



|                         | Autumn 1                    | Autumn 2                    | Spring 1           | Spring 2             | Summer 1                 | Summer 2                    |                                |                                             |                          |                                                      |                                  |                         |
|-------------------------|-----------------------------|-----------------------------|--------------------|----------------------|--------------------------|-----------------------------|--------------------------------|---------------------------------------------|--------------------------|------------------------------------------------------|----------------------------------|-------------------------|
| <b>Writing</b><br>      | <br>Stone Age Boy           | <br>Skara Brae              | <br>Autumn is here | <br>Christmas Advert | <br>The Magic Paintbrush | <br>Skeletons & Muscles     | <br>The street beneath my feet | <br>I Asked the Little Boy Who Couldn't See | <br>Flood                | <br>Grow: A First Guide to Plants & How to Grow Them | <br>I Was There – Boudica's Army | <br>The Gardener        |
| <b>Text type</b>        | Narrative                   | Non-fiction                 | Poetry             | Non-fiction          | Narrative                | Non-Fiction                 | Poetry                         | Narrative                                   | Non-Fiction              | Narrative                                            | Narrative                        |                         |
| <b>Genre</b>            | Story                       | Persuasive                  | Poetry             | Persuasive advert    | Traditional Tale         | Non-Chronological           | Explanation                    | Poetry                                      | Tragedy                  | Instructions                                         | Diary                            | Letter                  |
| <b>Topic</b>            | Step back in time/stone age | Stone-age step back in time | Seasons/Harvest    | Seasonal             | Chinese New Year         | Skeletons & muscles/animals | Earth's layers                 | Differences                                 | Water, water everywhere! | Life cycle of a plant                                | Roman life                       | Growth (plants/mindset) |
| <b>Cross Curricular</b> | History                     | History                     | Science            | RE/Performance       | Music                    | Science                     | Geography                      | PSHE                                        | Drama                    | Science                                              | History/PSHE.                    | Science/PSHE            |

|                    | Autumn 1                            | Autumn 2                   | Spring 1                                 | Spring 2                             | Summer 1                                     | Summer 2                             |
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| <b>Reading</b><br> | <b>STORYTIME FAVOURITES</b><br><br> | <b>FUNNY BOOKS</b><br><br> | <b>THOUGHT-PROVOKING STORIES</b><br><br> | <b>TOP-NOTCH NON FICTION</b><br><br> | <b>DIVERSE AND INCLUSIVE</b><br><br><br><br> | <b>MYSTERY AND DETECTIVE</b><br><br> |



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| <b>Fiction</b>         | <br><b>How To Wash A Woolly Mammoth</b> by Michelle Robinson and Kate Hindley<br><a href="#">Lesson</a> | <br><b>The Colour Monster</b> by Anna Lenas<br><a href="#">Lesson</a>      | <br><b>Charlotte's Web</b> by EB White<br><a href="#">Lesson</a>          | <br><b>Same, Same But Different</b> by Jenni Sue Kostechi Shaw<br><a href="#">Lesson</a>        | <br><b>The Hodgeheg</b><br><a href="#">Lesson</a>                                      | <br><b>Fantastic Mr Fox</b> by Roald Dahl<br><a href="#">Lesson</a> |
| <b>Non-fiction</b>     | <br><b>How Does A Lighthouse Work?</b> By Roman Balyaev<br><a href="#">Lesson</a>                       | <br><b>World of Food</b>                                                   | <br><b>Sir Isaac Newton and the Apple Story</b><br><a href="#">Lesson</a> | <br><b>The Pebble In My Pocket</b> by Meredith Hooper and Chris Coady<br><a href="#">Lesson</a> | <br><b>Cloudy With a Chance of Meatballs</b> by Judi Barrett<br><a href="#">Lesson</a> | <p>Why are tomatoes a fruit?</p> <p>Website</p>                     |
| <b>Poetry and Song</b> | <br><b>The Bare Necessities (Jungle Book)</b><br><a href="#">Lesson</a>                                 | <br><b>Walking With My Iguana</b> by Brian Moses<br><a href="#">Lesson</a> | <br><b>'It's a Hard-Knock Life' from Annie</b><br><a href="#">Lesson</a>  | <br><b>The Owl and the Pussycat</b> by Edward Lear<br><a href="#">Lesson</a>                    | <br><b>How Far I'll Go (Moana)</b><br><a href="#">Lesson</a>                           | <br><b>Be Glad Your Nose is on Your Face</b>                        |



