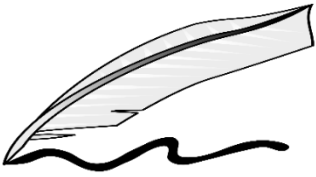
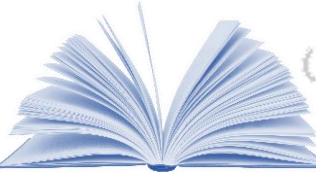

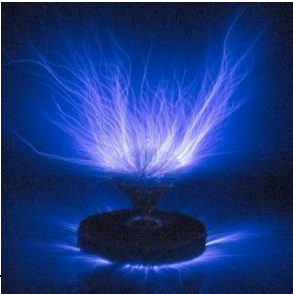


Curriculum Map – Year Four	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	Anglo-Saxons		Earth Matters		Ancient Egypt	
Writing 	The Lost Thing – Narrative Farther - Narrative	Still I rise - Poetry Wizards of Once – Non-Fiction, Newspaper	Nikola Tesla – Non-Fiction, Biography The Iron Man - Narrative	The Plague – Non-fiction, Script	Aladdin – Narrative Letter to an Author	Secrets of a Sun King, Diary The River - Poetry
Curriculum Text 	<u>Text:</u> Anglo-Saxon Boy The Lost Thing Farther Wizards of Once		<u>Text:</u> The Lorax The Story of Nikola Tesla The Iron Man Eyam – The Plague Village		<u>Text:</u> Life in Ancient Egypt Aladdin and the Enchanted Lamp The Secrets of a Sun King The River	
Maths	<u>Strands:</u> Place Value – to 1000 and 10000, Roman Numerals Addition – up to four-digits with exchange Subtraction – up to four-digits with exchange		<u>Strands:</u> Multiplication and Division – find factor pairs, multiply and divide by 10 and 100, multiply and divide two and three digit numbers by one digit, correspondence problems, efficient multiplication		<u>Strands:</u> Decimals – partition, compare, order, rounding to whole number and to tenths Measurement – money – convert pounds to pence and pence to pounds, compare amounts,	

	<p>Measurement – area, count squares, make shapes, compare areas</p> <p>Multiplication and division – multiply and divide by 6, 9 and 7. 11 and 12 times tables, multiply three numbers</p> <p><u>Times tables:</u> Six, Seven, Nine, Eleven and Twelve</p>		<p>Measurement – length and perimeter – perimeter of rectilinear shapes, perimeter of polygons</p> <p>Fractions – the whole, fractions beyond one, mixed numbers, improper fractions</p> <p>Decimals – tenths and hundredths</p> <p><u>Times tables:</u> All to 12 x 12</p>		<p>calculate amounts, solve problems involving money</p> <p>Measurement – time – analogue and digital times, 24 hour clock times</p> <p>Statistics – charts, line graphs, collect and represent data, read data</p> <p>Properties of shape – angles, angles in triangles, quadrilaterals and polygons, symmetry</p> <p>Position & Direction – coordinates in the first quadrant, translation of triangles and rectilinear shapes</p> <p><u>Times tables:</u> All</p>
<p>Science</p> 	<p><u>Living Things And Their Habitats</u></p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living 	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive 	<p><u>Sound</u></p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic 	<p><u>States of Matter</u></p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

	<p>things in their local and wider environment</p> <ul style="list-style-type: none"> • recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>system in humans</p> <ul style="list-style-type: none"> • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>features of the object that produced it</p> <ul style="list-style-type: none"> • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. 	<p>parts, including cells, wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none"> • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. 	<ul style="list-style-type: none"> • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
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<p>Art & Design</p> 	<p><u>Drawing</u></p> <p>Power Prints</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <p>Making skills:</p> <ul style="list-style-type: none"> • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Apply observational skills, showing a greater awareness of composition and demonstrating 	<p><u>Painting and Mixed media</u></p> <p>Light and Dark</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <p>Making skills:</p> <ul style="list-style-type: none"> • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. 	<p><u>Craft and Design</u></p> <p>Ancient Egyptian Scrolls</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. <p>Making skills:</p> <ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to
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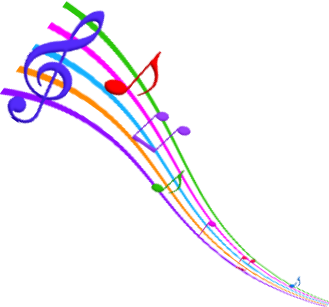
	<p>the beginnings of an individual style.</p> <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Use more complex vocabulary when discussing their own and others' art. 	<ul style="list-style-type: none"> • Understand how artists use art to convey messages through the choices they make. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Use more complex vocabulary when discussing their own and others' art. • Discuss art, considering how it can affect the lives of the viewers or users of the piece. • Evaluate their work more regularly and independently during the planning and making process. 	<p>communicate form and proportion.</p> <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.
Design Technology	<p><u>Structures</u></p> <p>Pavilions</p>	<p><u>Electrical Systems</u></p> <p>Torches</p>	<p><u>Mechanical Systems</u></p> <p>Making a Slingshot Car</p> <ul style="list-style-type: none"> • Designing a shape that reduces air resistance.

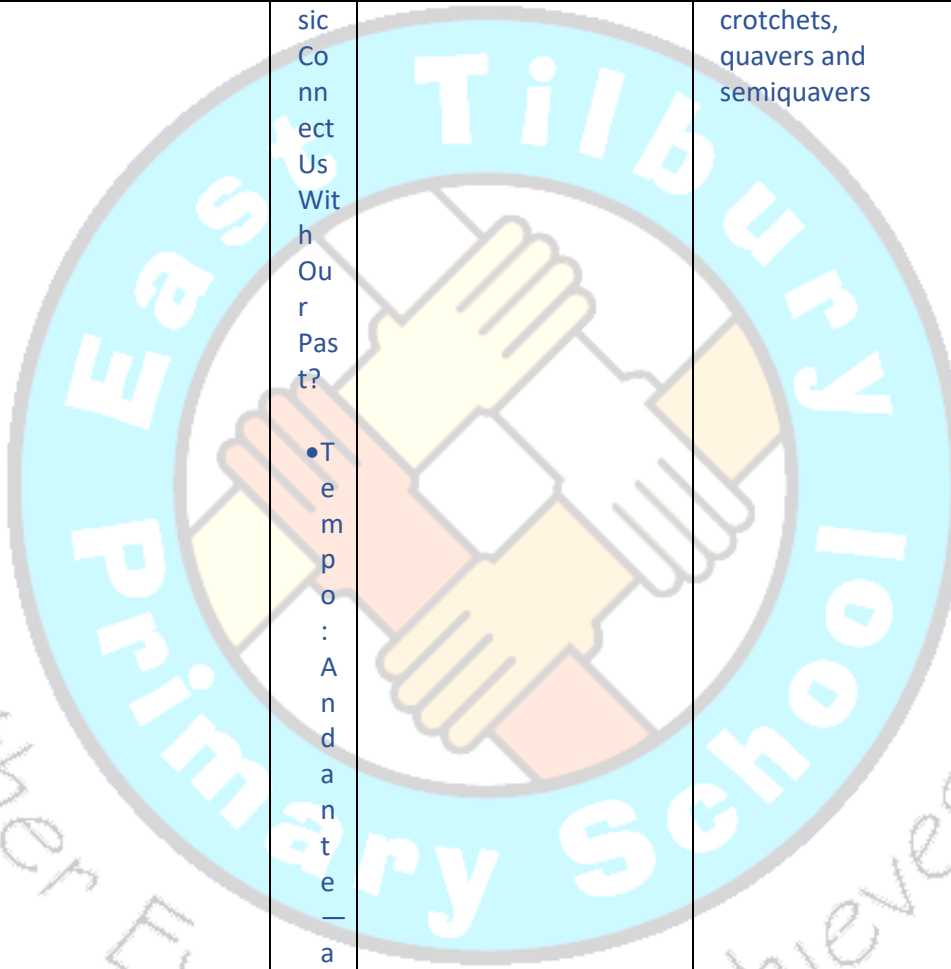


- Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect.
- Building frame structures designed to support weight.
- Creating a range of different shaped frame structures.
- Making a variety of free-standing frame structures of different shapes and sizes.
- Selecting appropriate materials to build a strong structure and for the cladding.
- Reinforcing corners to strengthen a structure.
- Creating a design in accordance with a plan.
- Learning to create different textural effects with materials.

