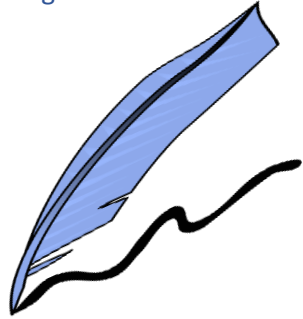




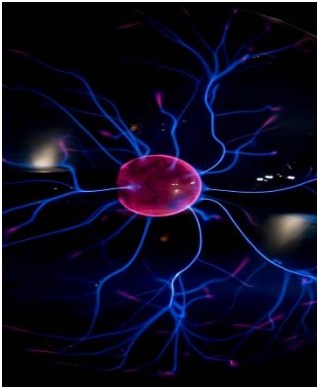
Curriculum Map - Year Six	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	WW2		Ancient Greece		Bata	
Writing 	<p>The Arrival – Narrative</p> <p>Letters From a Lighthouse</p>	<p>Letter to a Historical character – Persuasive Letter</p> <p>Goldilocks/ Jack and Jill – Non-Fiction, Newspaper</p>	<p>Paper Man – Narrative</p> <p>Thornhill - Narrative</p>	<p>Pet Peeves – Instructional Text</p>	<p>Thinker’s Rap – Poetry</p> <p>Origin of Species – Non-Fiction, Non-Chronological Report</p>	<p>Kensuke’s Kingdom – Non-Fiction</p> <p>Tyger and the Hope-o-potamus – Narrative and Poetry</p>
Curriculum Text 	<p><u>Text:</u> Friend or Foe Letters from a Lighthouse</p>		<p><u>Text:</u> Who Let The Gods Out Thornhill</p>		<p><u>Text:</u> Rich variety of genres relating to the theme Charles Darwin’s on the Origins of Species Kensuke’s Kingdom Tyger</p>	


