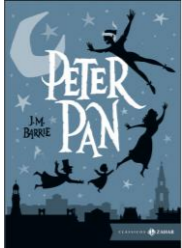
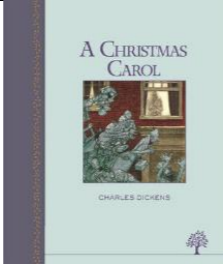
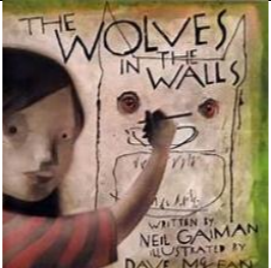

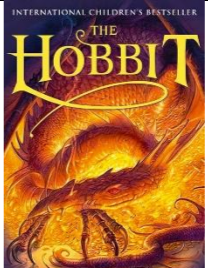
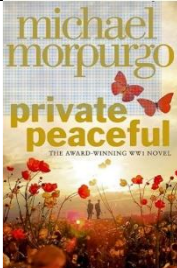

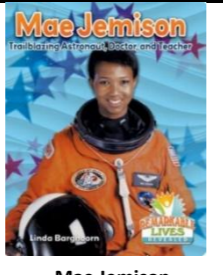




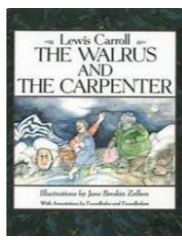

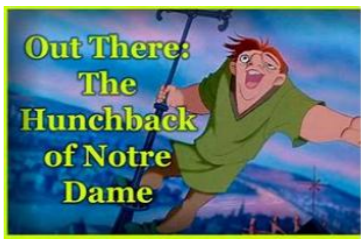






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Writing 	 One small step Taiko Studios	 AZZI IN BETWEEN SARAH GAYLAND	 Mars Transmission	 The Snowman Raymond Briggs	 How healthy behaviour supports children's wellbeing	 Emperor Penguins	 The most dangerous animal in the world Valerie Bloom
Text type	Narrative	Non-Fiction	Non-Fiction	Narrative	Non-fiction	Poetry	
Genre	Adventure	Speech	Transmission	Balanced Argument	Poetry	Non- chronological report	
Topic	Astronaut	The long journey	Transmission from a Planet	Screen or no screen?	The highway man.	Antartica	
Cross Curricular	Science/DT	PSHE	Science	PSHE	History	Science/Geograp hy	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading 	STORYTIME FAVOURITES 	FUNNY BOOKS 	THOUGHT-PROVOKING STORIES 	TOP-NOTCH NON FICTION 	DIVERSE AND INCLUSIVE 	MYSTERY AND DETECTIVE





<p>Fiction</p>	 <p>Children's Classics- Peter Pan by JM Barrie Lesson</p>	<p>A</p>  <p>Carol by Charles Dickens Lesson</p> <p>Christmas</p>	 <p>The Wolves In The Walls by Neil Gaiman Lesson</p>	 <p>Street Child by Berlie Doherty Lesson</p>	 <p>The Hobbit</p>	 <p>Private Peaceful Lesson</p>
<p>Non-fiction</p>	<p>Dorothy Vaughan Biography</p>  <p>Dorothy Vaughan Lesson</p>	 <p>Mae Jemison Epic Lesson</p>	 <p>Ada Lovelace Text</p>	<p>Elton John Lyrics</p> <p>Play "Circle Of Life" on Amazon Music Unlimited (ad)</p> <p>The Circle Of Life Lesson</p>	<p>SCIENTIFIC AMERICAN®</p> <p>Mentos and Coke Mentos and Coke Lesson</p>	 <p>International Women's Day and Clara Zetkin Lesson</p>
<p>Poetry and Song</p>	 <p>Do You Hear The People Sing from Les Misérables Lesson</p>	 <p>We Refugees by Benjamin Zephaniah Lesson</p>	 <p>The Walrus and the Carpenter by Lewis Carroll Lesson</p>	 <p>Eleanor Rigby by The Beatles Lesson</p>	 <p>Out There (The Hunchback Of Notre Dame) Lesson</p>	 <p>You Will Be Found from Dear Evan Hansen Lesson</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Maths</p> 	<p>Unit</p> <p>1</p> <p>Decimal fractions</p>	<p>2</p> <p>Money</p> <p>3</p> <p>Negative numbers</p>	<p>4</p> <p>Short multiplication and short division</p> <p>5</p> <p>Area and scaling</p>	<p>6</p> <p>Calculating with decimal fractions</p> <p>7</p> <p>Factors, multiples and primes</p>	<p>8</p> <p>Fractions</p>	<p>9</p> <p>Converting units</p> <p>10</p> <p>Angles</p>

