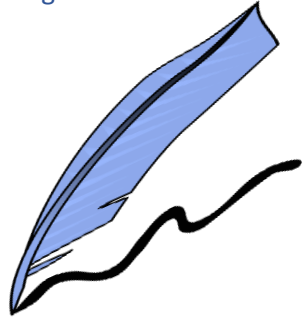



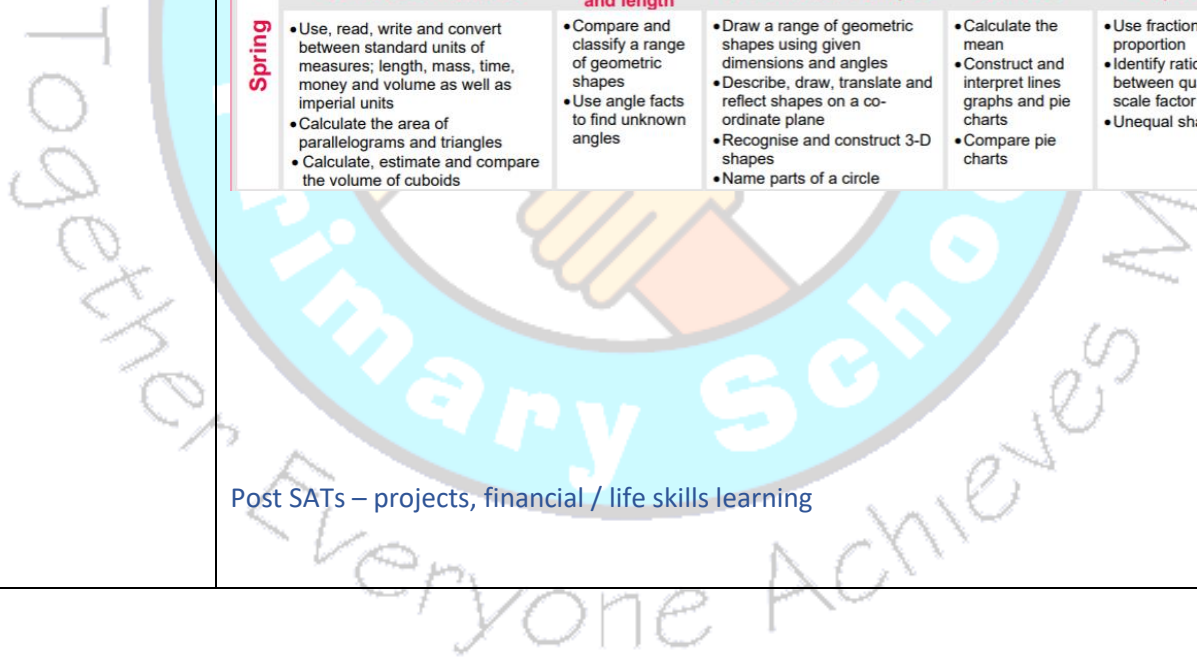
Curriculum Map - Year Six	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	WW2		Ancient Greece		Bata	
Writing 	The Arrival – Narrative Letters From a Lighthouse	Letter to a Historical character – Persuasive Letter Goldilocks/ Jack and Jill – Non-Fiction, Newspaper	Paper Man – Narrative Thornhill - Narrative	Pet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

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	Week 12
	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



Electricity

- 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

Light

- 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 straight lines to explain why shadows have the same shape

Animals Including Humans


- 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

Evolution and Inheritance

- 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 different ways and that adaptation may lead to evolution.

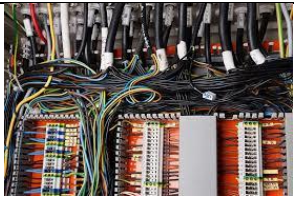
Living Things And Their Habitat

- 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 specific characteristics.

	<p>position of switches</p> <ul style="list-style-type: none"> • use recognised symbols when representing a simple circuit in a diagram. 	<p>as the objects that cast them.</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 	<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 	<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 to develop artwork independently 		

	<p>stimulus, showing the ability to develop artwork independently.</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. • 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 	<p>choice of stimulus, showing the ability 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. <p>Evaluating and analysing:</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. • 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
--	---	--	--


	<p>which takes account of context and intention.</p> <ul style="list-style-type: none"> • 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. 	<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>able to consider why an artist chooses to use art in this way.</p> <ul style="list-style-type: none"> • 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. • 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.
Design Technology	<p><u>Textiles</u> Waistcoats</p>	<p><u>Structures</u> Playgrounds</p>	<p><u>Digital World</u> Navigating the World</p> <ul style="list-style-type: none"> ▪ Writing a design brief from information submitted by a client.




