



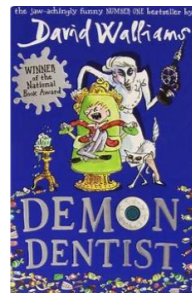
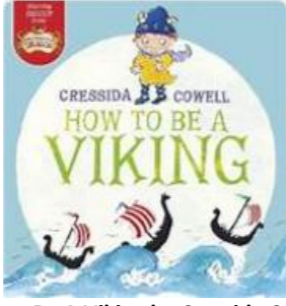


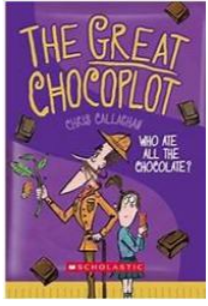


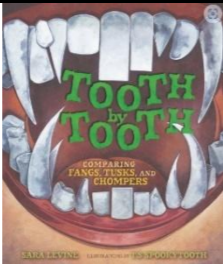

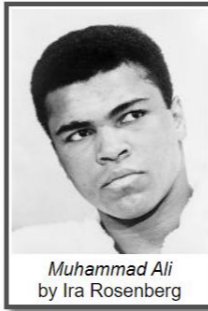




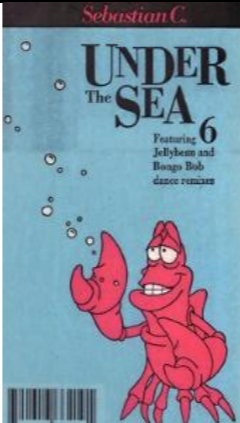

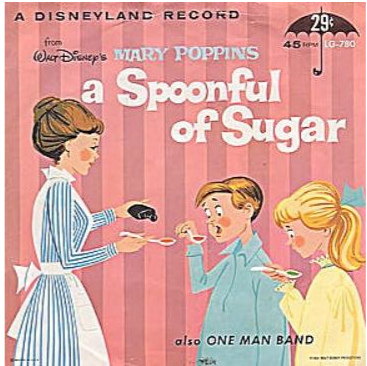
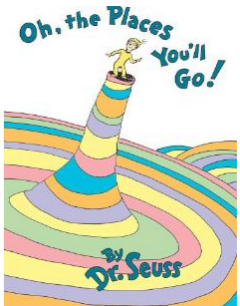
Curriculum 2025/2026 – Year 4


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
Writing 	 Charlie and the Chocolate factory 15	 Digestion explanation based on Gut Garden	 Should we feed animals at National parks Chris Turnham 16	 The Iron Man 15	 The River Valerie Bloom 15	 Aladdin. The enchanted lamp Philip Pullman 15	 Sicily Holiday Brochure 18	 Based on this BBC school radio series The Plague Comes To Eyam 19	 The Boy, The Mole, The Fox and The Horse by Charlie Mackesy	 The Creature	
Text type	Narrative	Non-Fiction	Non-Fiction	Narrative	Poetry	Narrative	Non-Fiction	Playscript	Narrative	Non-Fiction	
Genre	Adventure	Explanation	Balanced argument	Science fiction	Poetry	Traditional Tale	Persuasive	Playscript	Fable	Newspaper report	
Topic	Sweet shop/ Golden Ticket	Food, Glorious food!	North/South America	Robots/Metal	Once upon a raindrop	Make a wish	Sun, Sea, Sand	Medieval	Friendship and Hope	Save our planet	
Cross Curricular	DT	Science	Geography	Art/DT	Science/ Geography	Geography	Geography	History	Art/Reading/PSHE /Science	Science/ Geography	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	STORYTIME FAVOURITES	FUNNY BOOKS	THOUGHT-PROVOKING STORIES	TOP-NOTCH NON FICTION	DIVERSE AND INCLUSIVE	MYSTERY AND DETECTIVE
Reading 	 Varjak Paw SF Said	 Nothing is Here Hotel STEVEN BUTLER	 The Boy on the Back of the Class CHIKUI G. RADO	 Earth is BIG Sarah Parkins	 Planet Omar ZAHIR MIAN	 CLIFTOPPERS THE ARROWHEAD MOOR ADVENTURE FLEUR HITCHCOCK
	 The Land of ROAR JENNY MCLACHLAN	 THE LEGEND OF KEVIN POOJA RANA & SWEET PEAS	 THE LAST BEAR HANNAH GOLD	 SHACKLETON'S JOURNEY William Gull KEEPING EYE BOOKS	 I TALK LIKE A RIVER JORDAN SCOTT SYDNEY SMITH	 SOLVE YOUR OWN MYSTERY THE MONSTER MAKER GARETH R. JONES
	 THE GIRL WHO STOLE AN ELEPHANT NIZRANA FAROOK	 THE GREAT CHOCOPLOT CHRIS CALLAGHAN	 Call Me LION Camilla Chester	 Race to the Frozen North CATHERINE JOHNSON	 CALLY & JIMMY TWINNERS IN TROUBLE KATIE KEAR	 ANISHA ACCIDENTAL DETECTIVE SERENA PATEL
		 PICTURE PERFECT Illustrated by Lauren Parkins SERENA PATEL		 VIKING What it was like to be a... DAVID LONG	 SAM WU IS NOT AFRAID OF GHOSTS KATIE & KEVIN TSANG Illustrated by Nathan Tinkler	 HIGHLAND FALCON THIEF H. G. LEONARD & SAM SEDGMAN