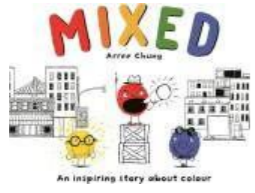
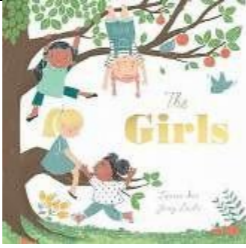
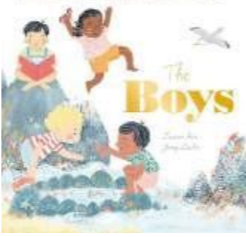

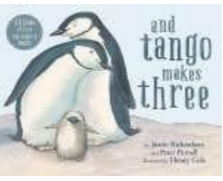









<p>Science</p>	<p>Earth and Space</p> <p>In this unit, we will learn about the Big Bang and the Universe, the movement around the sun in our Solar System and how gravity works.</p>	<p>Forces</p> <p>In this unit, we will learn about different types of forces and the effects they have on objects (including air resistance, water resistance and friction) and Newton's and Galileo's contributions to physics.</p>	<p>Properties and Changes of Materials</p> <p>In this unit, we will learn about the properties of a range of materials and reversible and irreversible changes.</p>	<p>Living Things and their Environments</p> <p>In this unit, we will learn about animal and plant life cycles with a focus on how different species reproduce.</p>	<p>Human Biology</p> <p>In this unit, we will learn about how human health, development and different ways that advancements in Science and Technology can affect us.</p>	<p>Revision Unit</p> <p>In this unit, we will review and extend our learning in a number of areas of Science including; Astronomy, Sound, Plants and Living things, Evolution and Inheritance, Forces and Materials.</p>
<p>History</p>	<p>British History: 18th Century Britain</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 things we still use in the UK today, such as roads, town, language and literacy.</p>	<p>British History: How Britain Gained an Empire</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>Locality Study: History of your area since 1066</p> <p>In this unit, we will learn that the crowns of Scotland and England were combined by King James VI as he became King James I of England, and how conflict led to civil war including the famous Gunpowder plot.</p>	<p>Non European Study: American Revolution</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>European History: French Revolution</p> <p>In this unit, we will learn that the Great Plague of 1665 was worse than ever before and led to the evacuation of London and that the Great Fire of London in 1666 lasted for 3 days causing a huge amount of damage.</p>	<p>Non-European Study: Slavery and Abolitionism</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> 	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Design: Design and explain electrical products, mechanisms and food products</p> </div> <div style="text-align: center;">  <p>Make: Make products using construction materials, electrical components</p> </div> </div> <p>This term, we will learn how to construct a three dimensional frame to make a structure such as a caddy. Also to use technical vocabulary relevant to the project.</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Cooking: Measure, weigh and combine ingredients hygienically</p> </div> <div style="text-align: center;">  <p>Nutrition: Learn about different nutrients and food groups</p> </div> </div> <p>This term, we will learn about cultural events and seasonal food. We will use this knowledge to design and make a seasonal food product, before evaluating the effectiveness of our designs and products. Also to use technical vocabulary relevant to the project.</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Evaluate: Evaluate a product against the initial design and consumers preference</p> </div> <div style="text-align: center;">  <p>Technical Knowledge: Use switches and circuits as well as methods to reinforce structures</p> </div> </div> <p>This term, we will learn how to create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. Also to use technical vocabulary relevant to the project.</p>			
<p>Geography</p> 	<div style="text-align: center;">  <p>Spatial Sense</p> </div> <p>In this unit, we will learn about different types of maps to understand the physical geography of a country and to locate countries and landmarks accurately as well as calculate time zones.</p>	<div style="text-align: center;">  <p>Seas and Oceans of the World</p> </div> <p>In this unit, we will learn about seas and oceans and the negative impact that humans can have on them such as plastic pollution, nitrogen and environmental disasters.</p>	<div style="text-align: center;">  <p>Mountains of the World</p> </div> <p>In this unit, we will learn about mountains around the world, where they are and how they were formed millions of years ago.</p>	<div style="text-align: center;">  <p>Earthquakes and Volcanoes</p> </div> <p>In this unit, we will learn about tectonic plates and how tectonic activity can lead to earthquakes and volcanoes and the effect these have on communities.</p>	<div style="text-align: center;">  <p>International Trade and the UK</p> </div> <p>In this unit, we will learn about globalisation, what the UK imports and how fair-trade impacts communities.</p>	<div style="text-align: center;">  <p>Islands of the World</p> </div> <p>In this unit, we will learn about the Caribbean islands and we will expand on previous learning, from earlier this year, about oceans, earthquakes and volcanoes.</p>
<p>PSHE</p> 	<p>Me and My Relationships Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs</p>	<p>Valuing Difference Recognising and celebrating difference, including religions and cultural Influence and pressure of social media</p>	<p>Keeping Myself Safe Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills</p>	<p>Rights and Responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending</p>	<p>Being my Best Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community</p>	<p>Growing and Changing Managing difficult feelings Managing change How my feelings help keeping safe Getting help</p>
<p>One Community,</p>	<p>Mixed by Arree Chung</p>	<p>The Girls by Lauren Ace</p>	<p>The Boys by Lauren Ace</p>	<p>Milo imagines the world by Matt de la Pena</p>	<p>And Tango makes Three by J. Richardson and P Parnell</p>	<p>My shadow is pink by Scott Stuart or Rurple Buttercup by Matthew</p>

