- 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.
- Decorating a waistcoat – attaching objects using thread and adding a secure fastening.
- Learning different decorative stitches.
- Sewing accurately with even regularity of stitches.

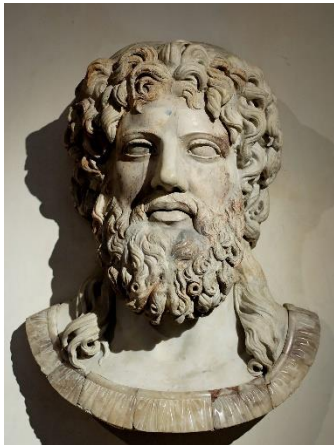
- Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used.
- Considering effective and ineffective designs.
- Building a range of play apparatus structures drawing upon new and prior knowledge of structures.
- Measuring, marking and cutting wood to create a range of structures.
- Using a range of materials to reinforce and add decoration to structures.
- Improving a design plan based on peer evaluation.

- 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 (for example, cork and bamboo).
- 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.

	<ul style="list-style-type: none"> Evaluating work continually as it is created. 	<ul style="list-style-type: none"> Testing and adapting a design to improve it as it is developed. Identifying what makes a successful structure. 	<ul style="list-style-type: none"> Demonstrating a functional program as part of a product concept 			
<p>Music</p> 	<p>Musical Spotlight: Music and Technology</p> <p>Social Question: How Does Music Bring Us Together?</p> <ul style="list-style-type: none"> Tempo: Adagio — at a slow speed (66 bpm) Time signature: 2/4 Time signature: 2/4 — there are two 	<p>Musical Spotlight: Developing Ensemble Skills</p> <p>Social Question: How Does Music Connect Us with Our Past?</p> <ul style="list-style-type: none"> Tempo: Adagio — at a slow 	<p>Musical Spotlight: Creative Composition</p> <p>Social Question: How Does Music Improve Our World?</p> <ul style="list-style-type: none"> Tempo: Adagio — at a slow speed (68 bpm) Time signature: 2/4 	<p>Musical Spotlight: Musical Styles Connect Us</p> <p>Social Question: How Does Music Teach Us About Our Community?</p>	<p>Musical Spotlight: Improvising with Confidence</p> <p>Social Question: How Does Music Shape Our Way of Life?</p> <ul style="list-style-type: none"> Tempo: Andante — at a walking pace (76 bpm) Time signature: 5/4 Time signature: 6/8 — there are six quaver beats in a bar 	<p>Musical Spotlight: Farewell Tour</p> <p>Social Question: How Does Music Connect Us with the Environment?</p> <ul style="list-style-type: none"> 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

	<p>crotchet beats in a bar</p> <ul style="list-style-type: none"> •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 <p>Rhythmic patterns using: Minims, crotchets, quavers and semiquavers</p>	<p>speed (66 bpm)</p> <ul style="list-style-type: none"> •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 sharps or flats in the key signature •Notes: C, D, E, F, G, A, B <p>Rhythmic patterns using:</p>	<ul style="list-style-type: none"> •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 <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers</p>	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •Key signature: G major •Key signature: D minor — there is one flat in the key signature (b) •Notes: G, A, B, C, D, E, F# <p>Rhythmic patterns using: Dotted crotchets, triplet quavers and quavers</p>	<p>no sharps or flats in the key signature</p> <ul style="list-style-type: none"> •Notes: G, A, B, C, D, E, F# <p>Rhythmic patterns using: Minims, crotchets, quavers and semiquavers</p>
--	---	---	---	---	---	--

		<p>Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers</p>		<p>signature (#) •Notes: C, D, E, F, G, A, B Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers</p>		
<p>History</p> 	<p><u>Skill: Historical Interpretation</u></p> <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 • 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 	<p><u>Skill: Historical Organisation and Communication</u></p> <ul style="list-style-type: none"> • bring knowledge gathering from several sources together in a fluent account • use a variety of ways to communicate • Make accurate use of specific dates and terms. Provide an account of a historical event based on more than one source 	<p><u>Skill: Knowledge of the past</u></p> <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 • 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 			



- 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

- 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

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

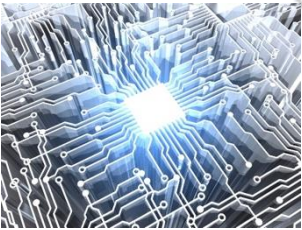
Why does population change?