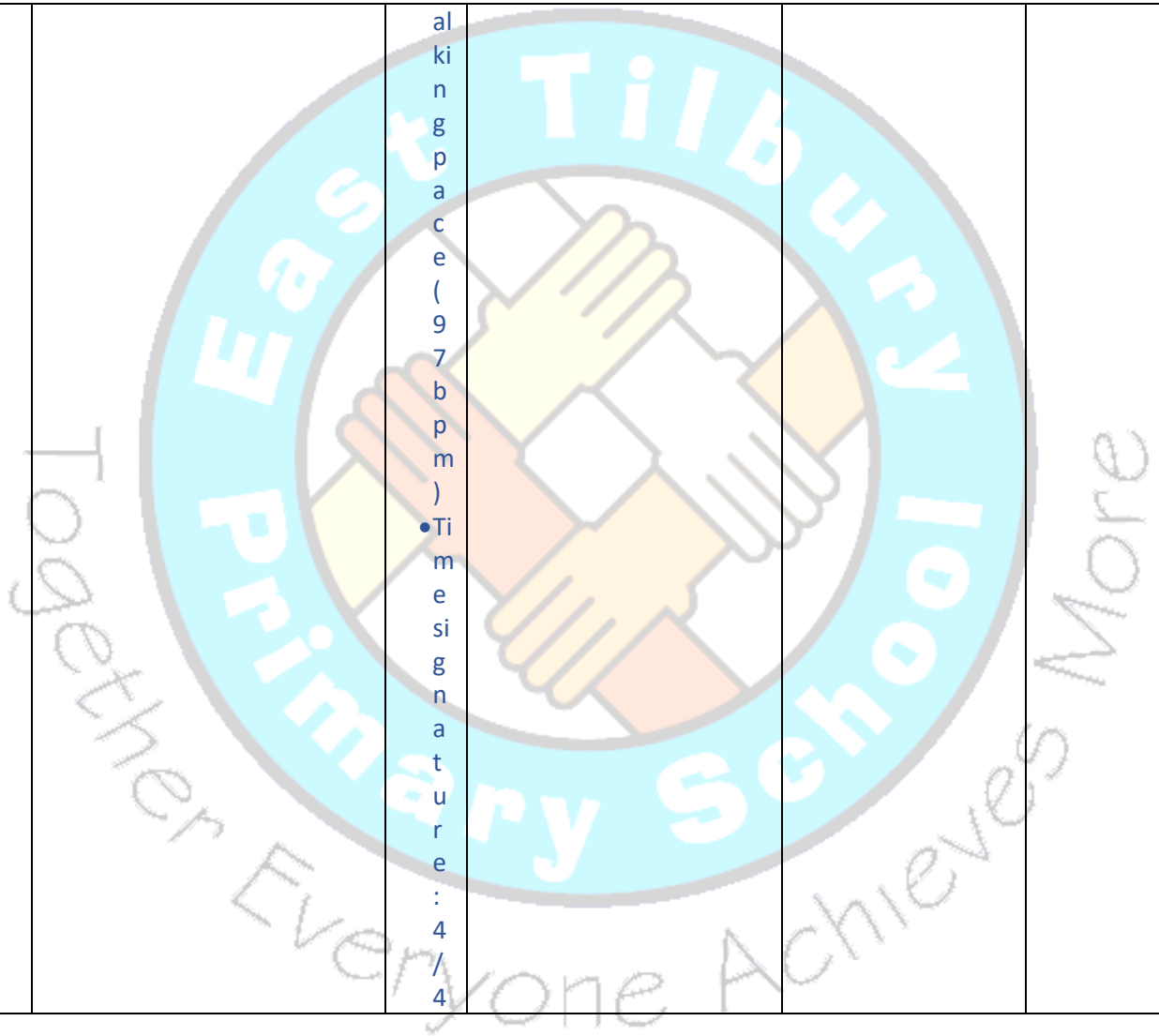
- Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.
- Making a torch with a working electrical circuit and switch.
- Using appropriate equipment to cut and attach materials.
- Assembling a torch according to the design and success criteria.
- Evaluating electrical products.
- Testing and evaluating the success of a final product.

- Drawing a net to create a structure from.
- Choosing shapes that increase or decrease speed as a result of air resistance.
- Personalising a design.
- Measuring, marking, cutting and assembling with increasing accuracy.
- Making a model based on a chosen design.
- Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.