Curriculum 2025/2026 – Year 4

Fiction	 Demon Dentist by David Walliams Lesson	 How to Be a Viking by Cressida Cowell Text Lesson	 The Witches by Roald Dahl Lesson	 Voices in the Park by Anthony Browne	 The Great Chocoplot by Chris Callaghan Lesson	 After the Fall by Dan Santat
Non-fiction	 Boudicca	 Tooth By Tooth: Comparing Fangs, Tusks and Chompers by Sara C Levine EpiC Lesson	 The Brilliant Deep: Rebuilding The World's Coral Reefs by Kate Messner Lesson	 Muhammad Ali by Ira Rosenberg		
Poetry and Song	<p>Who's laughing now? By Jessie J</p> 	 Life Doesn't Frighten Me by Maya Angelou	 Under the Sea by Sebastian C	 Chocolate Cake	 A Spoonful of Sugar by Mary Poppins	 Oh, the Places You'll Go! by Dr. Seuss

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths 	<p>1 Review of column addition and subtraction</p> <p>2 Numbers to 10,000</p>	<p>3 Perimeter</p> <p>4 3, 6, 9 times tables</p>	<p>5 7 times table and patterns</p> <p>6 Understanding and manipulating multiplicative relationships</p>	<p>7 Coordinates</p> <p>8 Review of fractions</p>	<p>9 Fractions greater than 1</p>	<p>10 Symmetry in 2D shapes</p> <p>11 Time</p> <p>12 Division with remainders</p>



<p>Science</p>	<p>Electricity</p> <p>In this unit, we will learn about electricity, how it is generated, how it is used safely in the home as well as exploring how circuits work.</p>	<p>States of Matter</p> <p>In this unit, we will learn about the 3 different states of matter and we will be introduced to the concepts of condensation and evaporation and how this is connected to the Water Cycle.</p>	<p>Sound</p> <p>In this unit, we will learn about how sound is made, how it travels and explore the concepts of volume and pitch.</p>	<p>Living Things</p> <p>In this unit, we will learn how to use a classification key to group and classify animals according to their characteristics and explore how animals interact within energy webs and ecosystems.</p>	<p>Animals, inc Humans</p> <p>In this unit, we will learn about the human digestive system and those of other animals, as well as the different types of teeth and their functions.</p>	<p>Living Things and their Habitats</p> <p>In this unit, we will learn about natural and human changes to the environment and the effect that these can have on the world around us.</p>
<p>History</p>	<p>Civilization Study: Ancient Rome</p> <p>In this unit, we will learn that Ancient Rome is a Roman Civilisation from the founding Italian city of Rome, that gave us many of the things we still use in the UK today, such as roads, town, language and literacy.</p>	<p>Civilization Study: Ancient Rome</p> <p>In this unit, we will learn that Ancient Rome had two systems of government - the Roman Republic and the Roman Empire and the reasons for the eventual fall of Rome.</p>	<p>British History: The Stuarts</p> <p>In this unit, we will learn that the crowns of Scotland and England were combined under King James VI of Scotland as he became King James I of England, and how conflict led to civil war including the famous Gunpowder Plot.</p>	<p>The English Civil War</p> <p>In this unit, we will learn about King Charles I and his response to the Grand Remonstrance, and the causes that led to the English Civil War.</p>	<p>British History: Great Fire of London & The Plague</p> <p>In this unit, we will learn that the Great Plague of 1665 was worse than ever before and led to an evacuation of London and that the Great Fire of London in 1666 lasted for 3 days causing a huge amount of damage.</p>	<p>British History: Glorious Revolution</p> <p>In this unit, we will learn that there was religious conflict in Restoration England and that the Glorious Revolution of 1688, was when James II was replaced as ruler of England, Scotland and Ireland by his daughter Mary II and her husband William of Orange.</p>
<p>DT</p>	<p>Design: Design a simple mechanism, structure and food product</p> <p>Make: Make levers and structures with tools and materials</p> <p>This term, we will learn how to make our own night light by creating a circuit with a switch. Also to use technical vocabulary relevant to the project.</p>		<p>Evaluate: Make simple evaluations on how the product works</p> <p>Technical Knowledge: Learn how to use levers and make things stronger</p> <p>This term, we will learn how to construct linkages and levers using different materials such as card and paper fasteners. We will use these skills to design and make a greetings card . Also to use technical vocabulary relevant to the project.</p>		<p>Cooking: Cut, mix and squeeze to make a fruit-based product</p> <p>Nutrition: Understand healthy food choices and where fruit comes from</p> <p>This term, we will learn how to create salad snacks as part of a healthy and varied diet. Also to use technical vocabulary relevant to the project.</p>	