Where does our energy come from?



- Identify the most densely and sparsely populated areas.
- 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.

- 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"> • 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. • 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 	<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 	<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 	<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 	<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 	<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

	<p>-To recognise why the order of results is important, and to whom</p> <p>-To recognise how we communicate using technology</p> <p>To evaluate different methods of online communication</p>	<p>ownership and use of images (copyright)</p> <p>-To recognise the need to preview pages</p> <p>-To outline the need for a navigation path</p> <p>-To recognise the implications of linking to content owned by other people</p>	<p>improve a game by using variables</p> <p>-To design a project that builds on a given example</p> <p>-To use my design to create a project</p> <p>-To evaluate my project</p>	<p>described using data</p> <p>-To explain that formulas can be used to produce calculated data</p> <p>-To apply formulas to data, including duplicating</p> <p>-To create a spreadsheet to plan an event</p> <p>-To choose suitable ways to present data</p>	<p>-To construct a digital 3D model of a physical object</p> <p>-To identify that physical objects can be broken down into a collection of 3D shapes</p> <p>-To design a digital model by combining 3D objects</p> <p>-To develop and improve a digital 3D model</p>	<p>-To design a project that uses inputs and outputs on a controllable device</p> <p>-To develop a program to use inputs and outputs on a controllable device</p>
RE	<p><u>What do religions say when life gets hard?</u></p>	<p><u>Is it better to express your beliefs in arts and architecture or in</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 	<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 		

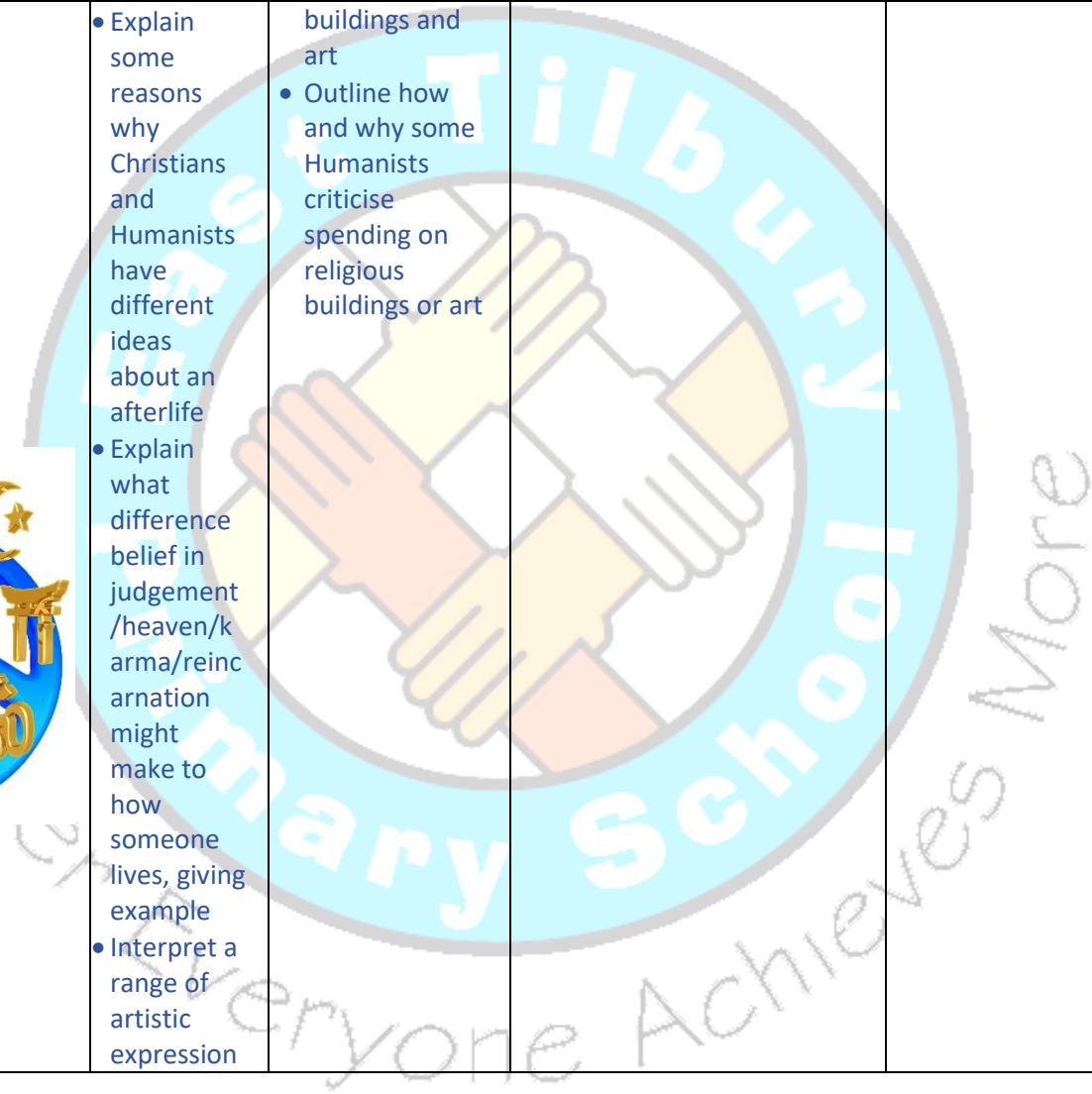
	<ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples • Outline Christian, Hindu and/or nonreligious beliefs about life after death • Explain some similarities and differences between beliefs about life after death 	<p><u>charity and generosity?</u></p> <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 as more important than 	<p>and being 'fallen', giving examples</p> <ul style="list-style-type: none"> • Describe some Christian and Humanist values simply • 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
--	---	--	--	--