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|                    | Autumn 1                                                                                                                                                                                                                                                                                                                                  | Autumn 2                                                                                                                                                                                                                                                                                     | Spring 1                                                                                                                                                                                                                                                                       | Spring 2                                                                                                                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                                                                 | Summer 2                                                                                                                                                                                                                                 |
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| <b>Maths</b><br>   | <p>1 Adding and subtracting across 10</p> <p>Numbers to 1000</p>                                                                                                                                                                                                                                                                          | <p>Numbers to 1000</p>                                                                                                                                                                                                                                                                       | <p>3 Right angles</p> <p>4 Manipulating the additive relationship and securing mental calculation</p>                                                                                                                                                                          | <p>5 Column addition</p> <p>6 2-, 4- and 8-times tables</p> <p>7 Column subtraction</p>                                                                                                                                                                                                                                     | <p>8 Unit fractions</p>                                                                                                                                                                                                                                  | <p>9 Non-unit fractions</p> <p>10 Parallel and perpendicular sides in polygons</p> <p>11 Time</p>                                                                                                                                        |
| <b>Science</b><br> | <p><b>Animals Including Humans</b></p> <p>In this unit, we will learn about the differences between the skeletal structure of animals and humans and how both groups survive through their diet and nutrition</p>                                                                                                                         | <p><b>Light</b></p> <p>In this unit, we will learn about how light travels to help us see things, how shadows are formed and understand how direct sunlight can damage our eyes</p>                                                                                                          | <p><b>Geology (Rocks and Soils)</b></p> <p>In this unit, we will learn about the properties of different rocks and soils, and how fossils are formed.</p>                                                                                                                      | <p><b>Forces and Magnets</b></p> <p>In this unit, we will learn about different forces, with a focus on magnetism, magnetic fields and the strength of different magnets.</p>                                                                                                                                               | <p><b>Plants and their Growth</b></p> <p>In this unit, we will learn about the different parts of a plant, the stages of growth and how pollination occurs.</p>                                                                                          | <p><b>Plants and Pollination</b></p> <p>In this unit, we will learn about the process of pollination including how pollinators are attracted to flowering plants and the threats that they face</p>                                      |
| <b>History</b><br> | <p><b>Civilization Study: Ancient Greece</b></p> <p>In this unit, we will learn that the civilisation of Ancient Greece gave us many of the things that we still use today in the UK, such as democracy, geometry and philosophy.</p>                                                                                                     | <p><b>Civilization Study: China</b></p> <p>In this unit, we will learn that Ancient China is a very old civilisation, famous for its inventions, the Great Wall of China and Emperor Qin Shi Huangdi.</p>                                                                                    | <p><b>British History: Plantagenets</b></p> <p>In this unit, we will learn that the Plantagenets (Angevins) was the family name of a line of English Kings that reigned from 1154 - 1485, during which time the Magna Carta and the origins of Parliament were introduced.</p> | <p><b>British History: Black Death &amp; Wars of the Roses</b></p> <p>In this unit, we will learn that the Black Death (The Plague) was an illness that spread across Europe in the 1300s killing around 25 million people, and that The War of the Roses was a series of English civil wars for control of the throne.</p> | <p><b>British History: Tudor England</b></p> <p>In this unit, we will learn that the two Christian viewpoints, Catholic and Protestant, caused big problems during Tudor times and about how different kings and queens changed religion in England.</p> | <p><b>British History: Elizabethan England</b></p> <p>In this unit, we will learn that Elizabeth I had to battle for the throne to then become a successful monarch and about the different approaches to religion during this time.</p> |
| <b>DT</b><br>      | <p><b>Make: Make products using a range of tools</b></p> <p><b>Design: Design and sketch structures, textiles and food products</b></p> <p>In this term we will identify different types of fabrics, make sketches for patterns and templates, then make my product out of the appropriate fabric using different joining techniques.</p> | <p><b>Nutrition: Learn about vegetables and where they come from</b></p> <p><b>Cooking: Peel, cut and grate to make a vegetable-based product</b></p> <p>In this term we will learn about a healthy and varied diet and how to use this knowledge to design and make a healthy sandwich.</p> | <p><b>Technical Knowledge: Make products stiffer and stronger</b></p> <p><b>Evaluate: Make simple evaluations of the final product</b></p> <p>In this term we will learn how to design and construct a shell structure out of 2D sheets which form a 3D hollow structure</p>   |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                          |



