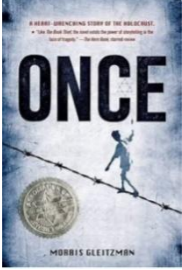

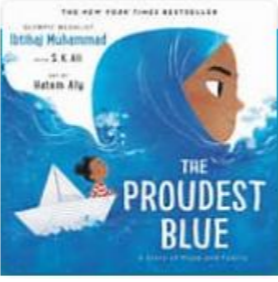
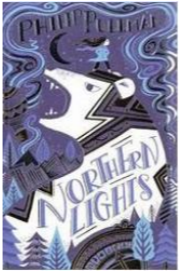
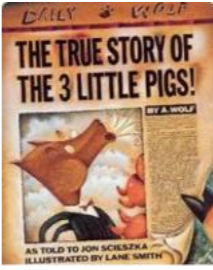
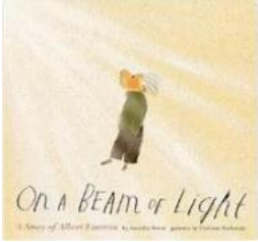


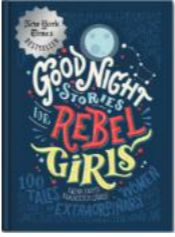



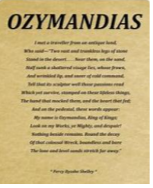




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
<b>Writing</b> 	 Hansel and Gretel by Neil Gaiman. 10	 Goldilocks and the Three Bears	 Paperman Disney	 CHARLES DICKENS'S A CHRISTMAS CAROL Letter to Mr Scrooge	 PHILIP PULLMAN The Firework maker's daughter	 EVEREST Everest by Sangma Francis and Lisk Feng	 KENSUKE'S KINGDOM MICHAEL MORPURGO Kensuke's Kingdom Michael Morpurgo	 On the ORIGIN of SPECIES The Origin of Species by Sabina Radeva 19	SATS Prep	 THE WORKS If by Rudyard Kipling	 POWER Pet Peaves	Play Performance and Rehearsal
<b>Text type</b>	Narrative	Non-Fiction	Narrative	Non-fiction	Narrative	Non-fiction			Poetry	Non-Fiction		
<b>Genre</b>	Traditional tale	Newspaper	Romance	Persuasive Letter	Adventure	Non-chronological Report	Adventure	Non-chronological report		Narrative poem	Diary entry	
<b>Topic</b>	Not as it seems	Guilty Or Not Guilty?	Together	Bah Humbug	Sparks will fly	Climbing High/Explorers	Island Adventure	Adaptation		Hope	Have your say	
<b>Cross Curricular</b>	Drama	Drama	DT	History	PSHE	Geography	Art	Science		PSHE	PSHE	

	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
<b>Reading</b> 	 BRIGHTSTORM  KATHERINE RUNDELL The EXPLORER	 MILES MORALES SHOCK WAVES  ALEX RIDER STORMBREAKER THE GRAPHIC NOVEL  CHILDREN who CHANGED THE WORLD	 THE LOST WHALE  FRONT DESK	 HOW EVERYTHING WORKS  TALES OF ANCIENT WORLDS  ADAM KAY KAY'S ANATOMY	 PATINA  RUNNING ON EMPTY  JEFFREY BOAKYE KOFI and the Rap Battle Summer	 ROBERT SWINDELLS ROOM 13  THE MIDDLER  ORPHANS OF THE TIDE  BOY IN THE TOWER








<p>Fiction</p>	 <p>Once by Morris Gleitzman <a href="#">Lesson</a></p>	 <p>Autism The London Eye Mystery by Siobhan Dowd <a href="#">Lesson</a></p>	 <p>The Proudest Blue <a href="#">Lesson</a></p>	 <p>Northern Lights by Philip Pullman <a href="#">Lesson</a></p>	 <p>Critiquing the media The True Story Of The Three Little Pigs by Jon Scieszka <a href="#">Lesson</a></p>	<p>PLAY Rehearsals and Performance this half term</p>
<p>Non-fiction</p>	 <p>On A Beam Of Light by Jennifer Berne <a href="#">Lesson</a></p>	 <p>Alan Turing <a href="#">Text Lesson</a></p>	 <p>Electricity- James Chadwick <a href="#">Text Lesson</a></p>	 <p>Amna Al Haddad and Mary Kom Goodnight Stories For Rebel Girls <a href="#">Lesson</a></p>	<p>Comprehension SATS focus</p>	<p>PLAY Rehearsals and Performance this half term</p>
<p>Poetry and Song</p>	 <p>Both sides now By Joni Mitchell Song</p>	 <p>Waving through a Window From Dear Evan Hansen  Song from a Musical</p>	 <p>Jabberwocky by Lewis Carroll <a href="#">Lesson</a></p>	 <p>Ozymandias by Percy Bysshe Shelley <a href="#">Lesson</a></p>	<p>Comprehension SATS focus</p>	<p>PLAY Rehearsals and Performance this half term</p>