<p>Many Voices</p>						<p>Gray Gubler</p> 
	<p>How do I challenge racist behaviour?</p>	<p>What is a good friend?</p>	<p>Am I an island?</p>	<p>How do I remain non-judgemental?</p>	<p>Should books be banned?</p>	<p>How do I fit in?</p>
	<p>To consider responses to racist behaviour</p>	<p>To explore friendship</p>	<p>To check in with people</p>	<p>To try not to judge by appearance</p>	<p>To exchange dialogue and express an opinion</p>	<p>To find self-acceptance</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> <ul style="list-style-type: none"> The difference between their brain and their mind. More detail about each part of the brain and why they work the way they do. How they can train their brains in times of stress by using Happy Breathing when their Amygdala gets triggered. About how others react differently to them and that we all have different triggers that cause us to Fight, Flight or Freeze. About how to more intentionally look after their brains to keep them healthy. About the hormones in their brain and how they can manage them, including Dopamine and Cortisol. 	 <p>Celebrate: Understanding your unique Character Strengths and learning to celebrate them. This is a fantastic module for building self-esteem.</p> <ul style="list-style-type: none"> How the 24 Character Strengths are organised into 6 key virtues: Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence. That Strength Spotting shows children how strengths can be used in different ways. That they still have all 24 strengths but, when they use their Top 5, Team H-A-P feels at its best. How they can move their Character Strengths around and grow them through Neuroplasticity. That when they stop and reflect on using their Character Strengths, their Hippocampus will store it as a memory. They will learn that, when faced with a similar situation, they can remember how that strength can help. How Strength Spotting can help Team H-A-P feel happy as, when we use our Character Strengths, Dopamine gets released and we feel confident. They will also learn that using their strengths can help them manage their Cortisol levels. 	 <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> <ul style="list-style-type: none"> What appreciation means, and think of ways to show appreciation to others. What they should focus on when thinking about gratitude. They will explore 3 questions to help them develop deeper levels of gratitude. Why it is important to tell others that we're grateful for them and how it makes others feel good when we create a Gratitude Domino Effect. How gratitude helps our bodies stay calm and releases Dopamine. This then helps to keep Team H-A-P happy and the Amygdala calm. That when we regularly give and receive gratitude, Dopamine will continuously be released, and even thinking about experiences or people we are grateful for releases Dopamine. That the more we think about gratitude, the stronger the Neural Pathways get and the easier it becomes. That an Attitude of Gratitude helps us to see all things we are grateful for and makes the problems we face a little easier. That often the hardest category to think about gratitude for is ourselves. 	 <p>Relate: Understanding why positive relationships matter and how to build them. We're focussed on the building blocks of good relationships and friendships.</p> <ul style="list-style-type: none"> What their Top 5 strengths are and which virtues they fall under. That when they see things from different perspectives, they are using their Prefrontal Cortex and then their brain can remember this and store it in their Hippocampus. That they can train their brain to notice how people use their strengths differently. That strengths help release Dopamine and make Team H-A-P happy, calm and relaxed. That you are more likely to see different strengths and perspectives positively when Team H-A-P is working as a team. We can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives. That friends can help solve problems, and it is important to show gratitude towards them. This can help develop an Attitude of Gratitude, and the Gratitude Domino Effect makes everyone feel good. Skills needed to actively listen and how this will help them to 'Stop, Understand and Consider'. They will understand why this is so important in friendships. 	 <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"> That sometimes we need to think about what we are engaging in, and sometimes we do it on autopilot. When we engage in something and feel good, Team H-A-P love it because Dopamine is released in the brain, making it easier for us to succeed. Why their engagement levels may drop if their Amygdala takes over. How their feelings affect their ability to do well in an activity, and how Cortisol or Dopamine is released. About the difference between a team and individual goal, and how it is just as important to work as a team to set goals. Why the skill of perseverance is critical when working as part of a group. How understanding other people's Character Strengths can also help with team goals. 	



