Maths



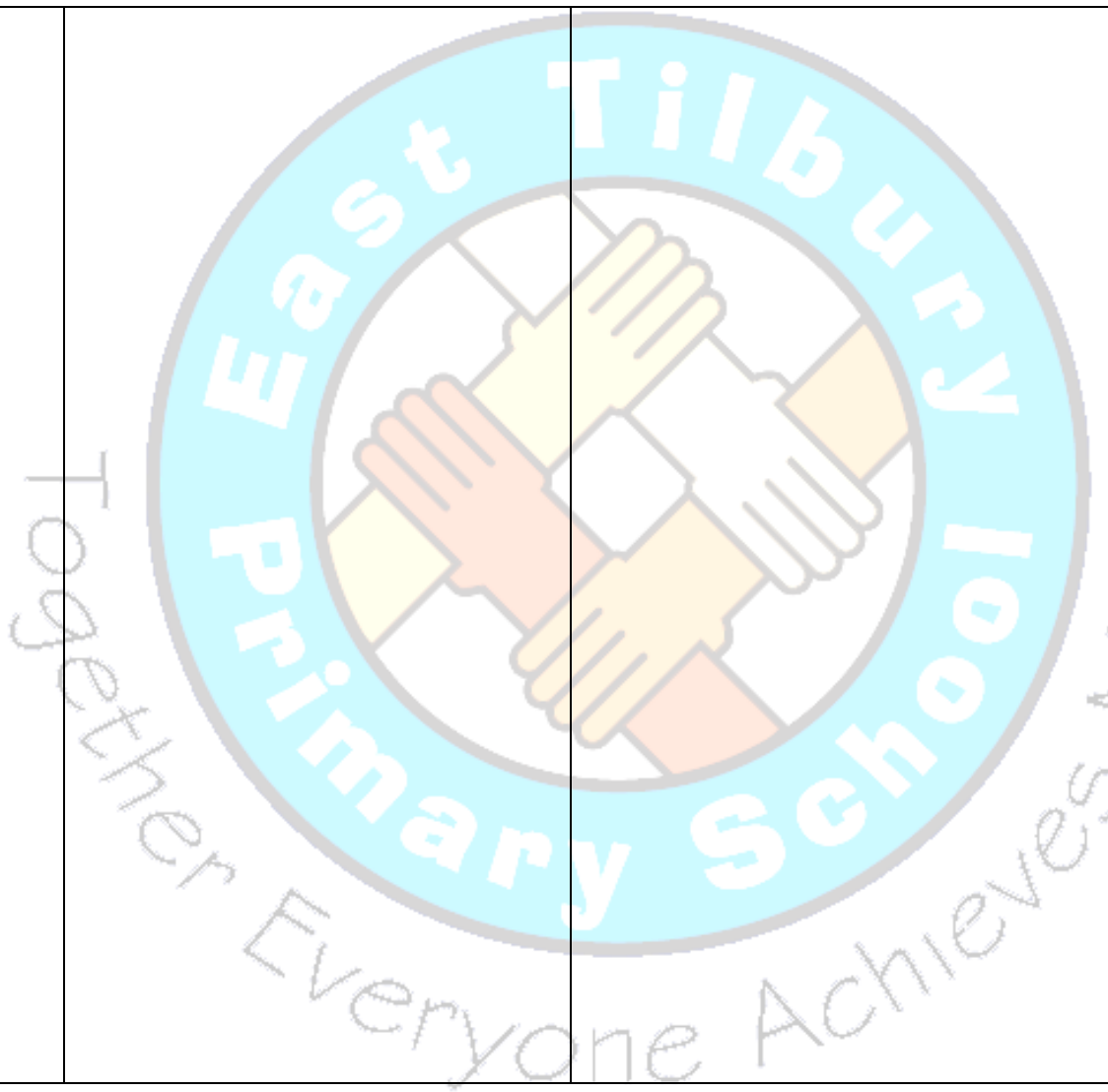
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Integers and decimals		Multiplication and division			Calculation problems		Fractions and decimals			Percentages (with fraction and decimal equivalence)	Revision and consolidation time
	<ul style="list-style-type: none"> • Represent, read, write, order and compare numbers up to ten million • Round numbers, make estimates and use this to solve problems in context • Solve multi-step problems 	<ul style="list-style-type: none"> • Identify and use properties of number, focusing on primes • Multiply larger integers and decimal numbers • Divide integers by 1-digit and 2-digit numbers representing remainders appropriately 	<ul style="list-style-type: none"> • Use of brackets • Use knowledge of the order of operations to carry out calculations • Generate and describe linear number sequences • Express missing number problems algebraically • Solve equations with unknown values 	<ul style="list-style-type: none"> • Deepen understanding of equivalence • Order, simplify and compare fractions, including those greater than one • Recall equivalence between common fractions and decimals • Find decimal quotients using short division • Add and subtract fractions • Represent multiplication involving fractions • Multiply two proper fractions • Divide a fraction by an integer 	<ul style="list-style-type: none"> • Calculate and compare percentages of amounts • Connect percentages with fractions • Explore the equivalence 							
Spring	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Decimals and measures		Missing angles and length		Coordinates and shapes		Statistics	Proportion problems			Revision and consolidation time	
<ul style="list-style-type: none"> • Use, read, write and convert between standard units of measures; length, mass, time, money and volume as well as imperial units • Calculate the area of parallelograms and triangles • Calculate, estimate and compare the volume of cuboids 	<ul style="list-style-type: none"> • Compare and classify a range of geometric shapes • Use angle facts to find unknown angles 	<ul style="list-style-type: none"> • Draw a range of geometric shapes using given dimensions and angles • Describe, draw, translate and reflect shapes on a co-ordinate plane • Recognise and construct 3-D shapes • Name parts of a circle 	<ul style="list-style-type: none"> • Calculate the mean • Construct and interpret lines graphs and pie charts • Compare pie charts 	<ul style="list-style-type: none"> • Use fractions to express proportion • Identify ratio as a relationship between quantities and as a scale factor • Unequal sharing involving ratio 								

Post SATs – projects, financial / life skills learning


Science	<u>Electricity</u>	<u>Light</u>	<u>Animals Including Humans</u>	<u>Evolution and Inheritance</u>	<u>Living Things And Their Habitat</u>
 	<ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram. 	<ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in 	<ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans 	<ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in 	<ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on

