
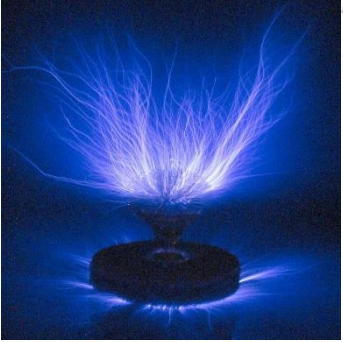
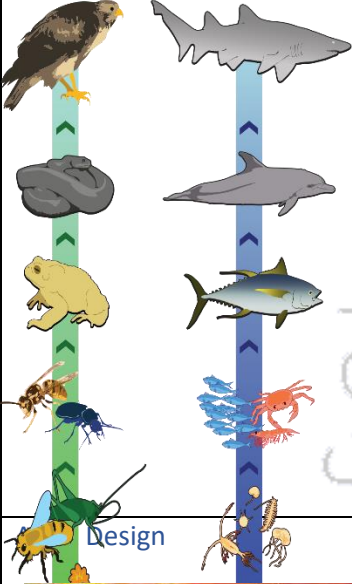




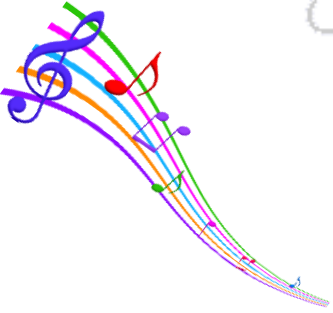
Curriculum Map – Year Four	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	Anglo-Saxons		Earth Matters		Ancient Egypt	
Writing 	<u>Genre:</u> Recount – diary Letter Newspaper report Narrative – historical fiction Haiku poem		<u>Genre:</u> Persuasive letter Balanced argument – discussion (letter) Play script Free verse poem Autobiography		<u>Genre:</u> Instructions Non-chronological report Biography Narrative - myths Narrative – adventure story Setting description	
Curriculum Text 	<u>Text:</u> Anglo-Saxon Boy		<u>Text:</u> The Lorax		<u>Text:</u> Life in Ancient Egypt	
Maths	<u>Strands:</u> Place Value Addition Subtraction		<u>Strands:</u> Place Value Addition Subtraction		<u>Strands:</u> Decimals Measurement – money Measurement – time	

	<p>Measurement – length &amp; perimeter</p> <p>Multiplication</p> <p>Division</p> <p><u>Times tables:</u></p> <p>Six</p> <p>Twelve</p>		<p>Measurement – length &amp; perimeter</p> <p>Multiplication</p> <p>Division</p> <p><u>Times tables:</u></p> <p>Seven</p> <p>Nine</p> <p>Eleven</p>		<p>Statistics</p> <p>Properties of shape</p> <p>Position &amp; Direction</p> <p><u>Times tables:</u></p> <p>All</p>
<p>Science</p> 	<p><u>Living Things And Their Habitats</u></p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can</li> </ul>	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their</li> </ul>	<p><u>Sound</u></p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the</li> </ul>	<p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• identify whether or not a lamp will light in a simple series</li> </ul>	<p><u>States of Matter</u></p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>


	<p>change and that this can sometimes pose dangers to living things.</p>	<p>simple functions</p> <ul style="list-style-type: none"> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p>object that produced it</p> <ul style="list-style-type: none"> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p>circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none"> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	
<p>Design</p> 	<p><u>Drawing</u></p> <p>Power Prints</p> <ul style="list-style-type: none"> <li>• Generating ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning more purposefully for an outcome.</li> </ul>	<p><u>Painting and Mixed media</u></p> <p>Light and Dark</p> <ul style="list-style-type: none"> <li>• Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li> </ul>	<p><u>Craft and Design</u></p> <p>Ancient Egyptian Scrolls</p> <ul style="list-style-type: none"> <li>• Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process.</li> <li>• Using sketchbooks for a wider range of purposes,</li> </ul>		