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| <p><b>Geography</b></p>           | <p>Geography of Greece</p> <p>In this unit, we will learn about the geographical features of Greece and how climate and physical geography influenced human activity in Ancient Greece and continues to today</p>                | <p>Geography of East Asia</p> <p>In this unit, we will learn about the geography of East Asia - focusing on China, India, Japan and Mongolia and the Himalayas - exploring the climate and the importance of rivers.</p> | <p>Western Europe</p> <p>In this unit, we will learn about the physical geography of Western Europe including key physical features such as the River Rhine as well as the climate and the land use in capital cities.</p>         | <p>Settlements and Population</p> <p>In this unit, we will learn about the physical geography of Western Europe including key physical features such as the River Rhine as well as the climate and the land use in capital cities.</p> | <p>Local Area &amp; Community</p> <p>In this unit, we will learn about the characteristics of settlements and the difference between settlement types including how settlements change over time</p>             | <p>Rivers and Basins</p> <p>In this unit, we will learn about land uses in the local area and human and physical features, including how the local area has changed over time.</p> |
| <p><b>PSHE</b></p>                | <p>Me and My Relationships<br/>Rules and their purpose<br/>Cooperation<br/>Friendship (including respectful relationships)<br/>Coping with loss</p>                                                                              | <p>Valuing Difference<br/>Recognising and respecting diversity<br/>Being respectful and tolerant<br/>My community</p>                                                                                                    | <p>Keeping Myself Safe<br/>Managing risk<br/>Decision-making skills<br/>Drugs and their risks<br/>Staying safe online</p>                                                                                                          | <p>Rights and Responsibilities<br/>Skills we need to develop as we grow up<br/>Helping and being helped<br/>Looking after the environment<br/>Managing money</p>                                                                       | <p>Being my Best<br/>Keeping myself healthy and well<br/>Celebrating and developing my skills<br/>Developing empathy</p>                                                                                         | <p>Growing and Changing Relationships<br/>Changing bodies and puberty<br/>Keeping safe<br/>Safe and unsafe secrets</p>                                                             |
| <p>One Community, Many Voices</p> | <p>This is our House by Michael Rosen</p>                                                                                                                                                                                        | <p>We are all Wonders by R J Palacio</p>                                                                                                                                                                                 | <p>I am Nefertiti by Annemarie Anang &amp; Natalie Quek</p>                                                                                                                                                                        | <p>Shu Lin's Grandpa by Matt Goodfellow &amp; Yu Rong</p>                                                                                                                                                                              | <p>Aalfred and Aalbert by Morag Hood</p>                                                                                                                                                                         | <p>The Truth about Old People by Elina Ellis</p>                                                                                                                                   |
|                                   | <p>What is discrimination?</p>                                                                                                                                                                                                   | <p>What am I proud of?</p>                                                                                                                                                                                               | <p>Are names important?</p>                                                                                                                                                                                                        | <p>What does it feel like to be new in class?</p>                                                                                                                                                                                      | <p>How do we find common ground?</p>                                                                                                                                                                             | <p>What is a stereotype?</p>                                                                                                                                                       |
|                                   | <p>To understand what discrimination means</p>                                                                                                                                                                                   | <p>To find my wonder</p>                                                                                                                                                                                                 | <p>To show respect</p>                                                                                                                                                                                                             | <p>To show welcoming behaviour</p>                                                                                                                                                                                                     | <p>To find common ground</p>                                                                                                                                                                                     | <p>To recognise a stereotype</p>                                                                                                                                                   |
| <p>myHappyM</p>                   | <p><b>Meet Your Brain</b></p> <p>Meet Your Brain:<br/>Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.</p> | <p><b>Celebrate</b></p> <p>Celebrate:<br/>Understanding your unique Character Strengths and learning to celebrate them. This is a fantastic module for building self-esteem.</p>                                         | <p><b>Appreciate</b></p> <p>Appreciate:<br/>Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to well-being and resilience and we're all about making it a lifelong strategy!</p> | <p><b>Relate</b></p> <p>Relate:<br/>Understanding why positive relationships matter and how to build them. We're focussed on the building blocks of good relationships and friendships.</p>                                            | <p><b>Engage</b></p> <p>Engage:<br/>Understanding how to set meaningful goals that matter and how to stay resilient in times of challenge. This module is all about building self-esteem and resilience too.</p> |                                                                                                                                                                                    |