		<p>straight lines to explain why shadows have the same shape as the objects that cast them.</p>		<p>different ways and that adaptation may lead to evolution.</p>	<p>specific characteristics.</p>
<p>Art & Design</p> 	<p><u>Craft and Design</u></p> <p>Photo Opportunity</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. <p>Knowledge of artists:</p>	<p><u>Drawing</u></p> <p>Make My Voice Heard</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including 	<p><u>Sculpture and 3D</u></p> <p>Making Memories</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability 		

	<ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<p>working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Discuss how art is sometimes used to communicate social, political, or environmental views. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<p>to develop artwork independently</p> <ul style="list-style-type: none"> • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.
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- Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.
- Evaluating and analysing:**
- Give reasoned evaluations of their own and others' work which takes account of context and intention.
 - Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.
 - Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
 - Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.

			<ul style="list-style-type: none"> • Art can represent abstract concepts, like memories and experiences. • Sometimes people make art to create reactions • People use art as a means to reflect on their unique characteristics.
<p>Design Technology</p> 	<p><u>Textiles</u></p> <p>Waistcoats</p> <ul style="list-style-type: none"> • Designing a waistcoat in accordance with a specification and design criteria to fit a specific theme. • Annotating designs. • Using a template when pinning panels onto fabric. • Marking and cutting fabric accurately, in accordance with a design. • Sewing a strong running stitch, making small, neat stitches and following the edge. • Tying strong knots. 	<p><u>Structures</u></p> <p>Playgrounds</p> <ul style="list-style-type: none"> • Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used. • Considering effective and ineffective designs. • Building a range of play apparatus structures drawing upon new and prior knowledge of structures. • Measuring, marking and cutting wood to create a range of structures. • Using a range of materials to reinforce and add decoration to structures. 	<p><u>Digital World</u></p> <p>Navigating the World</p> <ul style="list-style-type: none"> ▪ Writing a design brief from information submitted by a client. ▪ Developing design criteria to fulfil the client's request. ▪ Developing a product idea through annotated sketches. ▪ Placing and manoeuvring 3D objects, using CAD ▪ Changing the properties of, or combine one or more 3D objects, using CAD. ▪ Considering materials and their functional properties, especially those that are sustainable and recyclable

	<ul style="list-style-type: none"> Decorating a waistcoat – attaching objects using thread and adding a secure fastening. Learning different decorative stitches. Sewing accurately with even regularity of stitches. Evaluating work continually as it is created. 	<ul style="list-style-type: none"> Improving a design plan based on peer evaluation. Testing and adapting a design to improve it as it is developed. Identifying what makes a successful structure. 	<p>(for example, cork and bamboo).</p> <ul style="list-style-type: none"> Explaining material choices and why they were chosen as part of a product concept. Programming an N,E, S,W cardinal compass. Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool. Developing an awareness of sustainable design. Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch. Demonstrating a functional program as part of a product concept 			
Music	Musical Spotlight: Music and Technology	Musical Spotlight: Developing Ensemble Skills	Musical Spotlight: Creative Composition	Musical Spotlight: Musical Styles Connect Us	Musical Spotlight: Improvising with Confidence	Musical Spotlight: Farewell Tour Social Question: How Does Music



Social Question: How Does Music Bring Us Together?

- Tempo: Adagio — at a slow speed (66 bpm)
 - Time signature: 2/4
 - Time signature: 2/4 — there are two 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, F, G, A, B
- Rhythmic patterns using: Minims, crotchets, quavers and semiquavers

Social Question: How Does Music Connect Us with Our Past?

- Tempo: Adagio — at a slow speed (66 bpm)
- Time signature: 2/4
- Time signature: 3/4 — there are three crotchet beats in a bar
- Key signature: C major
- Key signature: A minor — there are no

Social Question: How Does Music Improve Our World?

- Tempo: Adagio — at a slow speed (68 bpm)
 - Time signature: 2/4
 - Time signature: 4/4 — there are four crotchet beats in a bar
 - Key signature: C major
 - Key signature: D major — there are two sharps in the key signature (#)
 - Notes: C, D, E, F, G, A, B
- Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers

Social Question: How Does Music Teach Us About Our Community?