<p>Music</p> 	<p>Musical Spotlight: Musical Structures</p> <p>Social Question: How Does Music Bring Us Together?</p> <ul style="list-style-type: none"> •Tempo: Moderato — at a moderate speed (112 bpm) •Time signature: 4/4 •Time signature: 4/4 — there are four crotchet beats in a bar •Key signature: C major •Key signature: C major — there are no sharps or flats in the key signature •Notes: C, D, E, G, A (C pentatonic) <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers</p>	<p>Musical Spotlight: Exploring Feelings When You Play</p> <p>Social Question: How Does Music</p>	<p>Musical Spotlight: Compose with Your Friends</p> <p>Social Question: How Does Music Improve Our World?</p> <ul style="list-style-type: none"> •Tempo: Allegro — At a brisk speed (150 bpm) •Time signature: 4/4 •Time signature: 3/4 — there are three crotchet beats in a bar •Key signature: C major •Key signature: G major — there is one sharp in the key signature (#) •Notes: C, D, E, G, A (C pentatonic) <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers</p>	<p>Musical Spotlight: Feelings Through Music</p> <p>Social Question: How Does Music Teach Us About Our Community?</p> <ul style="list-style-type: none"> •Tempo: Andante — at a walking pace (97 bpm) •Time signature: 4/4 •Time signature: 2/4 — there are two crotchet beats in a bar •Key signature: C major •Key signature: G major — there is one sharp in the key signature (#) •Notes: C, D, E, G, A (C pentatonic) <p>Rhythmic patterns using: Minims, dotted crotchets,</p>	<p>Musical Spotlight: Expression and Improvisation</p> <p>Social Question: How Does Music Shape Our Way of Life?</p> <ul style="list-style-type: none"> •Tempo: Adagio — at a slow speed (68 bpm) •Time signature: 4/4 •Time signature: 4/4 — there are four crotchet beats in a bar •Key signature: A minor 	<p>Musical Spotlight: The Show Must Go On!</p> <p>Social Question: How Does Music Connect Us with the Environment?</p> <ul style="list-style-type: none"> •Tempo: Moderato — at a moderate speed (114 bpm) •Time signature: 4/4 •Time signature: 4/4 — there are four crotchet beats in a bar •Key signature: A minor •Key signature: C major —
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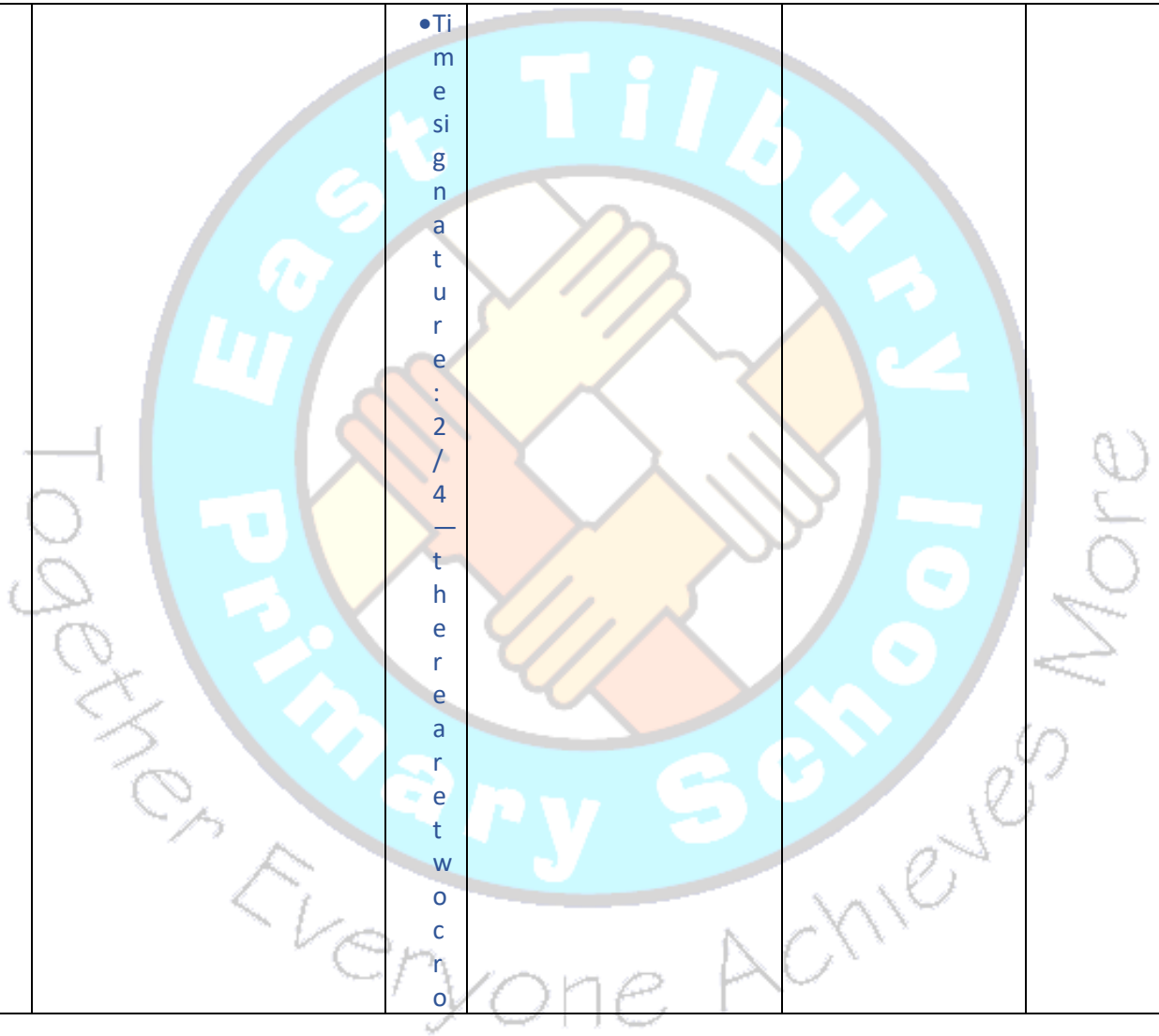
		<p>Music Connect Us With Our Past?</p> <ul style="list-style-type: none"> •Tempo: Andante – at a w 	<p>crotchets, quavers and semiquavers</p>	<ul style="list-style-type: none"> •Key signature: A minor — there are no sharps or flats in the key signature •Notes: A, B, C, D, E, F, G <p>Rhythmic patterns using: Minims, crotchets, dotted quavers, quavers and semiquavers</p>	<p>there are no sharps or flats in the key signature</p> <ul style="list-style-type: none"> •Notes: A, B, C, D, E, F, G <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers</p>
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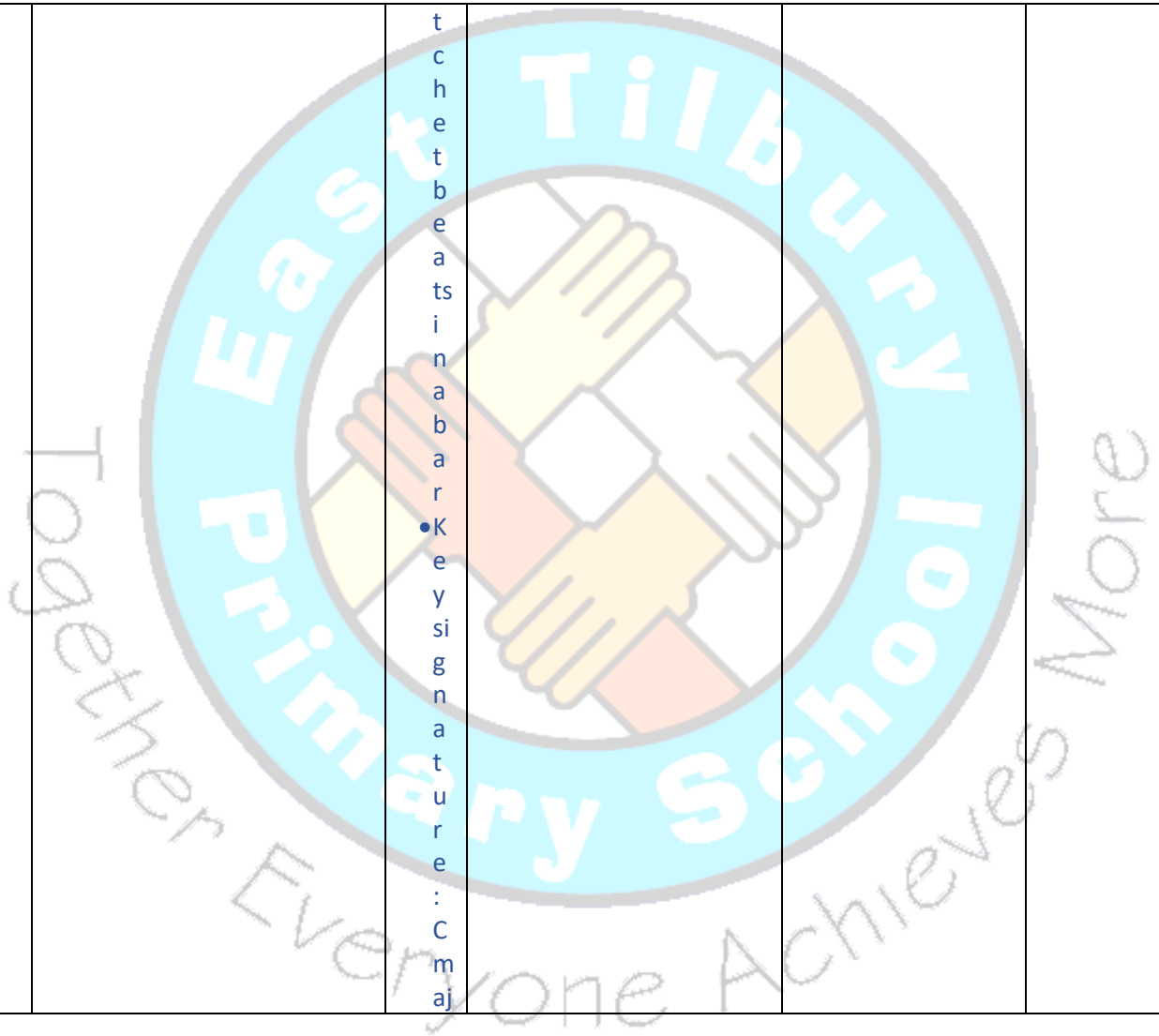
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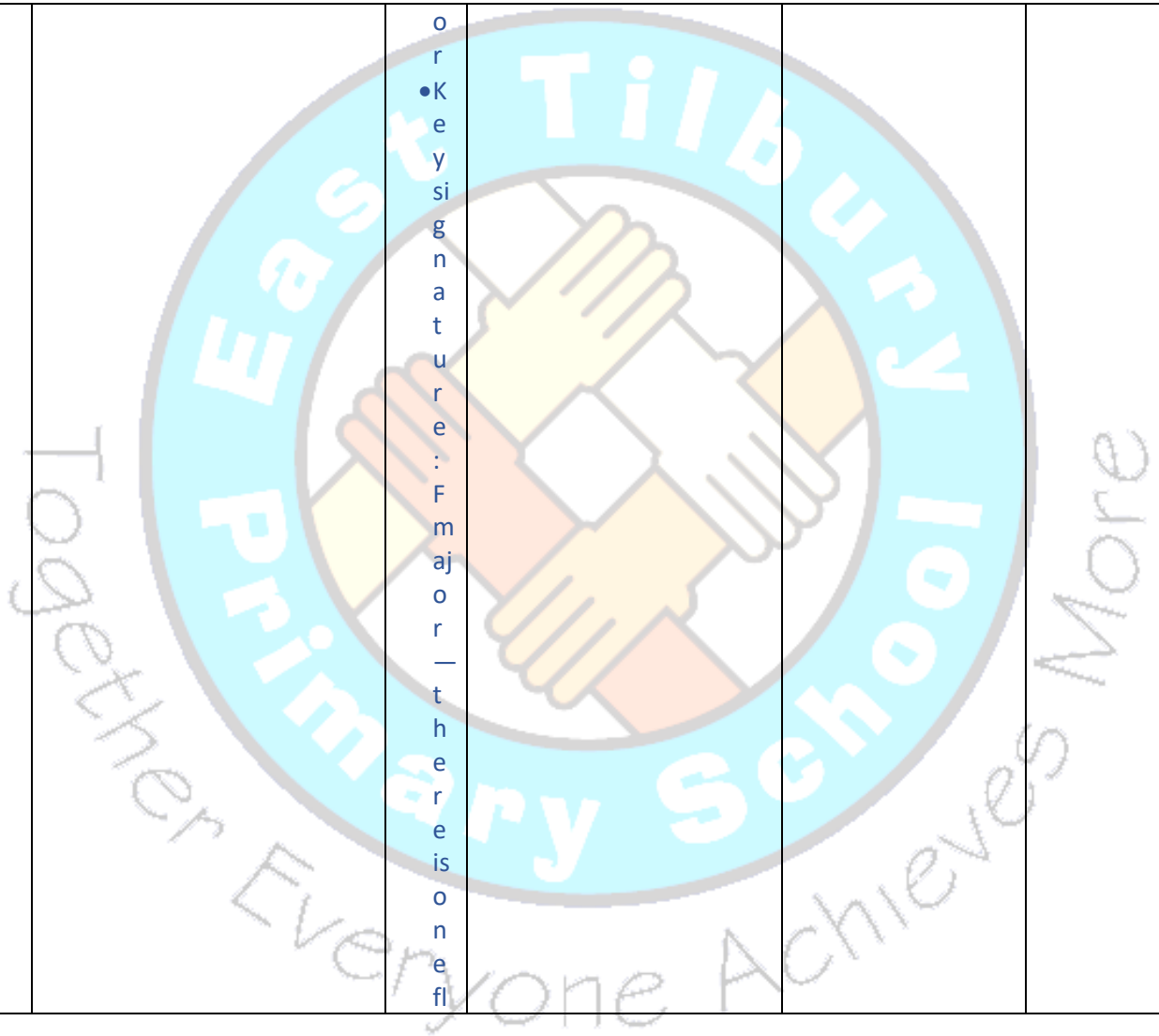
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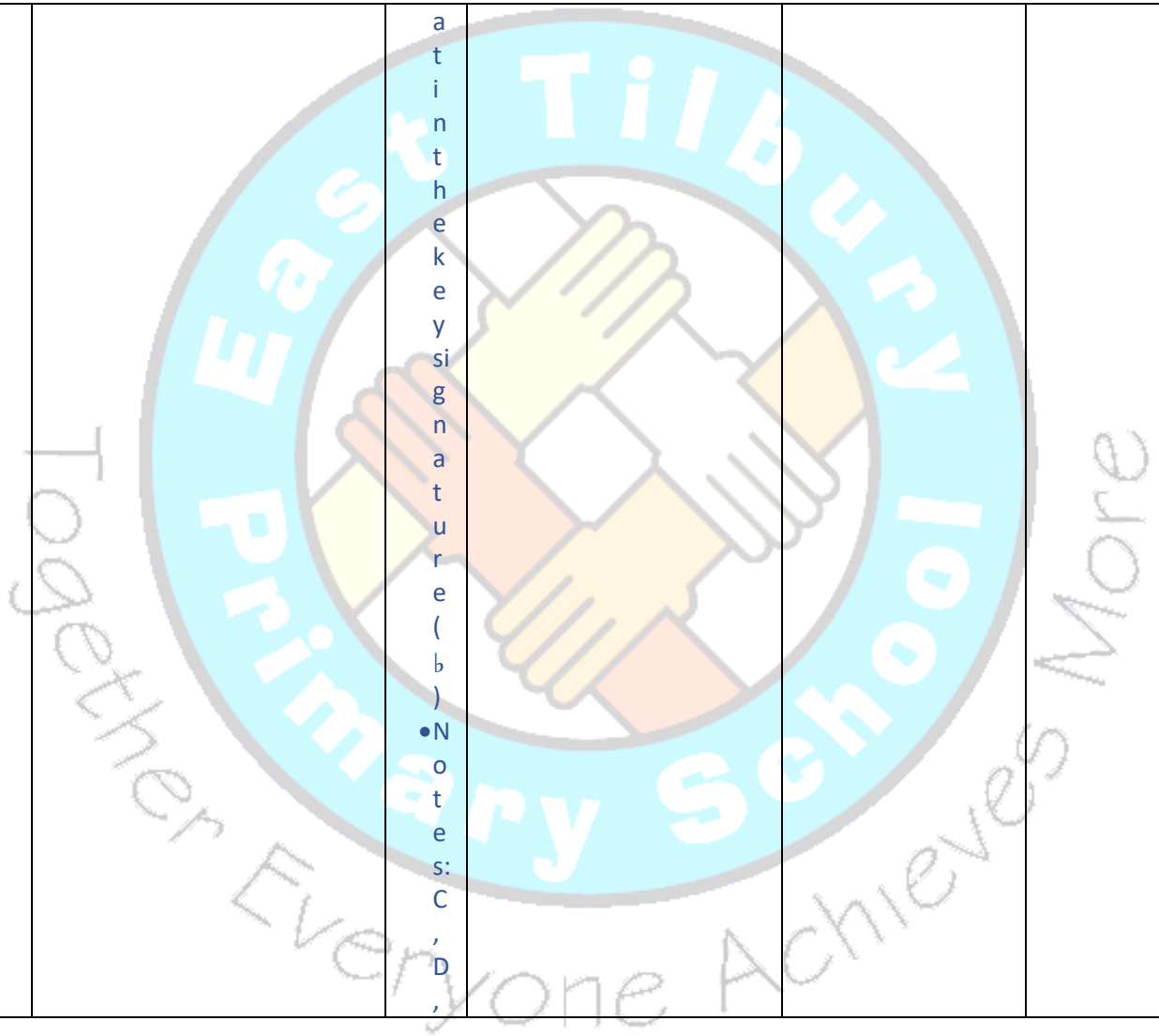
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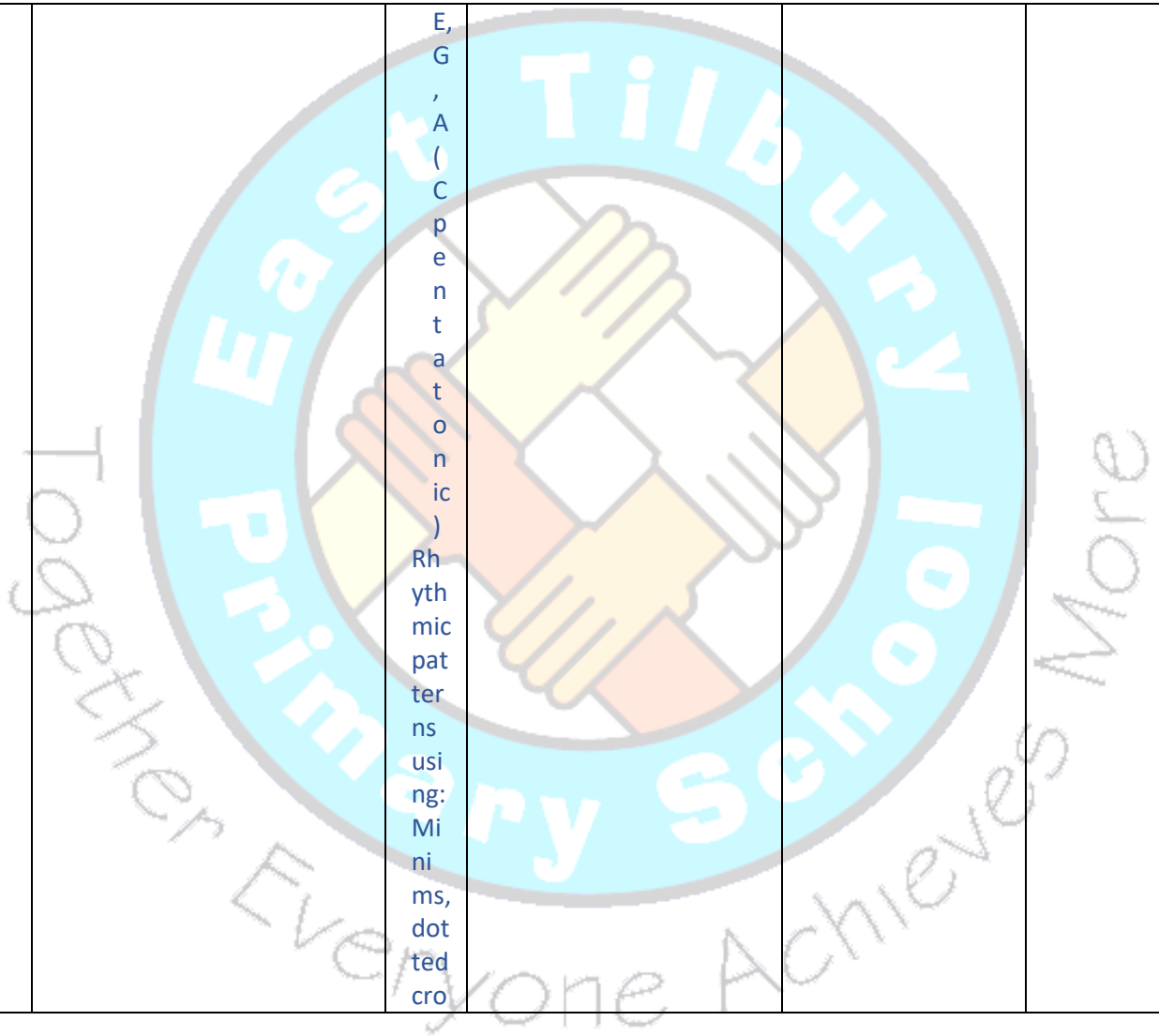
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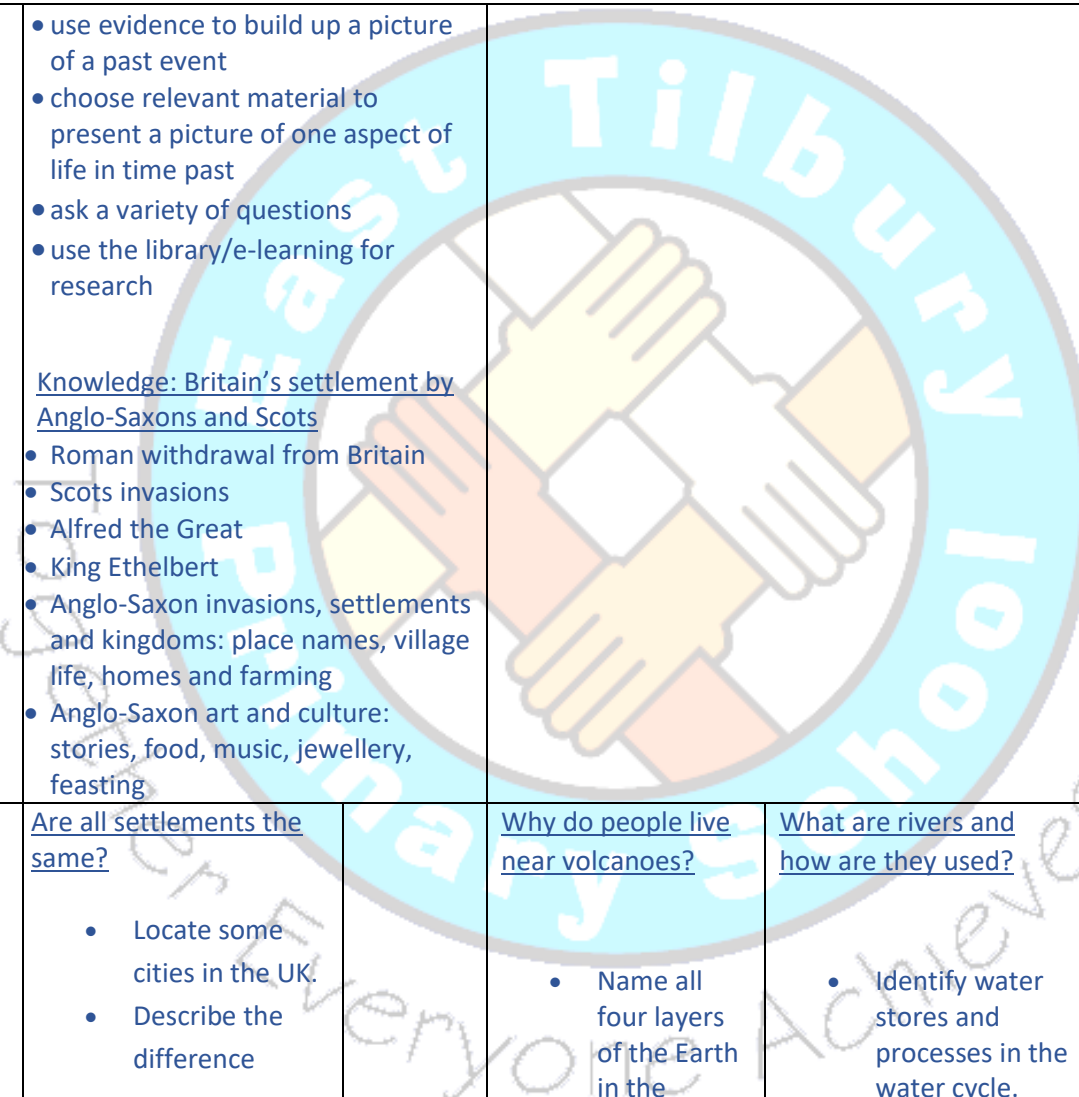
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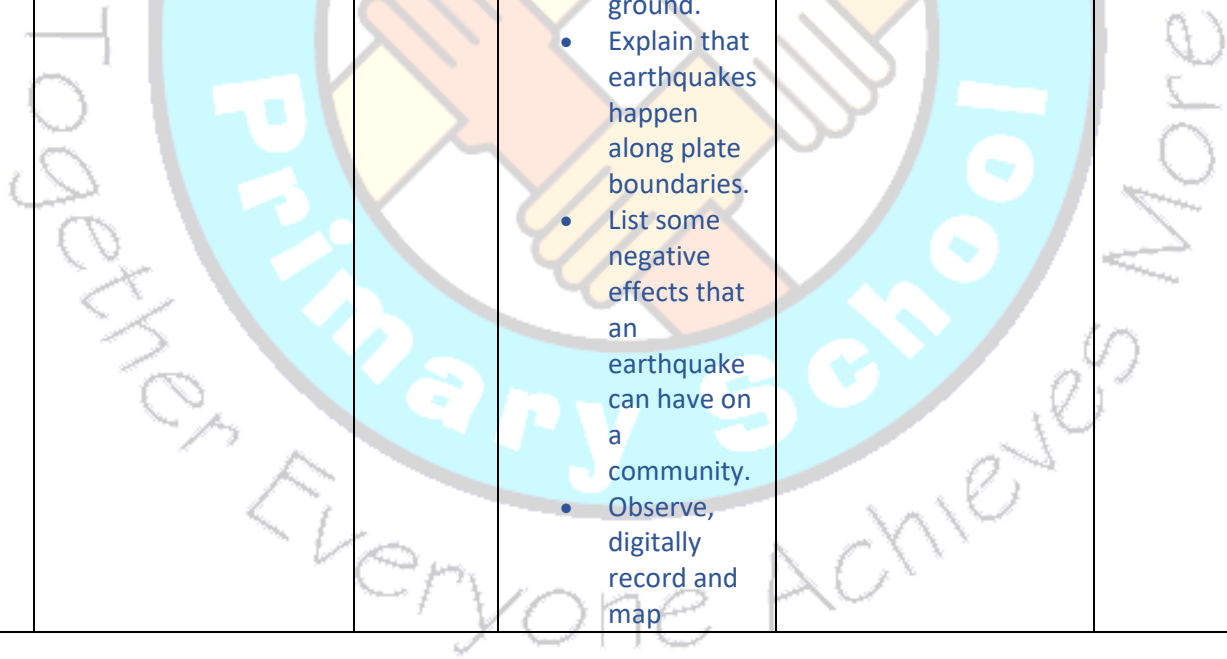
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<p>History</p> 	<p><u>Skill: Historical Enquiry and Interpretation</u></p> <ul style="list-style-type: none"> • look at available evidence • begin to evaluate the usefulness of different sources and provide an account • use text books and historical knowledge • compare accounts of events from different sources. Fact or fiction • understand that sources can contradict each other • use sources to answer questions about the past 				<p><u>Skill: Understanding The Past</u></p> <ul style="list-style-type: none"> • use evidence to reconstruct life in time studied • identify key features and events • look for links and effects in time studied • offer a reasonable explanation for some events • develop a broad understanding of ancient civilisations • use terms related to the period and begin to date events • understand more complex terms e.g. BCE/AD