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| <ul style="list-style-type: none"> <li>• How to focus their mind to help them train their brain.</li> <li>• About Team H-A-P and their roles in more detail.</li> <li>• How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried.</li> <li>• Why our Amygdala behaves the way it does and how evolution has shaped how it works.</li> <li>• How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practise.</li> <li>• About Neurons and Neural Pathways and the role they play in learning.</li> <li>• How to look after their brains to help them to be at their best.</li> </ul> | <ul style="list-style-type: none"> <li>• That scientists discovered that we all have 24 Character Strengths but in different amounts.</li> <li>• That we all have 24 strengths, but focusing on the 5 main categories of Character Strengths and thinking about them like a pick and mix bag of sweets.</li> <li>• That half of our character is set by genetics and the other half from our experiences.</li> <li>• That their character can grow based on our experiences, just like their brains do with Neuroplasticity.</li> <li>• Why it is important to spot Character Strengths in others and how they can be used.</li> <li>• That Character Strengths can help them to approach difficult situations.</li> <li>• When they use their Character Strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A-P happy.</li> </ul> | <ul style="list-style-type: none"> <li>• That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget.</li> <li>• That the more they show gratitude, the easier it is - like Neuroplasticity.</li> <li>• How to develop an Attitude of Gratitude, what happens when we give gratitude and how the giver and receiver feel.</li> <li>• That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A-P work together.</li> <li>• How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine.</li> <li>• How when they appreciate themselves and feel good about their strengths, they will use them even more. They can use Character Strengths as a way to appreciate others too.</li> </ul> | <ul style="list-style-type: none"> <li>• That their strengths can be really helpful in friendships by helping them to accept other people's differences and how this is a good thing.</li> <li>• That when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences. They will learn how the skill 'Stop, Understand and Consider' can help them with friendships.</li> <li>• That everyone sees things differently and that this is a positive thing. Children will learn they can ask 'What do you think about that?' to help them better understand and relate to others.</li> <li>• That the more they practise seeing other perspectives, the more the brain will remember how to do it. Children will learn Neuroplasticity works with relating to others too.</li> <li>• That we normally choose our friends because of their character.</li> <li>• That we all see things from different perspectives; friends can help us solve problems by approaching them differently.</li> <li>• How Active Listening can help their friendships and what happens if they don't actively listen with their friendships.</li> <li>• That when we listen to friends, they will know that we care for them.</li> </ul> | <ul style="list-style-type: none"> <li>• That 'to engage' means to pay attention and put effort into something.</li> <li>• How their feelings affect their ability to do well in an activity and learn that they have to feel good to do good.</li> <li>• What Big Dream Goals are.</li> <li>• How to use perseverance and resilience to help them not give up on something.</li> <li>• That they have to Believe to Achieve.</li> <li>• How to set their own Big Dream Goals.</li> </ul> |  |
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**Religious Education**







How do people express commitment to a religion?  
The importance of rites of passage in terms of religious identity.