- Tempo: Moderato — at a moderate speed (116 bpm)
 - Time signature: 2/4
 - Time Signature: 5/4 — there are five 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, F, G, A, B
- Rhythmic patterns using: Minims, dotted crotchets,

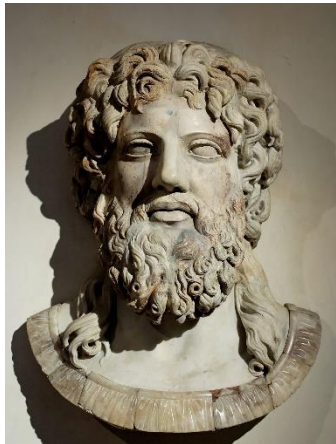
Social Question: How Does Music Shape Our Way of Life?

- Tempo: Andante — at a walking pace (76 bpm)
- Time signature : 5/4
- Time signature : 6/8 — there are six quaver beats in a bar
- Key signature : G major
- Key signature

Connect Us with the Environment?

- Tempo: Adagio — at a slow speed (66 bpm)
 - Time signature: 5/4
 - Time signature: 2/4 — there are two crotchet beats in a bar
 - Key signature: G major
 - Key signature: C major — there are no sharps or flats in the key signature
 - Notes: G, A, B, C, D, E, F#
- Rhythmic patterns using: Minims, crotchets, quavers and semiquavers

		sharps or flats in the key signature •Notes: C, D, E, F, G, A, B Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers	crotchets and quavers	: D minor — there is one flat in the key signature (b) •Notes: G, A, B, C, D, E, F# Rhythmic patterns using: Dotted crotchets, triplet quavers and quavers	
History	<u>Skill: Historical Interpretation</u> <ul style="list-style-type: none"> • use relevant dates and terms • find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings 	<u>Skill: Historical Organisation and Communication</u> <ul style="list-style-type: none"> • bring knowledge gathering from several sources together in a fluent account • use a variety of ways to communicate 	<u>Skill: Knowledge of the past</u> <ul style="list-style-type: none"> • write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation 		



- compare beliefs and behaviour with another period studied
- link sources and work out how conclusions were arrived at
- consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- be aware that different evidence will lead to different conclusions

Knowledge: An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- Cause and outbreak
- Winston Churchill
- Battle of Britain
- D Day
- The Blitz
- Home Front: 'dig for victory' 'make do and mend', rationing
- Evacuation
- Holocaust and Anne Frank
- VE day

- Make accurate use of specific dates and terms. Provide an account of a historical event based on more than one source
- Note connections, contrasts and trends over time and show developing appropriate use of historical terms.

Knowledge: Ancient Greece – a study of Greek life and achievements and their influence on the western world

- Greek time periods: Greek dark ages, Archaic period, Classical period, Hellenistic period
- Greek mythology
- The Olympics
- Alexander the Great
- Greek life: clothing, food, alphabet, education, art, pottery
- Democracy
- Architecture
- Greek Army
- Influence on the western world

- know key dates, characters and events of time studied
- recognise primary and secondary sources
- use a range of sources to find out about an aspect of time past.
- suggest omissions and the means of finding out

Knowledge: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- Life in East Tilbury before Bata
- The development of the Bata factory
- The impact of the Bata factory on the local area
- Bata community - the garden city, Bata School, sport and youth provision
- Modern day East Tilbury and the connections with Bata

Geography

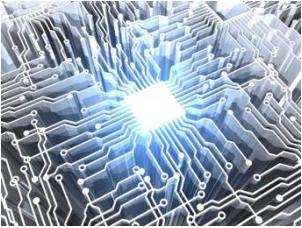
- Why does population change?
- Identify the most densely and sparsely populated areas.

Where does our energy come from?