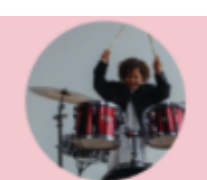




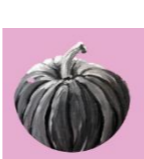



<p>Geography</p>	<p>Mediterranean Europe</p> <p>In this unit, we will learn about the physical geography of Mediterranean Europe and how this affects human activity which will lead us to explore tourism and the influence climate has on that.</p>	<p>Russia</p> <p>In this unit, we will learn about Russia, its location, its climate and its physical characteristics including three different types of biome which will be explored in detail.</p>	<p>Local Area: Changes</p> <p>In this unit, we will learn about the local area, developing an understanding of its geographical composition and recognising how it has changed over time and how it continues to evolve.</p>	<p>South West UK Coasts</p> <p>In this unit, we will learn about how different coastal features are formed and begin to develop an understanding of the threat coastal erosion poses and how urban areas can be protected against it.</p>	<p>London</p> <p>In this unit, we will learn about the physical geographic changes of London, the land use, including learning about some of the buildings that make up London's skyline, and we will develop a more in-depth understanding of why places change.</p>	<p>Northern Ireland</p> <p>In this unit, we will learn about Northern Ireland's human and physical features of the location (which builds on their knowledge from Year 2) and they explore how physical geography has created notable tourist attractions such as the Giant's Causeway.</p>
<p>PSHE</p>	<p>Me and My Relationships Healthy relationships Listening to feelings Bullying Assertive skills</p>	<p>Valuing Difference Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes</p>	<p>Keeping Myself Safe Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety</p>	<p>Rights and Responsibilities Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money</p>	<p>Being my Best Having choices and making decisions about my health Taking care of my environment My skills and interests</p>	<p>Growing and Changing Body changes during puberty Managing difficult feelings Relationships including marriage</p>
<p>One Community, Many Voices</p>	<p>My brother George by Kelly and Zoey Allen</p>	<p>Julian is a mermaid by Jessica Love</p>	<p>Remixed by Arree Chung</p>	<p>My beautiful voice by Joseph Coelho and Allison Colpoys</p>	<p>Red: A crayon's story by Michael Hall</p>	<p>When Sadness comes to call - Eva Eland</p>
	<p>How does the language I choose to use affect others?</p>	<p>How do I show acceptance?</p>	<p>How can families change over time?</p>	<p>How do I find my pupil voice?</p>	<p>Is it my job to tell you who you are?</p>	<p>What is good mental health</p>
<p>To consider how my language affects others</p>	<p>To be proud of who I am</p>	<p>To understand how some families change</p>	<p>To speak up</p>	<p>To help someone be who they are</p>	<p>To look after my mental health</p>	
	<p>Meet Your Brain</p> <p>Meet Your Brain: 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>Celebrate</p> <p>Celebrate: Understanding your unique Character Strengths and learning to celebrate them. This is a fantastic module for building self-esteem.</p>	<p>Appreciate</p> <p>Appreciate: 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>Relate</p> <p>Relate: Understanding why positive relationships matter and how to build them. We're focused on the building blocks of good relationships and friendships.</p>	<p>Engage</p> <p>Engage: 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>	