- The role of baptism (infant and adult) in shaping religious identity in the Christian community.
- The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.
- The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.




Jewish, Sikh, Christian







What is the Trinity?  
God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit).

- Jesus: As God incarnate, also known as the Son of God.
- Incarnation: Jesus as one of the three persons of the Trinity.
- Holy Spirit: God as spiritually active in the world.



Christian







A NEW COMMANDMENT I GIVE UNTO YOU, THAT YE LOVE ONE ANOTHER AS I HAVE LOVED YOU  
JOHN 13:34


What is philosophy? How do people make moral decisions?

- Difference between knowledge, belief and opinion.
- The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.
- The nature of a philosophical question.
- Awareness of variant perspectives about whether some things can be proven.
- The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities).
- Utilitarianism or Hedonism as a way of making moral decisions.




Christian, Humanist






What do Muslims believe about God?  
The concept of Tawhid.

- The impact of Tawhid on Muslims.
- The impact of The Qur'an containing the actual words of God.
- How the existence of God is explained in Muslim teachings.
- How the Muslim view of deity differs from that of other religions.




Muslim





What difference does being a Muslim make to daily life?  
Awareness of the diverse nature of Islam locally, nationally and globally.



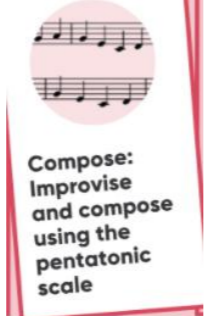


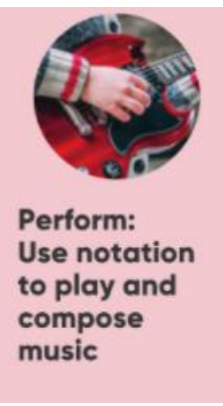


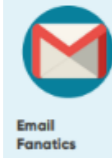

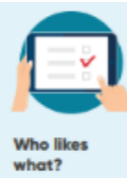





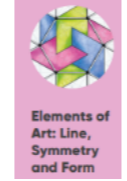
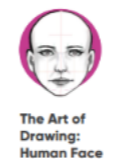
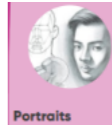







- Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs.
- Varying use of a minaret for the call to prayer, and alternatives to this.
- Awareness of the two main Muslims traditions- Sunni and Shia. Sufism is a tradition that runs through both of these.
- Awareness of diversity of expression, particularly in relation to the pictorial presentations.
- Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakah and Hajj.