- Describe the increase in global population over time.
- Begin to describe what might influence the environments people live in.
- Define birth and death rates, suggesting what may influence them.
- Define migration, discussing push and pull factors.
- Explain why some people have no choice but to leave their homes.
- Describe the causes of climate change, explaining its impact on the global population.
- Suggest an action they can take to fight climate change.
- Calculate the length of a route to scale.
- Follow a selected route on an OS map.
- Use a variety of data collection methods, including using a Likert scale.
- Collect information from a member of the public.
- Create a digital map to plot and compare data collected from two locations.


- Describe the significance of energy.
- Give examples of sources of energy and their trading routes.
- Define renewable and non-renewable energy.
- Discuss the benefits and drawbacks of different energy sources.
- Describe the significance of the Prime Meridian.
- Identify human features on a digital map.
- Discuss how transport links have changed over time.
- Locate UK cities on a map.
- Use six-figure grid references to identify features on an OS map.
- Consider and justify the location of energy sources.
- Design and use interview questions.
- Plot points on a sketch map.



	<ul style="list-style-type: none"> Suggest an idea to improve the environment. 				
<p>Computing</p> 	<p><u>Computing systems and networks – Communication</u></p> <ul style="list-style-type: none"> -To identify how to use a search engine -To describe how search engines select results -To explain how search results are ranked -To recognise why the order of results is important, and to whom -To recognise how we communicate using technology To evaluate different methods of online communication 	<p><u>Creating media – Web page creation</u></p> <ul style="list-style-type: none"> -To review an existing website and consider its structure -To plan the features of a web page -To consider the ownership and use of images (copyright) -To recognise the need 	<p><u>Programming A – Variables in games</u></p> <ul style="list-style-type: none"> -To define a ‘variable’ as something that is changeable -To explain why a variable is used in a program -To choose how to improve a game by using variables -To design a project that builds on a given example -To use my design to create a project -To evaluate my project 	<p><u>Data and information – Spreadsheets</u></p> <ul style="list-style-type: none"> -To identify questions which can be answered using data -To explain that objects can be described using data -To explain that formulas can be used to produce calculated data -To apply formulas to data, including duplicating -To create a spreadsheet to plan an event -To choose suitable ways to present data 	<p><u>Creating media – 3D Modelling</u></p> <ul style="list-style-type: none"> -To use a computer to create and manipulate three-dimensional (3D) digital objects -To compare working digitally with 2D and 3D graphics -To construct a digital 3D model of a physical object <p><u>Programming B – Sensing</u></p> <ul style="list-style-type: none"> -To create a program to run on a controllable device -To explain that selection can control the flow of a program -To update a variable with a user input -To use an conditional statement to compare a variable to a value -To design a project that uses inputs and outputs on a controllable device -To develop a program to use inputs and



		<p>to preview pages</p> <ul style="list-style-type: none"> -To outline the need for a navigation path -To recognise the implications of linking to content owned by other people 		<ul style="list-style-type: none"> -To identify that physical objects can be broken down into a collection of 3D shapes -To design a digital model by combining 3D objects -To develop and improve a digital 3D model 	<p>outputs on a controllable device</p>
RE	<p><u>What do religions say when life gets hard?</u></p> <ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples 	<p><u>Is it better to express your beliefs in arts and architecture or in charity and generosity?</u></p>	<p><u>What matters most to Christians and Humanists.</u></p> <ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples • Describe some Christian and Humanist values simply 	<p><u>What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?</u></p> <ul style="list-style-type: none"> • Describe what Ahimsa, Grace or Ummah mean to religious people 	