- 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 expression

buildings and art

- Outline how and why some Humanists criticise spending on religious buildings or art



	<p>s of afterlife, offering and explaining different ways of understanding</p>			
<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 <p><u>Keeping safe</u></p> <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 • (including 60-80) 	<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 • To ask & talk about breakfast • To talk about details of a typical day 	<p><u>Unit Knowledge: Les transports</u></p> <ul style="list-style-type: none"> • To talk about forms of transport • To ask & talk about where you're going & how you get there • To talk about plans for a trip • To buy tickets at the station 	<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 • To revise opinions of food & clothes • To order food in a café

<p>PE</p> 	<p><u>Invasion Games – Netball</u></p> <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 	<p><u>Invasion Games – Rugby</u></p> <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 • Support player with the ball <p><u>Invasion Games – Basketball</u></p> <ul style="list-style-type: none"> • Know which pass is best to use an when in a competition situation • Use a range of passes accurately to change 	<p><u>Fitness/OA</u></p> <p><u>A</u></p> <ul style="list-style-type: none"> • Follow a simple route on a map • Identify different key features • Successfully navigate an orienteering map and complete a course in a competitive environment • Adapt to outdoor unfamiliar 	<p><u>Dance</u></p> <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 <p><u>Racket Skills – Badminton</u></p> <ul style="list-style-type: none"> • Use 'move-hit-recover' approach within a game showing facing 	<p><u>Athletics</u></p> <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. • Understand which technique is most effective when jumping for • Distance. • Utilise all the skills learned in this unit in a competitive situation. <p><u>Rounders</u></p>	<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
--	---	---	---	---	--	--



self or team.

- Position body to defend effectively, making successful interceptions.

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

direction of the ball

- Draw a defender away to create space for self or team
- Position body to defend effectively, making successful interceptions
- Make successful shots on target using the layup technique and set shot
- Play full 5 a side games

surroundings

- Accept responsibility when working in a team
- Understand the importance of warming up and cooling down.
- Carry out warm-ups and cool-downs safely and effectively during lessons to peers
- Identify major muscles and how

forward on recovery lunging to reach the drop shot.

- Show a range of grips.
- Use the correct technique when performing various shots
- 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.

- 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, batter and fielder.

activities and travel further on whole stroke.