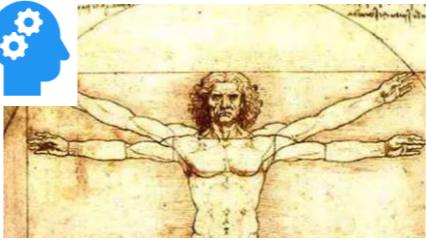




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<p><b>Science</b></p>	<p><b>Light</b></p> <p>In this unit children will learn how light travels from a source to allow us to see how it can be reflected or refracted and how the colour spectrum is created.</p>	<p><b>Electricity</b></p> <p>In this unit children will learn about renewables and non renewable energy sources, different components that make a circuit and further build on our understanding of electrical conductors and insulators through creating our own parallel and series circuits</p>	<p><b>Classification of Living Things</b></p> <p>In this unit children will learn about Linneaus' classification system and create their own classification keys to group a wide range of living things.</p>	<p><b>Evolution and Inheritance</b></p> <p>In this unit children will learn about different theories of evolution, different ways that animals have adapted over time, natural selection and inheritance.</p>	<p><b>The Human Body &amp; Circulation</b></p> <p>In this unit children will learn about the circulatory system as well as the effects on the body of smoking and alcohol consumption.</p>	<p><b>Transition Unit</b></p> <p>In this unit children will learn about the structures of atoms, elements and molecules and how they interact as well as being introduced to the work of Albert Einstein</p>																														
<p><b>History</b></p>	<p><b>British History: Industrial Revolution</b></p> <p>In this unit, we will learn that the Industrial Revolution was the transition to new manufacturing processes and how the factory system in Britain depended on the ability to transport raw materials and finished goods over long distances.</p>	<p><b>British History: 19th Century Britons - The Victorians</b></p> <p>In this unit, we will learn that during the 19th Century people used protest as a means of achieving change for society and that more people wanted the right to vote; this led to different Acts being passed that changed systems, such as the introduction of workhouses and new prisons.</p>	<p><b>Non-European Study: US Civil War</b></p> <p>In this unit, we will learn that the differences between the North and the South created divisions across the country, and that after four years of fighting, President Lincoln's Gettysburg Address became a turning point for America</p>	<p><b>Civilization Study: South American (Inca)</b></p> <p>In this unit, we will learn that the Incas, who were originally a small tribe in the highlands of Peru during the 1400s, and how in less than a century they built one of the largest, most tightly controlled empires the world has ever known</p>	<p><b>British History: British Empire</b></p> <p>In this unit, we will learn that during the 19th century the British Empire continued to grow, taking control of approximately one quarter of the world's entire population at the time, including colonising Australia, most of India and taking part in the Scramble for Africa</p>	<p><b>British History: World War 2</b></p> <p>In this unit, we will learn that World War Two was a war fought from 1939 to 1945 between the Axis powers - Germany, Italy and Japan and the Allies, including France and Britain.</p>																														