<ul style="list-style-type: none"> • Outline Christian, Hindu and/or nonreligious beliefs about life after death • Explain some similarities and differences between beliefs about life after death • Explain some reasons why Christians and Humanists have different ideas about an afterlife • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving example • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding 	<ul style="list-style-type: none"> • Find out about religious teachings, charities and ways of expressing generosity • Describe and make connections between examples of religious creativity (buildings and art) • Show understanding of the value of sacred buildings and art • Suggest reasons why some believers see generosity and charity 	<ul style="list-style-type: none"> • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view • Give examples of similarities and differences between Christian and Humanist values • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning 	<ul style="list-style-type: none"> • Respond sensitively to examples of religious practice with ideas of their own • Make connections between beliefs and behaviour in different religions • Outline the challenges of being a Hindu, Christian or Muslim in Britain today • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions • Explain similarities in ways in which key beliefs make a difference to life in two or three religions
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		<p>as more important than buildings and art</p> <ul style="list-style-type: none"> • Outline how and why some Humanists criticise spending on religious buildings or art 		
<p>PSHE</p> 	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> • attraction to others • romantic relationships • civil partnership and marriage <p><u>Safe relationships</u></p> <ul style="list-style-type: none"> • recognising and managing pressure • consent in different situations <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> • expressing opinions and respecting other points of view, including discussing topical issues 	<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> • valuing diversity • challenging discrimination and stereotypes <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> • evaluating media sources • sharing things online <p><u>Money and work</u></p> <ul style="list-style-type: none"> • influences and attitudes to money • money and financial risks 	<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> • what affects mental health and ways to take care of it • managing change, loss and bereavement • managing time online <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> • human reproduction and birth • increasing independence • managing transition 	

					<u>Keeping safe</u> <ul style="list-style-type: none"> • keeping personal information safe regulations and choices • drug use and the law • drug use and the media 	
<p>British Values</p> 		<p>Rule of Law</p>	<p>Individual Liberty</p>	<p>Mutual Respect</p>	<p>Tolerance of others</p>	<p>Democracy</p>
<p>MFL</p> 	<p><u>Unit Knowledge: Le week-end</u></p> <ul style="list-style-type: none"> • To ask & talk about regular activities • To say what you don't do To ask & say what other people do • To talk about what you like/dislike doing 	<p><u>Unit Knowledge: Les vêtements</u></p> <ul style="list-style-type: none"> • To ask & say what clothes you'd like • To give opinions about clothes • To say what clothes you wear • To ask & talk about prices 	<p><u>Unit Knowledge: Ma journée</u></p> <ul style="list-style-type: none"> • To ask & talk about daily routine • To talk about times of daily routine 	<p><u>Unit Knowledge: Les planètes (The planets)</u></p> <ul style="list-style-type: none"> • I know the names of the planets in our solar system in French. • I know 3 conjunctions in French s to extend descriptions of the Solar System. • I know how to ask key questions in French to conduct an interview with an astronaut. 	<p><u>Unit Knowledge: Le sport</u></p> <ul style="list-style-type: none"> • To talk about which sports you like • To say what you think of different sports • To give reasons for preferences • To talk about a sporting event 	<p><u>Unit Knowledge: On va faire la fête!</u></p> <ul style="list-style-type: none"> • To revise forms of transport, places & immediate future plans • To revise descriptions of people & clothes

		<ul style="list-style-type: none"> •(including 60-80) 	<ul style="list-style-type: none"> •To ask & talk about breakfast •To talk about details of a typical day 			<ul style="list-style-type: none"> •To revise opinions of food & clothes •To order food in a café
PE  	<u>Invasion Games – Netball</u> <ul style="list-style-type: none"> • Know which pass is best to use and when in a game. • Use a range of square & straight passes to change direction of the ball. • Use landing foot to change direction to lose a defender. • Draw defender away to create space for self or team. • Position body to defend effectively, making successful interceptions. 	<u>Invasion Games – Rugby</u> <ul style="list-style-type: none"> • Be able to evade and tag opponents. • Running at speed, changing direction at speed. • Play effectively in attack and defence • Score points against opposition 	<u>Fitness/OAA</u> <ul style="list-style-type: none"> • Follow a simple route on a map • Identify different key features • Successfully navigate an orientee ring map and complete a course 	<u>Dance</u> <ul style="list-style-type: none"> • Create & perform dances in a variety of styles consistently • Be aware of & use musical structure, rhythm & mood & can dance accordingly • Use appropriate criteria & terminology to evaluate performances <u>Racket Skills – Badminton</u> <ul style="list-style-type: none"> • Use ‘move-hit-recover’ approach within a game showing facing forward on recovery lunging to reach the drop shot. • Show a range of grips. • Use the correct technique when performing various shots 	<u>Athletics</u> <ul style="list-style-type: none"> • Investigate running styles and changes of speed. • Practise throwing with power and accuracy. • Throw safely and with understanding. • Demonstrate good running technique in a competitive situation. • Explore different footwork patterns. 	<u>Swimming</u> <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



Invasion Games – Hockey

- Use speed, changing of direction and Indian dribbling to advance towards team’s goal.
- Use a range of passes knowing which one depending on the distance of the pass.
- Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).
- Know when to defend and what defence skills could be used.
- Seize an opportunity to score, sometimes quite quickly.