<p>Religious Education</p>	<p> Is believing in God reasonable?</p> <p>Varying views about the existence of God: Ontological and Cosmological arguments as found in the work of St. Thomas Aquinas's <i>Summa Theologiae</i>.</p> <ul style="list-style-type: none"> • Difference between knowledge, belief and opinions about God's existence. <p> Multi, Humanist</p>	<p> How has belief impacted on music and art through history?</p> <p>Explain divergent role of music in worship and festivals in the life of the Christian Church.</p> <ul style="list-style-type: none"> ☑ Explain how art has been used in Christianity to reflect key events and facilitate worship. ☑ Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art. ☑ Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history. <p> Christian, Muslim</p>	<p> Why should we be good? What do the great philosophers teach about the meaning of life?</p> <ul style="list-style-type: none"> • The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. • The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato. • The work of one or two key philosophers such as Socrates/Plato and Descartes. • Consideration of consequences of action in relation to karma. <p> Buddhist/Christian</p>	<p> What difference does the resurrection make to Christians?</p> <p>Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.</p> <ul style="list-style-type: none"> • Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption). • Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus . • Practices and expression: worship: different expressions of Christian worship. • Festivals: the diverse ways in which people celebrate festivals such as Easter. <p> Christian</p>	<p> How do Hindus make sense of the world?</p> <p>The concepts of Brahman, Atman, Avatars, Ahimsa, Samsara and Karma.</p> <ul style="list-style-type: none"> • The different genres and interpretations of oral traditions and the Vedas. <ul style="list-style-type: none"> • The impact of events and experiences on Hindu beliefs. • Different views about the nature of knowledge, meaning and existence. Introducing ethical theory. • The impact of Ahimsa, Dharma and Karma on daily life and beyond. <p> Hindu</p>	
<p>Music</p>	<p> Perform: Maintain rhythmic accompaniment to a group performance</p>	<p> Perform: Follow a leader and interpret instructions accurately</p>	<p> Compose: Compose melodies with specific phrasing and structure</p>	<p> Compose: Write compositions using musical notation</p>	<p> Appraise: Discuss musical elements such as dynamics, rhythm, melody and harmony</p>	<p> Appraise: Understand the history behind a range of musical styles</p>