<p><b>DT</b></p>	<p><b>Designer Bags (Textiles):</b></p> <p>A tote bag is a large, open-top bag with parallel handles, used for carrying various items. It is versatile, practical, and made from sturdy materials like canvas or leather. Tote bags come in different designs and colours and are often chosen as an eco-friendly alternative to plastic bags.</p>		<p><b>Mechanical Systems - Funfair Engineers</b></p> <p>Building on their existing knowledge of working mechanics, children will explore the fascinating world of pulleys and gears. In this unit, they will unleash their creativity and engineering skills to design and construct their very own funfair ride: a magnificent rotating Ferris wheel!</p>		<p><b>Cooking and Nutrition - Great British Bake Off (Part 2)</b></p> <p>In this unit, children will delve into the world of seasonal produce, embarking on a culinary journey to craft an assortment of delectable muffins. They will embark on an exploration of intricate flavour pairings, aiming to elevate a basic recipe to new heights. Following their culinary creations, they will engage in an evaluation, assessing their muffins for qualities like flavour and texture.</p>	
<p><b>Geography</b></p>	<p>In this unit, children will learn about different types of settlement and land use; economic activity and the distribution of natural resources including energy, food, minerals and water.</p>	<p><b>Spatial Sense</b></p> <p>In this unit children will learn about lines of longitude and latitude and develop an understanding of maps for different purposes.</p>	<p>In this unit children will learn about the process of erosion to create landforms, the factors that affect population distribution and the causes and consequences of flooding.</p>	<p>In this unit children will learn about Rio de Janeiro exploring the wealth of the country and the impact this has on living conditions, growing up there and more general social and economic issues.</p>	<p>In this unit children will learn about Shackleton's exploration of Antarctica and we will explore the composition of Antarctica and why people are drawn to exploring it today.</p>	<p>In this unit children will learn about the physical features of the capital cities (London, Edinburgh, Cardiff and Belfast) and how they are different to one another.</p>
<p><b>PSHE</b></p>	<p><b>Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>Assertiveness</li> <li>Cooperation</li> <li>Safe/unsafe touches</li> <li>Positive relationships</li> </ul>	<p><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>Recognising and celebrating difference</li> <li>Recognising and reflecting on prejudice-based bullying</li> <li>Understanding Bystander behaviour</li> <li>Gender stereotyping</li> </ul>	<p><b>Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>Understanding emotional needs</li> <li>Staying safe online</li> <li>Drugs: norms and risks (including the law)</li> </ul>	<p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>Understanding media bias, including social media</li> <li>Caring: communities and the environment</li> <li>Earning and saving money</li> <li>Understanding democracy</li> </ul>	<p><b>Being my Best</b></p> <ul style="list-style-type: none"> <li>Aspirations and goal setting</li> <li>Managing risk</li> <li>Looking after my mental health</li> </ul>	<p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>Coping with changes</li> <li>Keeping safe</li> <li>Body Image</li> <li>Sex education</li> <li>Self-esteem</li> </ul>
<p><b>One Community, Many Voices</b></p>	<p>You're so amazing - by James &amp; Lucy Catchpole</p> <p>Is our school inclusive and accessible to everyone?</p> <p>To consider attitudes towards disability</p>	<p>Saving the Butterfly - Helen Cooper &amp; Gill Smith</p> <p>How am I shaped by my experiences?</p> <p>To consider how experiences shape us</p>	<p>Introducing Teddy by Jessica Walton</p> <p>How does my language affect a person?</p> <p>To show acceptance and non-judgement</p>	<p>You need to chill by Juno Dawson</p> <p>Do I need to ask what happened to Bill?</p> <p>To consider responses to change</p>	<p>The Island by Armin Greder</p> <p>Where do racist ideas come from?</p> <p>To consider the causes of racism</p>	<p>The Proudest Blue by Ibtihaj Muhammad</p> <p>How can transitioning be hard to do?</p> <p>To consider how new experiences</p> <p>A Day in the life of Marlon Bundo by Marlon Bundo and Jill Twiss</p> <p>How can democracy affect equality?</p> <p>To consider democracy</p>









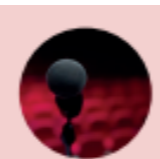






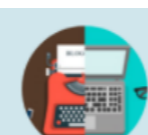




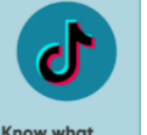




						affect us	
	 <p><b>Meet Your Brain:</b> Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.</p> <ul style="list-style-type: none"> <li>About using a growth mindset and self-regulation techniques in times of stress.</li> <li>To reflect on their stress points as they relate to transitioning to secondary school (as these are different for everyone) and work through strategies to cope with these scenarios.</li> <li>To train their brain and how it grows each time they do this.</li> <li>About the links between their thoughts, feelings and actions and how the thoughts they have can influence how they act.</li> <li>About calming their Amygdala when facing stressful thoughts or having a tough time.</li> <li>How to manage their emotions to move forward positively and learn that they can train their minds just like their bodies.</li> <li>How to re-frame scary challenges to become exciting opportunities.</li> </ul>	 <p><b>Celebrate:</b> 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"> <li>What their top Character Strengths are based on completing an official survey which will rank their strengths from 1-24.</li> <li>More about what each of the 24 Character Strengths means and how they help them each day.</li> <li>How to grow their strengths to help them with transition and overcome challenges.</li> <li>How their Character Strengths have helped them get to this point in their lives and how these skills and strengths are transferable to the secondary school environment.</li> </ul>	 <p><b>Appreciate:</b> 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"> <li>How gratitude can help them think about all they have in their lives to be thankful for.</li> <li>How to build their resilience by looking at when their bucket is full vs when their bucket is empty.</li> <li>How focussing on their appreciation around the strengths work they have done can remind them of what they DO have during times of stress.</li> <li>To establish a new perspective on how gratitude can help them to build resilience when they face tough times.</li> </ul>	 <p><b>Relate:</b> 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"> <li>Relationship building powers, i.e. how they go about making friendships today – what strengths they have here and what they can develop.</li> <li>How those skills are transferable to their upcoming changing environment.</li> <li>Strategies to manage friendships through change, transition and peer pressure by practising different communication strategies.</li> <li>Strategies for seeing different perspectives through role play.</li> </ul>	 <p><b>Engage:</b> 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"> <li>How to set goals linked to transition, which they can work towards to help them feel more comfortable with what is ahead.</li> <li>How to recognise their concerns and define strategies to overcome them.</li> <li>How they can use their strengths to leverage the opportunities they are excited about.</li> <li>How to create goals around leveraging and practising the tools they have learned as they progress through to secondary school.</li> </ul>		