	<ul style="list-style-type: none"> • How to train their minds to focus on whatever they want. They will learn that this is Neuroplasticity, and they can do anything they put their mind to. • How they use each part of Team H-A-P and reflect on when they use them to develop their understanding. • How the Amygdala reacts to real and perceived danger. • About what triggers their own Amygdala to Fight, Flight and Freeze and how they can train their brain to calm their Amygdala down. • About the brain's structure and how Neurons carry messages to create Neural Pathways. • How Neural Pathways help us to form habits. • More about how to look after their brain and what happens if they don't. They will learn how our minds can feel like a snow globe, leaving us unable to see clearly. 	<ul style="list-style-type: none"> • That scientists have discovered that we all have 24 Character Strengths, but in different amounts. • Why Strength Spotting is so powerful and how the best way to learn about strengths is by noticing them. • How when we spot Character Strengths over and over, we will build Neural Pathways to create a habit. • That Character Strengths can help them solve problems and that everyone uses different strengths. These strengths can always help them. • That Team H-A-P loves it when we use our Character Strengths because Dopamine gets released in the brain to help us perform at our best. 	<ul style="list-style-type: none"> • How they can develop an Attitude of Gratitude at home and school. • How to create a Gratitude Domino Effect - when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too. • That the more time they think about gratitude, the stronger the Neural Pathways get and the easier it is to give gratitude. This is because of Neuroplasticity, and we need to make it a habit. • How giving gratitude can help us get through tough times, and when we can see everything we are grateful for, it makes the problems we face a little easier to manage. 	<ul style="list-style-type: none"> • That when we use 'Stop, Understand and Consider', it gives us time to pause, understand where others are coming from and consider how to respond best. • When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships. • That friends can help them see things from a different perspective and that's why we should talk to our friends about our problems. • Why it is important to show gratitude to their friends when they help. • That the skills needed to actively listen can help them to 'Stop, Understand and Consider'. • That it is important to listen to your friends and ask about their feelings and opinions to be a good friend. It is important for them to talk to friends too. 	<ul style="list-style-type: none"> • That the more we focus on feeling good and using the habits, the better we will do in all activities in and out of school. • That Dopamine gets released in their brain when they set a goal and work towards it. • Why it is important to think about what they have learnt even if they do not achieve the goal, so the Hippocampus can store this memory and make it easier next time. • Why perseverance is easier to use on goals they are passionate about, but they can also use this skill on other goals. 	
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<p>Religious Education</p>	<p>Where do religious beliefs come from?</p> <p>God: Christian belief in one God.</p> <ul style="list-style-type: none"> • Sources of authority which explain to Christians the nature of God, e.g. Bible, experience, creeds. • Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians – that while Christianity draws on teachings of the OT Law, it is ultimately formed by a NT understanding of the sacrifice of Jesus as the fulfilment of the Law. • Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. <p>Christian</p>	<p>What do we mean by truth? Is seeing believing?</p> <ul style="list-style-type: none"> • At least three the views about the nature and existence of God. <ul style="list-style-type: none"> • The difference between knowledge, belief and opinion. • The complex nature of concepts such as truth and reality. <ul style="list-style-type: none"> • Debates about whether something can be proven. • Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things. Use of the term Waheguru and other titles used for God. <p>Multi, Sikh</p>	<p>How do/have religious groups contribute to society and culture?</p> <p>Christian teachings about compassion and care for the most vulnerable in society, eg, Agape, "Love your neighbour ..."</p> <ul style="list-style-type: none"> • Hindu teachings about compassion and care for the most vulnerable in society, eg, seva (to serve selflessly), following dharma (duty). • The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell. • The role of the Hindu community in charity work as an expression of dharma. E.g. Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha. • The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g. Mahatma Gandhi, Sannyasins. <p>Hindu, Christian</p>	<p>Why is there so much diversity of belief within ?</p> <p>Understand the Church as a global community of Christian believers.</p> <ul style="list-style-type: none"> • Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army. • Describe different expressions of Christian worship including for example the Eucharist and pilgrimage. • The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban. • Give of at least two key teachings from religious teachers such as Martin Luther, and how the Great Schism and the Reformation impacted Christianity. <p>Christian</p>	<p>What does sacrifice mean?</p> <p>At least one interpretation of the term 'sacrifice'</p> <ul style="list-style-type: none"> • The story of Abraham/Ibrahim and Isaac/Ismail and the place of sacrifice in Judaism/Islam <ul style="list-style-type: none"> • Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins. <ul style="list-style-type: none"> • Religious teachings about self-sacrifice. • Humanist views on altruism and charity, considering the reasoned approach to these. <p>Multi, Humanist</p>