- To show breath control.
- Introduction to deeper water.
- Treading water

Cricket

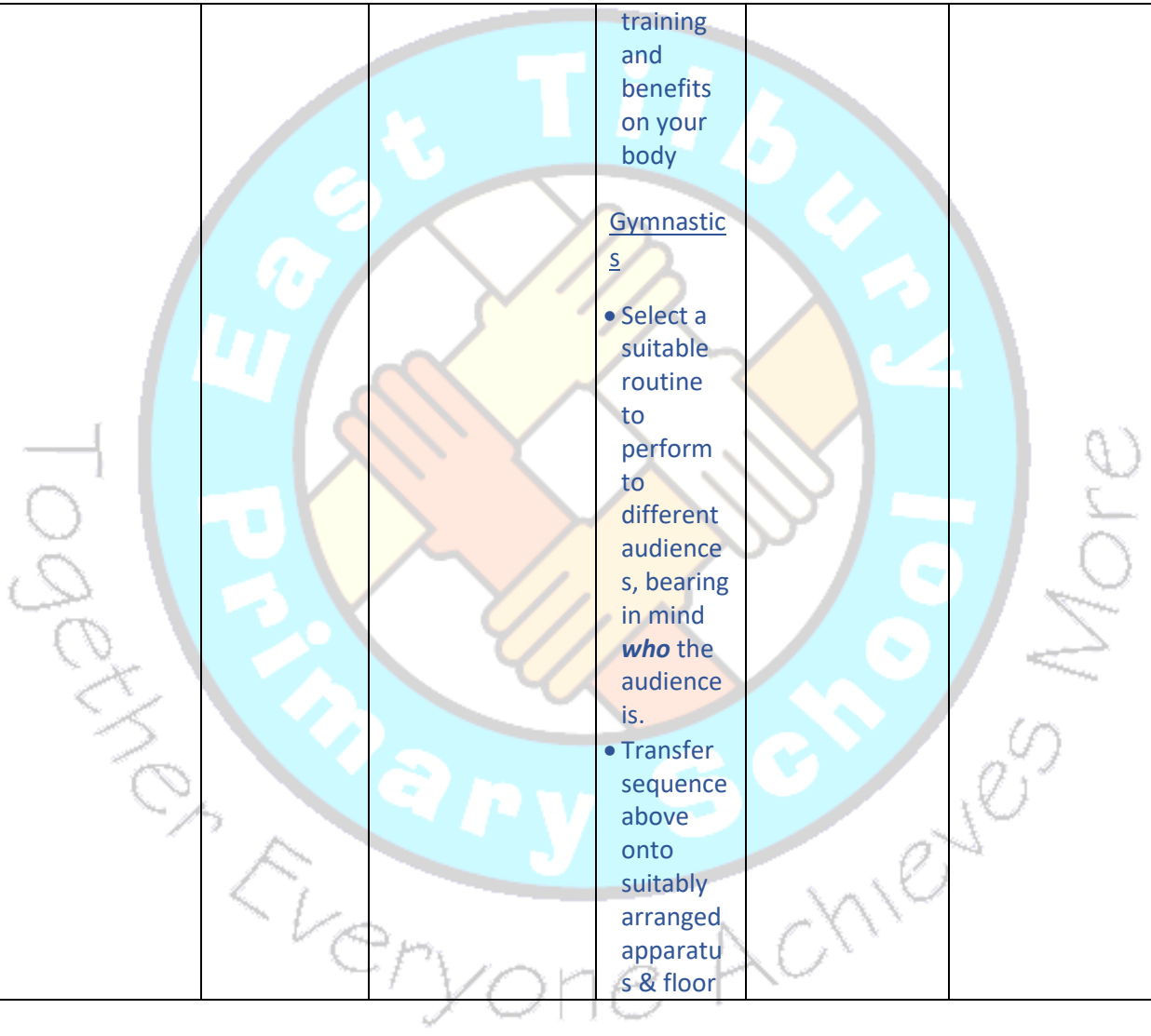
- To apply with consistency standard cricket rules in a variety of different styles of games
- To attempt a small range of recognised shots in isolation and in competitive scenarios
- To use a range of tactics for attacking and