- Support player with the ball

Invasion Games – Basketball

- Know which pass is best to use an when in a competition situation
- Use a range of passes accurately to change direction of the ball
- Draw a defender away to create space for self or team
- Position body to defend effectively, making

in a competitive environment

- Adapt to outdoor unfamiliar surroundings
- Accept responsibility when working in a team
- Understand the importance of warming up and cooling down.
- Carry out warm-ups and

- Play and outwit opponents in singles and doubles games.
- Serve the shuttlecock accurately making team mates have to move to send it back.
- Score games correctly and umpire when not competing.

- Understand which technique is most effective when jumping for
- Distance.
- Utilise all the skills learned in this unit in a competitive situation.

Rounders

- Apply consistently rounders rules in conditioned games.
- Play small sided games using standard rounders pitch layout.
- Use a range of tactics for attacking and defending in role of bowler,

on front and back with or without support aids.

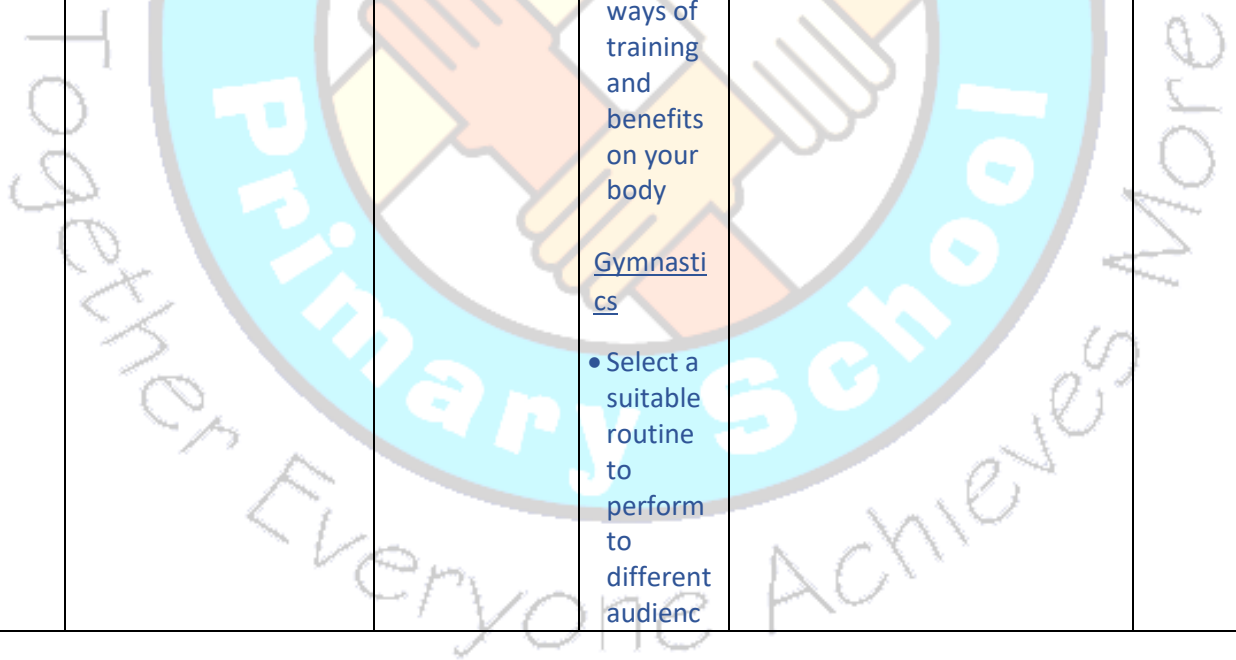
- To develop entry and exit, travel further, float and submerge.