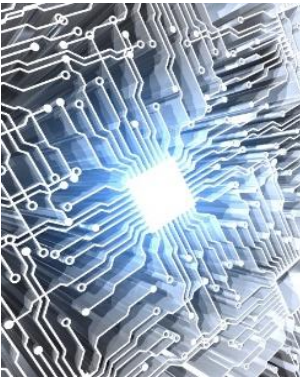
	<ul style="list-style-type: none"> • use evidence to build up a picture of a past event • choose relevant material to present a picture of one aspect of life in time past • ask a variety of questions • use the library/e-learning for research <p><u>Knowledge: Britain's settlement by Anglo-Saxons and Scots</u></p> <ul style="list-style-type: none"> • Roman withdrawal from Britain • Scots invasions • Alfred the Great • King Ethelbert • Anglo-Saxon invasions, settlements and kingdoms: place names, village life, homes and farming • Anglo-Saxon art and culture: stories, food, music, jewellery, feasting 		<ul style="list-style-type: none"> • Present findings and communicate knowledge and understanding in different ways • Provide an account of a historical event based on more than one source <p><u>Knowledge: the achievements of the earliest civilizations – Ancient Egypt</u></p> <ul style="list-style-type: none"> • pharaohs • pyramids, sphinx, tombs • mythology • life & culture: homes, food, jobs, clothes, jewellery, the 3 Rs. 			
Geography	<p><u>Are all settlements the same?</u></p> <ul style="list-style-type: none"> • Locate some cities in the UK. • Describe the difference 	<p><u>Why do people live near volcanoes?</u></p> <ul style="list-style-type: none"> • Name all four layers of the Earth in the 	<p><u>What are rivers and how are they used?</u></p> <ul style="list-style-type: none"> • Identify water stores and processes in the water cycle. 			