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<p>Music</p> 	 <p>Perform: Become a musician specialising in a tuned instrument</p>	 <p>Perform: Produce sound with the correct technique</p>	 <p>Perform: Read musical notation, playing complex pieces</p>	 <p>Compose: Improvise using notes learnt</p>	 <p>Perform: Perform in parts as an ensemble</p>	 <p>Compose: Follow the leadership of a conductor to adjust performance</p>
<p>Computing</p> 	 <p>Code Studio</p> <p>In this unit, we will learn how to use blocks in order to write code. We will explore how to use sequencing to help write algorithms while developing our understanding of coding language.</p>	 <p>Can you code? Scratch</p> <p>In this unit, we will continue to develop our understanding of how to use block coding to create our own online games and interactive programs using Scratch.</p>	 <p>Meet the robots</p> <p>In this unit, we will learn how to research effectively to collect information, create a questionnaire to gather information and design and create our own robot.</p>	 <p>3D Printing</p> <p>In this unit, we will learn how to use a 3D modelling program to create and print a model robot.</p>	 <p>Web Developers</p> <p>In this unit, we will learn about how to develop our ideas for a website.</p>	 <p>Web Designers</p> <p>In this unit, we will learn how to design and create our own website using the website building application Google Sites.</p>
<p>Art & Design</p> 	 <p>Monuments</p> <p>In this unit, we will learn about different monuments from Ancient Rome and the Byzantine Empire and the geometric designs that they incorporate.</p>	 <p>Elements of Art: Space</p> <p>In this unit, we will learn about how space is used in artwork creating positive and negative space and how depth is created in art through the study of artists such as Picasso, Kandinsky and Keith Haring.</p>	 <p>Elements of Art: Light</p> <p>In this unit, we will learn how light is shown in art in different ways to create a three dimensional image.</p>	 <p>Elements of Art: Design</p> <p>In this unit, we will learn about creating collages to represent popular culture, mandalas and notans looking at artists including Eduardo Paolozzi and Richard Hamilton.</p>	 <p>Embroidery & Needlework</p> <p>In this unit, we will learn about a range of different stitches including half stitch, cross stitch, running stitch, back stitch and slip stitch.</p>	 <p>Embroidery & Needlework</p> <p>In this unit, we will learn about cross stitch patterns and how to execute these, weaving techniques and how to make a puppet joining materials together and adding details with additional fabrics.</p>
<p>French</p> 	 <p>Portraits – describing in French (5 lessons)</p> <p>In this project, pupils learn adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.</p>	 <p>Clothes-getting dressed in French (5 lessons)</p> <p>In this project, pupils learn vocabulary to describe items of clothing, along with the different forms of the indefinite article. Expressing opinions about outfits in French.</p>	 <p>French numbers, calendars and birthdays (5 lessons)</p> <p>In this project, pupils learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys. Researching the dates of French festivals.</p>	 <p>French food – miam, miam! (5 lessons)</p> <p>In this project, pupils learn food vocabulary and revising numbers to 100, this time in the context of money and prices. Developing language detective skills and confidence with practical conversational French.</p>		



<p>PE</p>	<p>Fundamentals (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 accelerate and decelerate.</p>	<p>Hockey (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>Football (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>Yoga (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>Cricket (6 Lessons)</p> <p>In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge 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>Athletics (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.</p>
	<p>Ball Skills (6 Lessons)</p> <p>In this unit, pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games.</p>	<p>Tag Rugby (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>Gymnastics (12 Lessons)</p> <p>In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances.</p>	<p>Netball (6 lessons)</p> <p>Netball is an invasion game. 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, as well as evaluating their own and others' performances.</p>	<p>Fitness (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>Roulers (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>