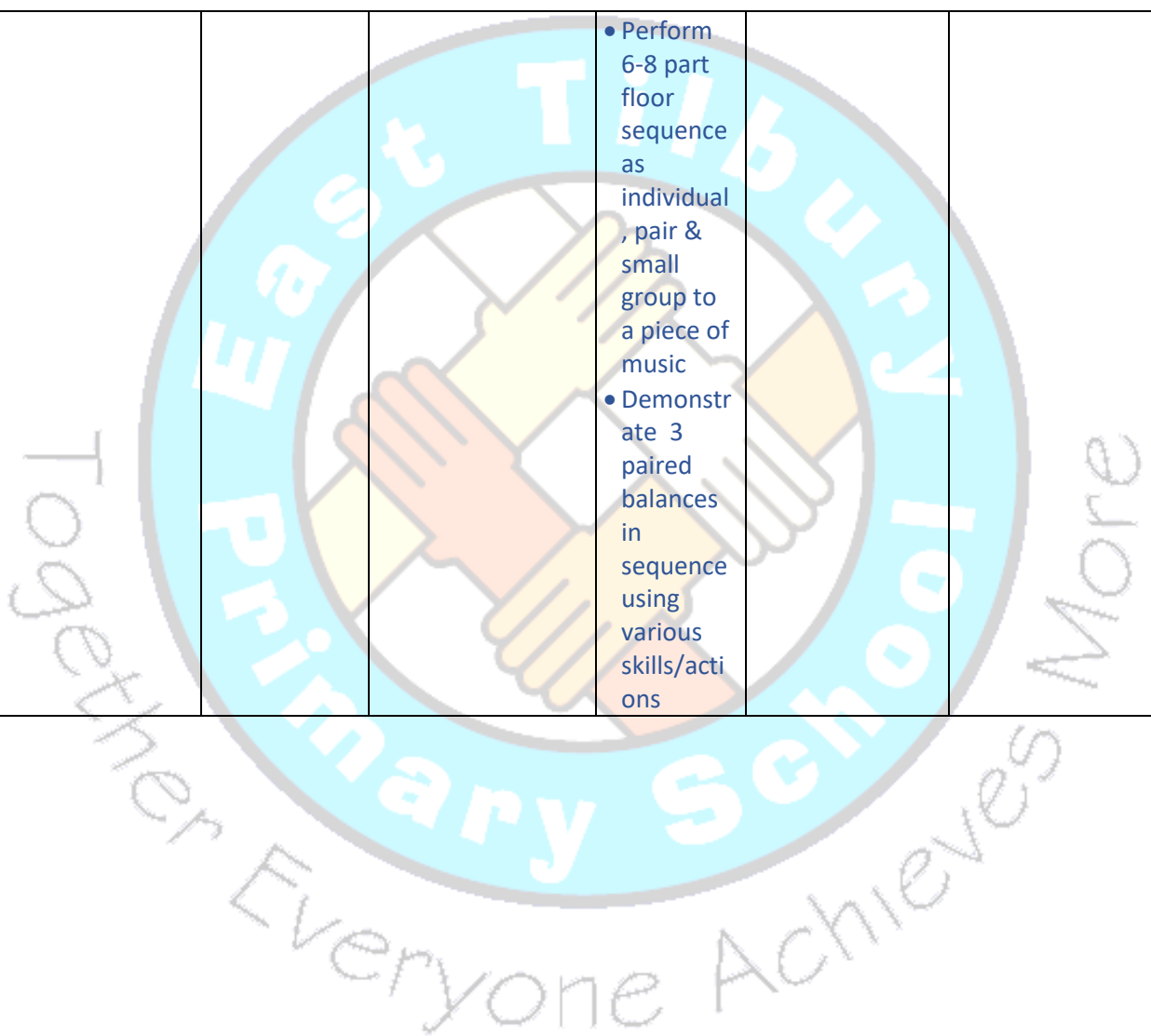
	<p>depending on the distance of the pass.</p> <ul style="list-style-type: none"> • Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch). • Know when to defend and what defence skills could be used. • Seize an opportunity to score, sometimes quite quickly. 		<p>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 • Plan and carry out circuit training with peers as well as other various training • Identify different ways of 		<p>defending in role of bowler, batter and fielder</p>
--	--	--	---	--	--

training and benefits on your body

Gymnastics

- Select a suitable routine to perform to different audiences, bearing in mind **who** the audience is.
- Transfer sequence above onto suitably arranged apparatus & floor





- Perform 6-8 part floor sequence as individual, pair & small group to a piece of music
- Demonstrate 3 paired balances in sequence using various skills/actions