<p>Religious Education</p> 	  <p><b>How and why does religion bring peace and conflict?</b> Moral philosophy: investigation of moral issues such as peace and conflict.</p> <ul style="list-style-type: none"> <li>Christianity, Hinduism, Islam: individual, community and society: the life and work of a Christian/Muslim/Hindu individual whose faith</li> </ul>	  <p><b>How do Buddhists explain the suffering in the world?</b> The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five</p>	  <p><b>What does it mean to be human? Is being happy the greatest purpose in life?</b></p> <ul style="list-style-type: none"> <li>St. Augustine's ideas on sin as a defect rather than an effect - referring to</li> </ul>	  <p><b>Creation or science: conflicting or complementary?</b> Creation: Christian belief that humans are made in God's image, by God.</p>	  <p><b>How do beliefs shape identity for Muslims?</b> The ways in which the Qur'an and Hadith form a source of authority.</p> <ul style="list-style-type: none"> <li>Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi).</li> </ul>
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	<p>impacted on their actions.</p> <ul style="list-style-type: none"> <li>The impact of Christian/Muslim/Hindu teachings on daily life.</li> <li>Hinduism: ahimsa: non-violence springs naturally from the Hindu belief of unity in diversity.</li> <li>The impact of ahimsa on daily life, including many Hindus being vegetarian.</li> <li>The role of the Muslim community in charity work as an expression of their faith.</li> </ul>  <p>Multi</p>	<p>Precepts.</p> <ul style="list-style-type: none"> <li>The use of Jakata Tales as a source of moral guidance.</li> <li>The different views about the nature of knowledge, meaning and existence.</li> <li>Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma.</li> </ul>  <p>Buddhist</p>	<p>Socrates and Plato's work stating that ignorance is the cause of sin.</p> <ul style="list-style-type: none"> <li>Theological understandings of right and wrong - viewing St. Augustine's ideas about 'bodily desires' overthrowing the soul's desire to be virtuous.</li> <li>Moral issues such as poverty and wealth, peace and conflict or justice and injustice - looking at Christian attitudes to suffering after St. Augustine's <i>City of God</i> in which he argues that suffering in this life is of little consequence when considering the Last Judgement.</li> <li>Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife.</li> <li>The work of Jeremy Bentham and John Stuart Mill on Utilitarianism.</li> </ul>  <p>Christian, Humanist</p>	<ul style="list-style-type: none"> <li>Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations.</li> <li>Scientific Theory: The Big Bang Theory.</li> <li>Textual theology: consideration of the genre of Genesis.</li> <li>Logic: debates about whether some things can be proven.</li> </ul>  <p>Christian, Humanist</p> <p>(None in Summer 1)</p>	<ul style="list-style-type: none"> <li>Muslim perspectives on moral issues including the idea of 'intention'.</li> <li>The role of the Masjid (mosque).</li> <li>The significance and impact of Five Pillars of Islam.</li> <li>The importance of Ramadan, the two Eid festivals and Jumah Prayers.</li> </ul>  <p>Muslim</p>	
<p>Music</p> 	 <p><b>Perform:</b> Sing in three-part harmony arrangements</p> <p>Pop music originated in the 1950s in the US and the UK. It combines influences from blues and jazz, traditional folk, and classical styles of music, with a focus on the performer and their personality, and on catchy, memorable songs.</p>	 <p><b>Compose:</b> Compose pop songs and lyrics as part of a group</p> <p>Rhythm, the pattern of long and short sounds that you hear, is one of the <i>musical elements</i> or <i>interrelated dimensions of music</i>.</p>	 <p><b>Compose:</b> Improvise as a soloist during group performance</p>	 <p><b>Appraise:</b> Identify and describe a range of instruments and discuss their function</p>	<p>Play rehearsal and songs</p>	<p>Play rehearsal and songs</p>
<p>Computing</p> 	 <p>Can you code? Code Studio</p>  <p>Analyse and classify suitable online behaviour</p> <p>In this unit children will finish developing our block coding skills that we have been developing in previous years. By the end of the unit children will be able to write code confidently using a variety of coding blocks to get specific outcomes with specific functions, variables and parameters.</p>	 <p>Can you program? Scratch</p>  <p>Evaluate the risk the internet can have on everyday life</p> <p>In this unit children will learn how all our concepts of coding come together to create a functioning application with a practical purpose. Children will use Scratch to write their own code and create interactive games using a variety of tools.</p>	 <p>Script Writers</p>  <p>Critically analyse content that can be viewed online</p> <p>In this unit children will learn how to use an online document and its formatting and editing functions to create their own script.</p>	 <p>Film Editors</p>  <p>Know how advertisers target and group individuals</p> <p>In this unit children will learn how to use online editing software to make changes and create their own film.</p>	 <p>Python - module 1</p>  <p>Know what effect my online presence can have on later life</p> <p>In this unit, children will learn to use Python a coding platform that is used in the science and finance industry building on our knowledge of Code.org and Scratch.</p>	 <p>Python - module 2</p>  <p>Can critically evaluate the usefulness of online safety features</p> <p>In this unit children will continue to build on their knowledge of the coding language Python, by looking at how to apply complicated code to program multi levelled applications.</p>