- To develop balance, link activities and travel further on whole stroke.

- To show breath control.

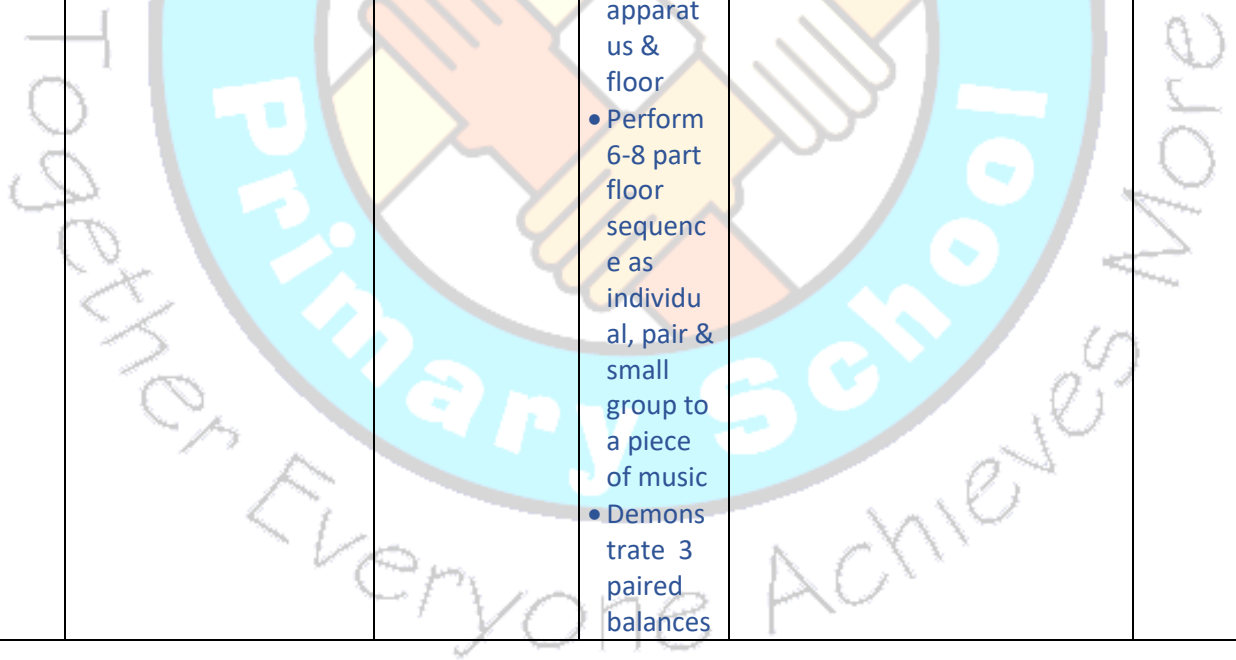
- Introduction to deeper water.

		<p>successful interceptions</p> <ul style="list-style-type: none"> • Make successful shots on target using the layup technique and set shot • Play full 5 a side games 	<p>cool-downs safely and effectively during lessons to peers</p> <p>Identify major muscles and how to stretch them</p> <ul style="list-style-type: none"> • Understand why exercise is good for health, fitness and wellbeing. • Know ways they can become healthy 		<p>batter and fielder.</p>	<ul style="list-style-type: none"> • Treading water <p><u>Cricket</u></p> <ul style="list-style-type: none"> • To apply with consistency standard cricket rules in a variety of different styles of games • To attempt a small range of recognised shots in isolation and in competitive scenarios • To use a range of tactics for attacking and defending
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- Plan and carry out circuit training with peers as well as other various training
 - Identify different ways of training and benefits on your body
- Gymnastics
- Select a suitable routine to perform to different audiences

in role of bowler, batter and fielder



es,
bearing
in mind
who the
audienc
e is.

- Transfer
sequenc
e above
onto
suitably
arranged
apparatu
s &
floor
- Perform
6-8 part
floor
sequenc
e as
individu
al, pair &
small
group to
a piece
of music
- Demonstrate 3
paired
balances

			in sequenc e using various skills/act ions		
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