	<p>between villages, towns and cities.</p> <ul style="list-style-type: none"> • Identify features on an OS map using the legend. • Describe the different types of land use. • Follow a route on an OS map. • Discuss reasons for the location of human and physical features. • Locate some geographical regions in the UK. • Identify and begin to offer explanations about changes 		<p>correct order, stating one fact about each layer.</p> <ul style="list-style-type: none"> • Explain one or more ways a mountain can be formed. • Give a correct example of a mountain range and its continent. • Describe a tectonic plate and know that mountains occur along plate boundaries. • Correctly label the features of shield and 	<ul style="list-style-type: none"> • Describe the three courses of a river. • Name the physical features of a river. • Name some major rivers and their location. • Describe different ways a river is used. • List some of the problems around rivers. • Describe human and physical features around a river. • Identify the location of a river on an OS map. • Make a judgement on the environmental 		
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	<p>to features in the local area.</p> <ul style="list-style-type: none"> • Describe the location of New Delhi. • Identify some human and physical features in New Delhi. • State some similarities and differences between land use and features in New Delhi and the local area. 		<p>composite volcanoes and explain how they form.</p> <ul style="list-style-type: none"> • Name three ways in which volcanoes can be classified. • Describe how volcanoes form at tectonic plate boundaries. • Explain a mix of negative and positive consequences of living near a volcano. • State whether they would or would 	<p>quality in a river environment.</p> <ul style="list-style-type: none"> • Make suggestions on how a river environment could be improved. 		
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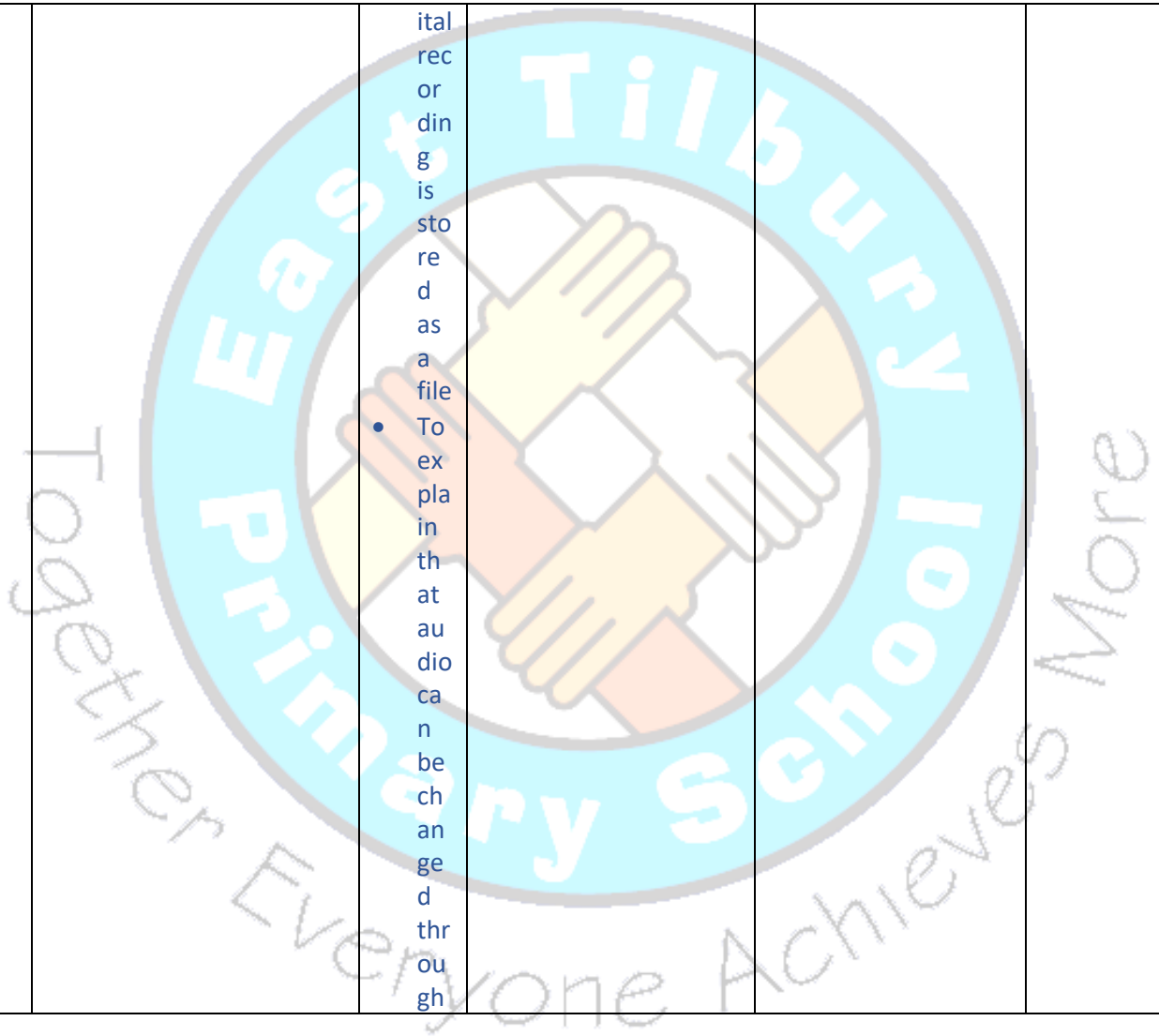
			<p>not want to live near a volcano.</p> <ul style="list-style-type: none">• State that an earthquake is caused when two plate boundaries move and shake the ground.• Explain that earthquakes happen along plate boundaries.• List some negative effects that an earthquake can have on a community.• Observe, digitally record and map		
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			<p>different rocks using a symbol on a map.</p> <ul style="list-style-type: none"> Identify rock types and their origins based on collected data. 			
<p>Computing</p> 	<p><u>Computing systems and networks – The Internet</u></p> <ul style="list-style-type: none"> To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW) 	<p><u>Creating media – Audio editing</u></p> <ul style="list-style-type: none"> To identify that sound can be 	<p><u>Programming A – Repetition in shapes</u></p> <ul style="list-style-type: none"> To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a task into small steps 	<p><u>Data and information – Data logging</u></p> <ul style="list-style-type: none"> To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To use data collected over a 	<p><u>Creating media – Photo editing</u></p> <ul style="list-style-type: none"> To explain that digital images can be changed To change the composition of an image To describe how images can be changed for different uses 	<p><u>Programming B – Repetition in games</u></p> <ul style="list-style-type: none"> To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and