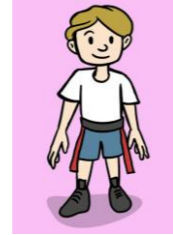


<p><b>Art &amp; Design</b></p>	<p><b>Language of art - LS Lowry</b></p> <p>In this unit children will learn about the artist Lowry and how he created the perspective of buildings and movement of figures in his artwork</p>	<p><b>Victorian Artists</b></p> <p>In this unit, children will learn about art produced by a range of artists during the Victorian era (including Paul Signac and Edvard Munch) with a particular focus on how line, colour and texture can be used in artwork.</p>	<p><b>American Artists</b></p> <p>In this unit children will learn about different techniques used by pop artists including Roy Lichtenstein, Alma Thomas and Keith Haring.</p>	<p><b>Art of Latin Artists</b></p> <p>In this unit children will learn about art styles from Latin America including Ojo de Digs, molas and the artist Beatriz Milhazes.</p>	<p><b>Photography. Painting and Block Printing</b></p> <p>In this unit children will learn how to take illusion photographs using land art, how to create an abstract painting and how to carve a printing plate studying the artists Andy Goldsworthy and Vincent van Gogh.</p>	<p><b>Great Artists of the 20<sup>th</sup> Century</b></p> <p>In this unit children will learn about famous artwork from artists including Jackson Pollock, Banksy and Gustav Klimt looking at how to recreate work in the style of these artists.</p>
<p><b>French</b></p>		<p><b>French sport and the Olympics</b> (5 lessons)</p> <p>In this project, conjugating the verb 'aller' - to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive.</p>	<p><b>In my French house</b> (5 lessons)</p> <p>In this project, Learning how to describe a house - the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms</p>		<p><b>Planning a French holiday</b> (5 lessons)</p> <p>In this project, pupils learn to use a combination of present and near-future tenses, and becoming familiar with holiday-related vocabulary around packing a suitcase and planning a journey</p>	<p><b>Visiting a town in France</b> (5 lessons)</p> <p>In this project, pupils learn directional and transport vocabulary and prepositional phrases, practising giving opinions and talking about a trip to France.</p>
<p><b>PE</b></p>	<p><b>Basketball</b> (6 Lessons)</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><b>Hockey</b> (6 Lessons)</p> <p>In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games</p>	<p><b>Football</b> (6 Lessons)</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><b>Yoga</b> (6 Lessons)</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><b>Cricket</b> (6 Lessons)</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><b>Athletics</b> (6 Lessons)</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, 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, short distance running, triple jump, discus and shot put.</p>



**Tennis**  
*(6 Lessons)*

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 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.



**Tag Rugby**  
*(6 Lessons)*

In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When 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.



**Gymnastics**  
*(12 Lessons)*

In this unit pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances.



**Netball**  
*(6 lessons)*

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.



**Fitness**  
*(6 Lessons)*

In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. 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 in which they make the most improvement using the data they have



**Rounders**  
*(6 Lessons)*

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 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.