<p>Computing</p> 	 <p>Can you program? Code Studio</p> <p>In this unit, we will continue to develop our coding skills that we were developing in previous years. We will continue to explore the world of block coding by using functions and conditional statements to write more complex code.</p>	 <p>Journalists</p> <p>In this unit, we will be learning how to use online sources to create and manipulate content to create a newspaper article as well as researching and gathering information, organising our ideas and presenting it in a Google Doc.</p>	 <p>Animation Specialists</p> <p>In this unit, we will learn how to create stop motion animation using an animation application.</p>	 <p>Photo Editors</p> <p>In this unit, we will learn how to take photos in order to capture a specific theme using a variety of photography techniques before editing and enhancing them.</p>	 <p>Can you code? Scratch</p> <p>In this unit, we will learn to use the Scratch program to develop my understanding of coding and block coding.</p>	 <p>Blogging</p> <p>In this unit, we will learn about blogging and the reasons why so many people around the world have chosen to take this up full time.</p>
<p>Art & Design</p> 	 <p>Language of Art: Style</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>Landscapes</p> <p>In this unit, we will learn about landscape paintings and how to create texture and depth within them by looking at work from different artists where these skills have been used, including John Constable, Claude Monet, Thomas Gainsborough and Vincent van Gogh.</p>	 <p>Art of China</p> <p>In this unit, we will learn about traditional Chinese art and writing looking at the techniques that are used to create them.</p>	 <p>Photography</p> <p>In this unit, we will learn photography skills looking at a number of different ways to take photographs to achieve the most visually interesting image.</p>	 <p>Print and Printmaking</p> <p>In this unit, we will learn about creating patterns through a range of different printmaking techniques including monoprinting, relief printmaking and collagraphs.</p>	 <p>Print and Printmaking</p> <p>In this unit, we will continue to learn about different printmaking techniques looking at the intaglio method and silkscreen printing using famous artwork by Edvard Munch and Henri Matisse as inspiration for designs.</p>



<p>French</p> 	 <p>French monster pets <i>(5 Lessons)</i></p> <p>In this project, pupils revise noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place.</p>	 <p>Shopping in France <i>(5 Lessons)</i></p> <p>In this project, pupils learn to construct high numbers in French, developing food-related vocabulary, building on their understanding of sentence structures, questions and phrases.</p>	 <p>Verbs in a week <i>(5 Lessons)</i></p> <p>In this project, pupils identify the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.</p>			 <p>Meet my French family <i>(5 Lessons)</i></p> <p>In this project, pupils learn family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases.</p>
<p>PE</p> 	 <p>Basketball <i>(6 Lessons)</i></p> <p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>	 <p>Hockey <i>(6 Lessons)</i></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 hockey, 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>Football <i>(6 Lessons)</i></p> <p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>	 <p>Yoga <i>(6 Lessons)</i></p> <p>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 well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others</p>	 <p>Cricket <i>(6 Lessons)</i></p> <p>In this unit pupils develop 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 <i>(6 Lessons)</i></p> <p>In this unit, pupils 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, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin.</p>
	 <p>Tennis <i>(6 Lessons)</i></p> <p>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they</p>	 <p>Tag Rugby <i>(6 Lessons)</i></p> <p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When</p>	 <p>Gymnastics <i>(12 Lessons)</i></p> <p>In this unit pupils develop balancing, rolling,</p>	 <p>Netball <i>(6 lessons)</i></p> <p>Netball is an invasion game. In this unit pupils develop their understanding of the attacking</p>	 <p>Swimming <i>(12 Lessons)</i></p> <p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with</p>	 <p>Rounders <i>(6 Lessons)</i></p> <p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play</p>



	<p>use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p>	<p>attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p>jumping and inverted movements. They explore partner relationships such as canon and synchronization and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performance. IN gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>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>increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water</p>	<p>the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p>
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