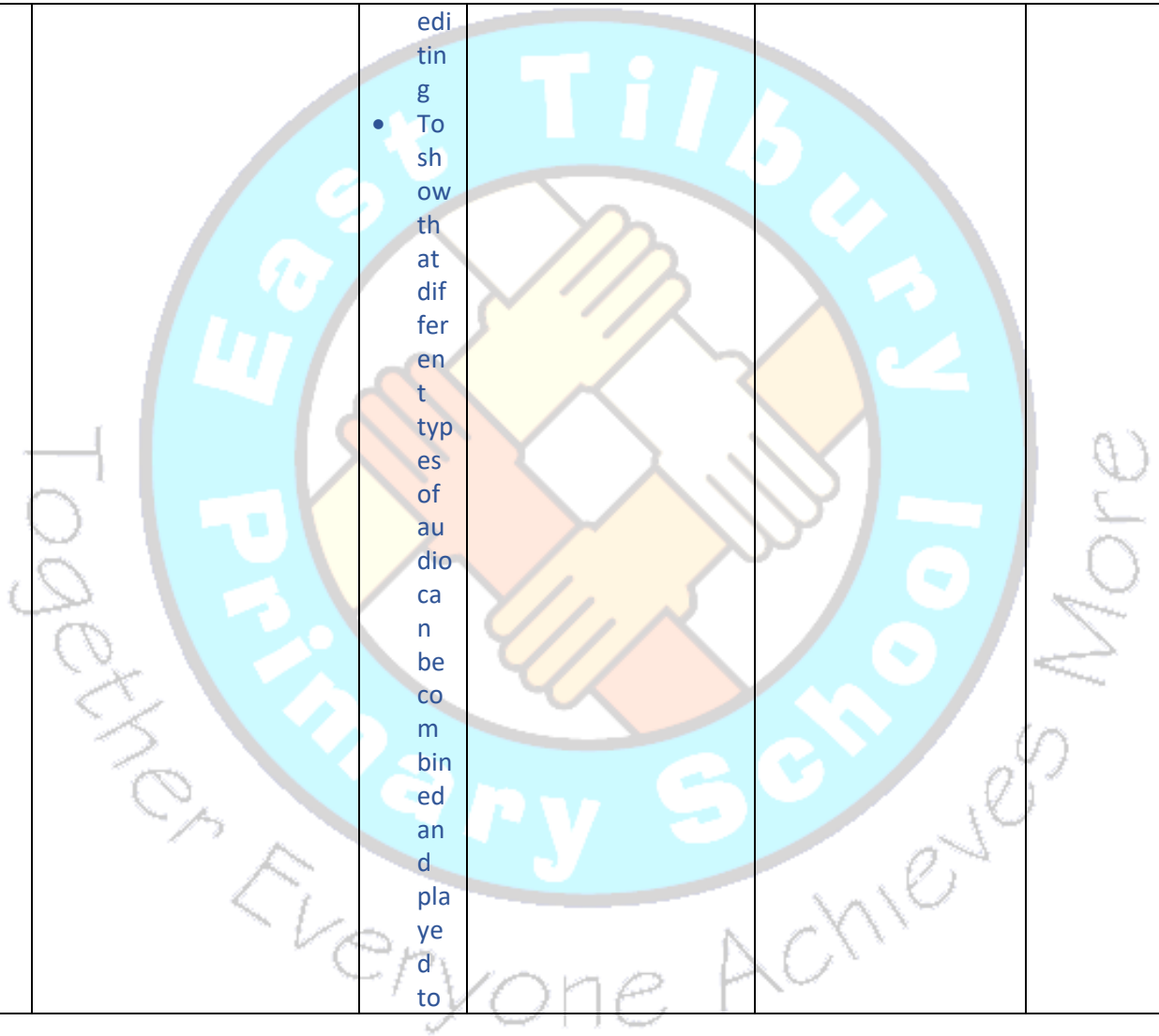
	<ul style="list-style-type: none"> To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content 	<p>digitally recorded</p> <ul style="list-style-type: none"> To use a digital device to record sound To explain that a dig 	<p>To create a program that uses count-controlled loops to produce a given outcome</p>	<p>long duration to find information</p> <ul style="list-style-type: none"> To identify the data needed to answer questions <p>To use collected data to answer questions</p>	<ul style="list-style-type: none"> To make good choices when selecting different tools To recognise that not all images are real <p>To evaluate how changes can improve an image</p>	<p>count controlled loops</p> <ul style="list-style-type: none"> To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition
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• To show that different types of audio can be combined and played to

		<p>get her</p> <p>To evaluate editing choices made</p>				
<p>RE</p> 	<p><u>What does it mean to be a Hindu in Britain today?</u></p> <ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life Describe some ways in which Hindus express their faith through puja, aarti and bhajans Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes 	<p><u>Why do some people think that life is a journey and what significant experiences mark this.</u></p> <ul style="list-style-type: none"> Suggest 	<p><u>Why is Jesus inspiring to some people?</u></p> <ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today Describe how Christians celebrate Holy Week and Easter Sunday Identify the most important parts of Easter for Christians and say why they are important Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values</p>	<p><u>What can we learn from religions in deciding what is right and wrong?</u></p> <ul style="list-style-type: none"> Find out at least two teachings from religions about how to live a good life Give examples of rules for living from religions and 	<p><u>How does family life and festivals show what matters to Jewish people?</u></p> <ul style="list-style-type: none"> explain two ways the story of Exodus shows Jewish beliefs about God say a way the story of Exodus leads to Jewish people being called 	



Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others

why some people see life as a journey and identify some of the key milestones on this journey

