul>
	In some terms we may take advantage of sport specialists/coaches in place our second unit (below)					
	SENDING & RECEIVING	FITNESS	YOGA	TARGET GAMES	NET AND WALL GAMES	FUNDAMENTALS

	<ul style="list-style-type: none"> <li>Physical: roll, track, catch, receive with feet, kick, send and receive with a racket</li> <li>Social: communication, collaboration, leadership</li> <li>Emotional: honesty, determination</li> <li>Thinking: identifying how to improve, comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Physical: run, stamina, skip, co-ordination, agility, strength, balance</li> <li>Social: encourage others, communication</li> <li>Emotional: determination, perseverance</li> <li>Thinking: comprehension, identify strengths and areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Physical: balance, flexibility, strength, co-ordination</li> <li>Social: respect, leadership, work safely, collaboration</li> <li>Emotional: confidence, perseverance, honesty, focus, identify feelings</li> <li>Thinking: create, select and apply, comprehension, decision making, reflection</li> </ul>	<ul style="list-style-type: none"> <li>Physical: roll, overarm throw, underarm throw, strike, dodge, jump</li> <li>Social: congratulate, support others, co-operation, kindness</li> <li>Emotional: manage emotions, honesty</li> <li>Thinking: identify areas of strength and areas for development, select and apply, comprehension, decision making</li> </ul>	<ul style="list-style-type: none"> <li>Physical: throw, catch, hit, track</li> <li>Social: co-operation, respect, support others</li> <li>Emotional: perseverance, honesty</li> <li>Thinking: select and apply, reflection, decision making, comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Physical: run, speed, agility, dodge, balance, jump, hop, skip</li> <li>Social: collaboration, respect, take turns, communication, encourage others</li> <li>Emotional: determination, honesty, perseverance</li> <li>Thinking: comprehension, make decisions, creativity, use tactics, recall</li> </ul>
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