Muslim



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| <p>Music</p>               |  <p><b>Perform:</b><br/>Sing and play a simple ostinato solo or as part of a group</p>                                                                                                                               |  <p><b>Compose:</b><br/>Improvise and compose using the pentatonic scale</p>                                                                                                                                                                  |  <p><b>Appraise:</b><br/>Learn a range of key features of music</p>                                                                                                                                                                                      |  <p><b>Compose:</b><br/>Compose lyrics in response to a stimulus</p>                                                                                                                            |  <p><b>Perform:</b><br/>Use notation to play and compose music</p>                                                                                                                                                                               |  <p><b>Perform:</b><br/>Follow hand signals from a conductor, learning when to stop, start and get louder/quieter</p>                                                         |
| <p>Computing</p>           |  <p><b>Email Fanatics</b></p> <p>In this unit, we will learn how to write and create emails using the Gmail platform. We will also explore how to attach key elements like documents and photos to our messages.</p> |  <p><b>Expedition to China</b></p> <p>In this unit, we will learn how to create an interactive presentation using information we have researched and developed using links to other areas of the curriculum such as Geography and History.</p> |  <p><b>Who likes what?</b></p> <p>In this unit, we will learn how to use an online platform to create music using different instruments and sounds.</p>                                                                                                  |  <p><b>Music Producers</b></p> <p>In this unit, we will learn how to use an online platform to create music using different instruments and sounds</p>                                          |  <p><b>Coding Geniuses</b></p> <p>In this unit, we will learn how to create an interactive presentation using information we have researched and developed using links to other areas of the curriculum such as Geography and History</p>        |  <p><b>Lightbot</b></p> <p>In this unit, we will learn to use simple code to program to learn how to understand coding.</p>                                                   |
| <p>Art &amp; Design</p>  |  <p><b>Art of Ancient Greek - Mythology</b></p> <p>In this unit, we will learn about sculptures from the time of Ancient Greece and how to use a range of techniques to create a sculpture.</p>                    |  <p><b>Art of Japan</b></p> <p>In this unit, we will learn about sculptures from the time of Ancient Greece and how to use a range of techniques to create a sculpture.</p>                                                                  |  <p><b>Elements of Art: Line, Symmetry and Form</b></p> <p>In this unit, we will learn about sculptures from the time of Ancient Greece and how to use a range of techniques to create a sculpture.</p>                                                |  <p><b>The Art of Drawing: Human Face</b></p> <p>In this unit, we will learn about sculptures from the time of Ancient Greece and how to use a range of techniques to create a sculpture.</p> |  <p><b>Portraits</b></p> <p>In this unit, we will learn about sculptures from the time of Ancient Greece and how to use a range of techniques to create a sculpture</p>                                                                        |  <p><b>Architecture</b></p> <p>In this unit, we will learn about sculptures from the time of Ancient Greece and how to use a range of techniques to create a sculpture.</p> |
| <p>French</p>            |  <p><b>French greetings with puppets (4 lessons)</b></p> <p>In this project, pupils use puppets to practise a variety of French greetings and learning how to</p>                                                  |  <p><b>French adjectives of colour, size and shape (Lessons 1-4 only)</b></p> <p>In this project, pupils describe shapes using adjectives of colour and size, learning the</p>                                                              |  <p><b>French playground games- numbers and age (5 lessons)</b></p> <p>In this project, pupils count in French from one to twelve, asking how old someone is and answering the same question, comparing sentence structures in French and English.</p> |                                                                                                                                                                                                                                                                                    |  <p><b>In a French classroom (5 lessons)</b></p> <p>In this project, pupils respond to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or</p> |  <p><b>A circle of life in French (Lessons 1 and 2 only)</b></p> <p>In this project, pupils use dictionary skills to develop animal vocabulary and habitat names</p>        |



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|                  | introduce themselves. Choosing the correct greeting based on the time of day.                                                                                                                                                                                                                                                                                                   | position of adjectives relative to the noun; noting cognates and practising language skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 'feminine.'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | and applying this vocabulary to create sentences and complete food chains.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>PE</b></p> | <p><b>Fundamentals</b><br/>(6 Lessons)</p> <p>In this unit, pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to speed up and slow down.</p> | <p><b>Hockey</b><br/>(6 Lessons)</p> <p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p> | <p><b>Football</b><br/>(6 Lessons)</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p> | <p><b>Yoga</b><br/>(6 Lessons)</p> <p>In this project, pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation. Pupils will work independently and with others to create their own yoga flows</p>                                                                                                           | <p><b>Cricket</b><br/>(6 Lessons)</p> <p>In this project, pupils explore their understanding of the principles of striking and fielding. They develop an understanding of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.</p>                                                                                                                            | <p><b>Athletics</b><br/>(6 Lessons)</p> <p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p>                                                                                          |
|                  | <p><b>Ball Skills</b><br/>(6 Lessons)</p> <p>In this unit, pupils have opportunities to develop a variety of ball skills. They will develop tracking a ball when dribbling with hands, feet, throwing and catching and kicking. They will learn to select the appropriate skill for the situation. These skills are applied to small group games.</p>                           | <p><b>Tag Rugby</b><br/>(6 Lessons)</p> <p>In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</p>                                                                                                                        | <p><b>Gymnastics</b><br/>(12 Lessons)</p> <p>In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>                                                             | <p><b>Netball</b><br/>(6 Lessons)</p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.</p> | <p><b>Fitness</b><br/>(6 Lessons)</p> <p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control..</p> | <p><b>Rounders</b><br/>(6 Lessons)</p> <p>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> |