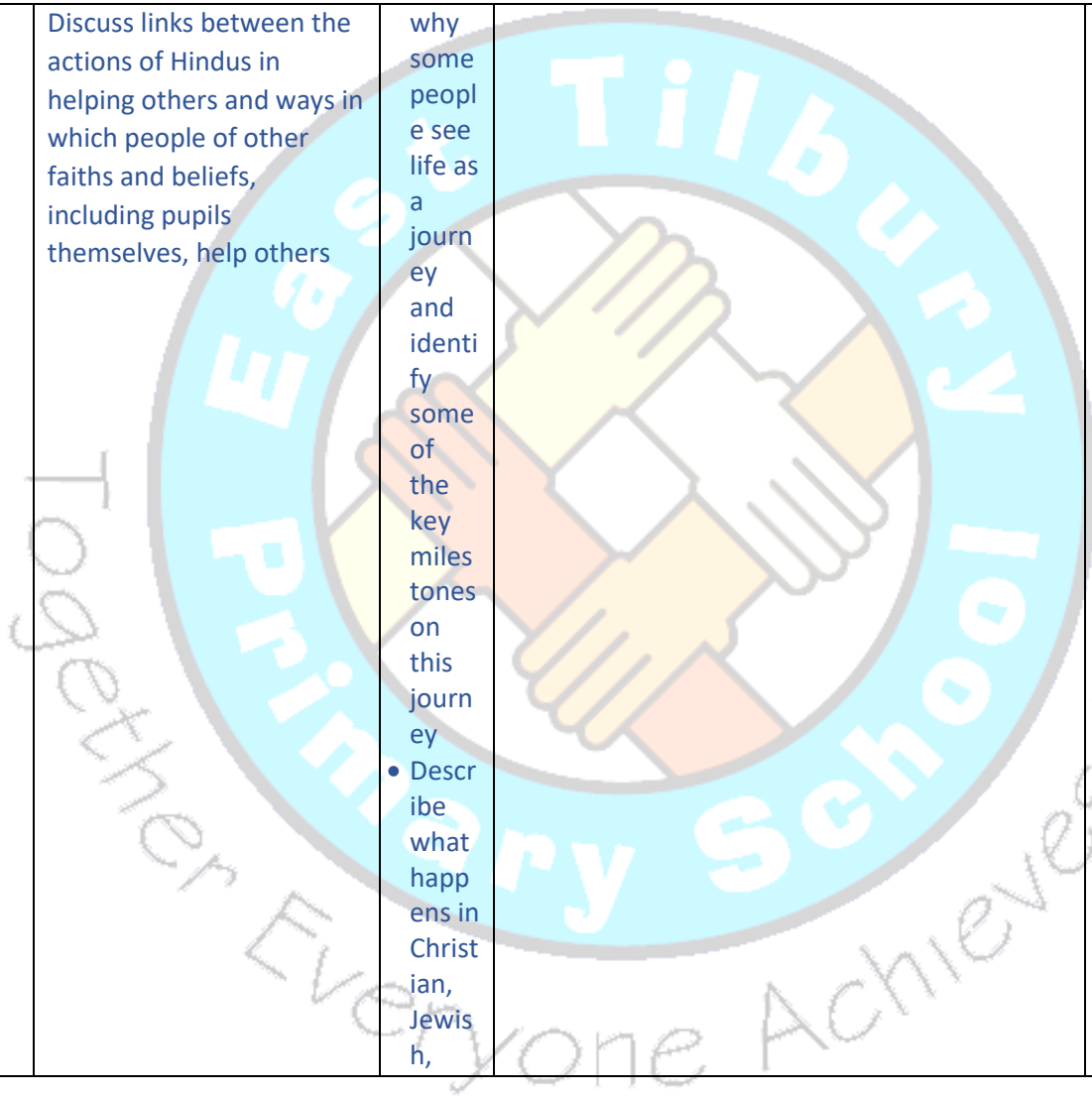
- Describe what happens in Christian, Jewish,

suggest ways in which they might help believers with difficult decisions

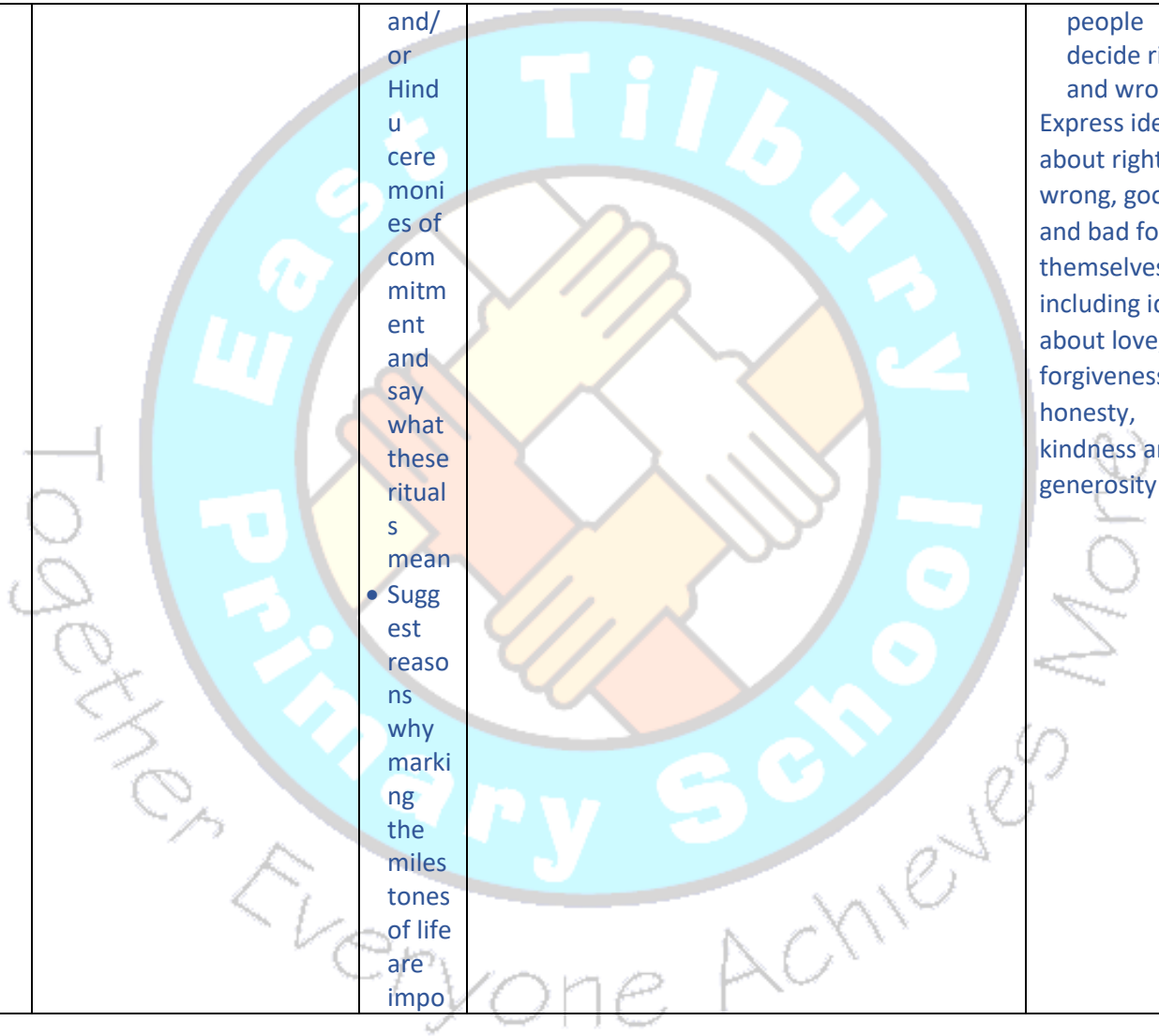
- Make connections between stories of temptation and why people can find it difficult to be good
- Give examples of ways in which some inspirational people have been guided by their religion
- Discuss their own and others' ideas about how

chosen people

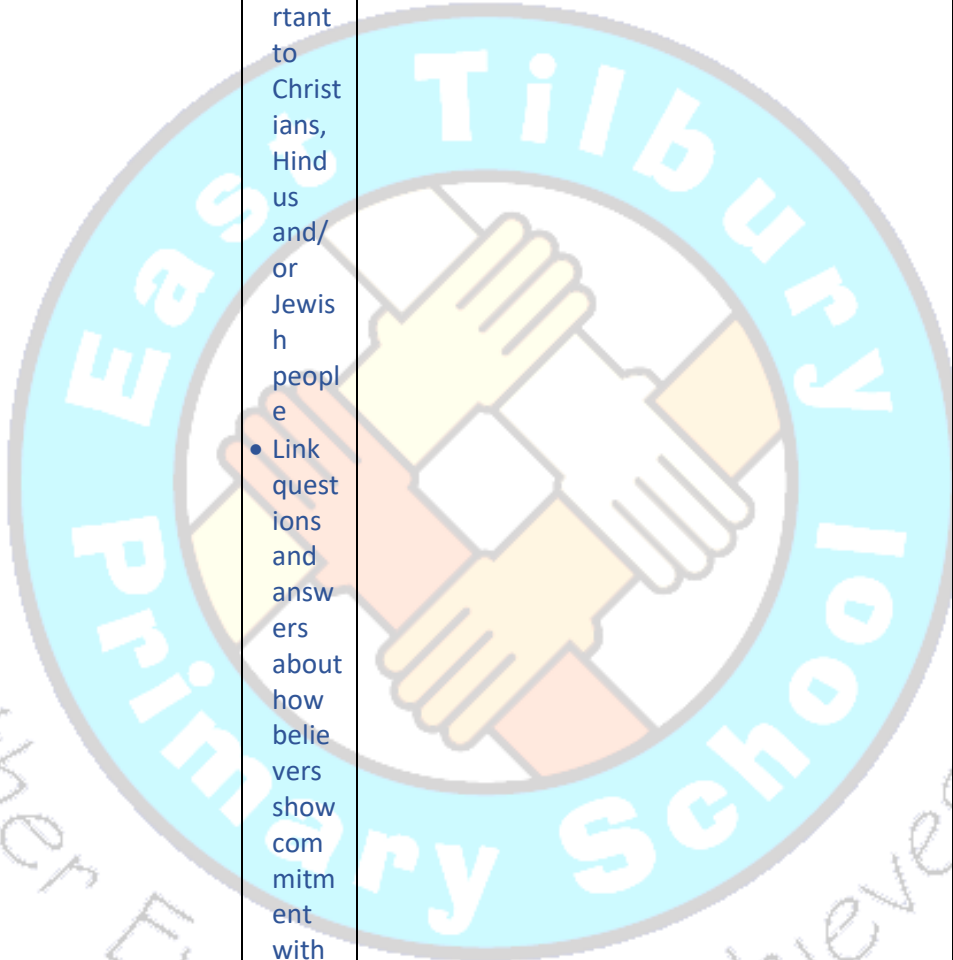
- describe two meanings of the story of Exodus for Jews today.
- say simply how two parts of Rosh Hashanah and Yom Kippur ceremonies and actions link to forgiveness and repentance
- list at least four things that Jewish people do when celebrating Pesach that show their beliefs at Pesach

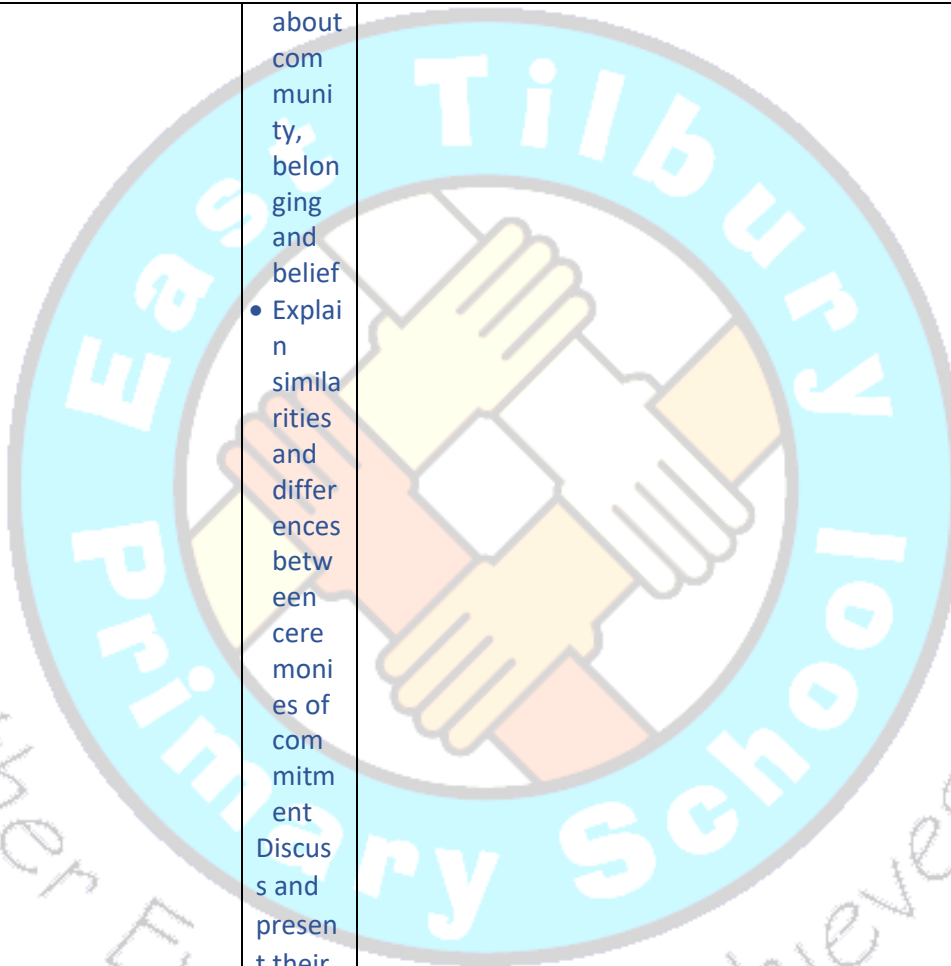



		<p>and/or Hindu ceremonies of commitment and say what these rituals mean</p> <ul style="list-style-type: none"> • Suggest reasons why marking the milestones of life are important 	<p>people decide right and wrong</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity</p>	<ul style="list-style-type: none"> • say simply how two parts of Pesach celebrations link to freedom and justice • suggest an answer about why it is good or not good for Jewish people to look to the past and the future at Pesach
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		<p>rtant to Christ ians, Hind us and/ or Jewis h peopl e</p> <ul style="list-style-type: none">• Link quest ions and answ ers about how belie vers show com mitm ent with their own ideas		
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		<p>about community, belonging and belief</p> <ul style="list-style-type: none">• Explain similarities and differences between ceremonies of commitment <p>Discuss and present their own ideas about</p>			
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		<p>the value and challenge of religious commitment in Britain today</p>			
<p>PSHE</p> 	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> • positive friendships, including online <p><u>Safe relationships</u></p> <ul style="list-style-type: none"> • responding to hurtful behaviour • managing confidentiality • recognising risks online <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> • respecting differences and similarities • discussing difference sensitively 		<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> • what makes a community • shared responsibilities <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> • how data is shared and used <p><u>Money and work</u></p> <ul style="list-style-type: none"> • making decisions about money • using and keeping money safe 		<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> • maintaining a balanced lifestyle • oral hygiene and dental care <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> • physical and emotional changes in puberty • external genitalia • personal hygiene routines • support with puberty <p><u>Keeping safe</u></p>

					<ul style="list-style-type: none"> • medicines and household products • drugs common to everyday life 	
BV 		Rule of Law	Individual Liberty	Mutual Respect	Tolerance of others	Democracy
MFL 	<u>Unit Knowledge: Encore!</u> <ul style="list-style-type: none"> • To revise ways of describing people • To describe somebody's nationality • To describe people using various adjectives 	<u>Unit Knowledge: Quelle heure est-il?</u> <ul style="list-style-type: none"> • To talk about activities • To tell the time • To talk about what time you do activities 	<u>Unit Knowledge: Les fetes</u> <ul style="list-style-type: none"> • To talk about festivals & dates • To talk about presents at festivals • To count from 31-60 • To give & understand instructions 	<u>Unit Knowledge: Ou vas-tu?</u> <ul style="list-style-type: none"> • To talk about going to French cities • To give & understand basic directions • To talk about the weather • To talk about the weather & places in France 	<u>Unit Knowledge: On mange!</u> <ul style="list-style-type: none"> • To go shopping for food • To ask how much something costs • To talk about activities at a party • To give opinions about food & various activities 	<u>Unit Knowledge: Le cirque</u> <ul style="list-style-type: none"> • To discuss francophone countries & the languages we speak • To identify different items of clothing • To describe items of clothing

<p>PE</p> 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Share ideas and give positive criticism/advice to self & others. • Create & perform matching/mirroring sequences explaining how it could be improved • Perform at least 3 different rolls tuck, pencil, teddy • Link a roll with travel and balance using floor and apparatus with good body control <p><u>Invasion Games – Netball (Endball)</u></p> <ul style="list-style-type: none"> • Use a chest pass and shoulder pass to support team in scoring. 	<p><u>Invasion Games - Rugby</u></p> <ul style="list-style-type: none"> • Move with speed (and change of) with the ball and without • Use speed and space to avoid defenders • Pass backwards and in both directions and sometimes on the move • Tag the person who has the ball, but can mark a player who doesn't have the ball • Begin to make a high 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. • Introduction to deeper water. • Treading water 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Select and maintain a running pace for different distances. • Practise throwing with power and accuracy. • Throw safely and with understanding. • Demonstrate good running technique in a competitive situation. • Explore different footwork patterns • Understand which technique is most effective 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Select and maintain a running pace for different distances. • Practise throwing with power and accuracy. • Throw safely and with understanding. • Demonstrate good running technique in a competitive situation. • Explore different footwork patterns • Understand which technique is most effective when jumping for distance.

	<ul style="list-style-type: none"> • Make decisions regarding which is the best type of pass to use. • Begin to use a bounce pass, which only bounces once. • Identify space to move into and show a clear target to receive a pass. • Mark another player and begin to attempt interceptions. • Know where positions are allowed on a court. 	<p>pop pass to avoid a defender</p> <p><u>OAA</u></p> <ul style="list-style-type: none"> •Orientate a map consistently and accurately •Follow a simple orienteering course and simple point to point orienteering course on school grounds recording controls. •Work cooperatively with other to solve challenges 	<p>travel further on whole stroke.</p> <ul style="list-style-type: none"> •To show breath control. •Introduction to deeper water. •Treading water <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> •Use a greater number of own ideas for movement in response to a task. •Combine arm actions with skips/leaps/steps/jumps & spins in travel •Travel while using various hand apparatus,(ribbo 	<p>when jumping for distance.</p> <ul style="list-style-type: none"> • Utilise all the skills learned in this unit in a competitive situation. <p><u>Rounders</u></p> <ul style="list-style-type: none"> • Develop the range of rounders batting and fielding skills that can apply in a competitive context • Choose and use a range of simple tactics in isolation and in a modified and conditioned game. • Identify different 	<ul style="list-style-type: none"> • Utilise all the skills learned in this unit in a competitive situation. <p><u>Cricket</u></p> <ul style="list-style-type: none"> • To develop the range of Cricket skills they can apply in a competitive context • To choose and use a range of simple tactics in isolation and in a game context • To consolidate existing skills and apply with consistency
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				n/hoop/ rope/ball) <ul style="list-style-type: none"> • Know principles of balance and apply them on floor & apparatus. 	fielding positions in rounders and the roles of those positions.	
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