	<ul style="list-style-type: none"> <li>• Using sketchbooks purposefully to improve understanding, developing ideas and planning for an outcome.</li> <li>• Using growing knowledge of different drawing materials, combining media for effect.</li> <li>• Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</li> <li>• Evaluating their work more regularly and independently during the planning and making process.</li> </ul>	<ul style="list-style-type: none"> <li>• Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</li> <li>• Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> <li>• Exploring the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint.</li> <li>• Developing greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects.</li> <li>• Using subject vocabulary confidently to describe and compare creative works.</li> <li>• Building a more complex vocabulary when discussing their own and others' art.</li> <li>• Evaluating their work more regularly and independently during the planning and making process.</li> </ul>	<p>for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <ul style="list-style-type: none"> <li>• Drawing with expression and beginning to experiment with gestural and quick sketching.</li> <li>• Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> <li>• Using mixed media techniques to make different surfaces for painting and drawing.</li> <li>• Learning a new making technique (paper making) and applying it as part of their own project.</li> <li>• Investigating the history of a craft technique and sharing that knowledge in a personal way.</li> </ul>
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<p>Design Technology</p> 	<p><u>Structures</u></p> <p>Pavilions</p> <ul style="list-style-type: none"> <li>• Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect.</li> <li>• Building frame structures designed to support weight.</li> <li>• Creating a range of different shaped frame structures.</li> <li>• Making a variety of free-standing frame structures of different shapes and sizes.</li> </ul>	<p><u>Electrical Systems</u></p> <p>Torches</p> <ul style="list-style-type: none"> <li>• Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.</li> <li>• Making a torch with a working electrical circuit and switch.</li> <li>• Using appropriate equipment to cut and attach materials.</li> <li>• Assembling a torch according to the design and success criteria.</li> <li>• Evaluating electrical products.</li> <li>• Testing and evaluating the success of a final product.</li> </ul>	<p><u>Mechanical Systems</u></p> <p>Making a Slingshot Car</p> <ul style="list-style-type: none"> <li>• Designing a shape that reduces air resistance.</li> <li>• Drawing a net to create a structure from.</li> <li>• Choosing shapes that increase or decrease speed as a result of air resistance.</li> <li>• Personalising a design.</li> <li>• Measuring, marking, cutting and assembling with increasing accuracy.</li> <li>• Making a model based on a chosen design.</li> </ul>

	<ul style="list-style-type: none"> <li>• Selecting appropriate materials to build a strong structure and for the cladding.</li> <li>• Reinforcing corners to strengthen a structure.</li> <li>• Creating a design in accordance with a plan.</li> <li>• Learning to create different textural effects with materials.</li> </ul>			<ul style="list-style-type: none"> <li>• Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.</li> </ul>		
<p>Music</p> 	<p><b>Musical Spotlight:</b> Musical Structures</p> <p><b>Social Question:</b> How Does Music Bring Us Together?</p> <ul style="list-style-type: none"> <li>•Tempo: Moderato — at a moderate speed (112 bpm)</li> <li>•Time signature: 4/4</li> </ul>	<p><b>Musical Spotlight:</b> Exploring Feelings When You Play</p> <p><b>Social Question:</b> How Does Music Connect Us With Our Past?</p>	<p><b>Musical Spotlight:</b> Compose with Your Friends</p> <p><b>Social Question:</b> How Does Music Improve Our World?</p> <ul style="list-style-type: none"> <li>•Tempo: Allegro — At a brisk speed (150 bpm)</li> <li>•Time signature: 4/4</li> <li>•Time signature: 3/4 — there are three</li> </ul>	<p><b>Musical Spotlight:</b> Feelings Through Music</p> <p><b>Social Question:</b> How Does Music Teach Us About Our Community?</p> <ul style="list-style-type: none"> <li>•Tempo: Andante — at a walking pace (97 bpm)</li> <li>•Time signature: 4/4</li> </ul>	<p><b>Musical Spotlight:</b> Expression and Improvisation</p> <p><b>Social Question:</b> How Does Music Shape Our Way of Life?</p>	<p><b>Musical Spotlight:</b> The Show Must Go On!</p> <p><b>Social Question:</b> How Does Music Connect Us with the Environment?</p>

	<ul style="list-style-type: none"> <li>•Time signature: 4/4 — there are four crotchet beats in a bar</li> <li>•Key signature: C major</li> <li>•Key signature: C major — there are no sharps or flats in the key signature</li> <li>•Notes: C, D, E, G, A (C pentatonic)</li> </ul> <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers</p>	<ul style="list-style-type: none"> <li>•Tempo: Andante — at a walking pace (97 bpm)</li> <li>•Time signature: 4/4</li> <li>•Time signature: 2/4 — there are two crotchet beats in a bar</li> <li>•Key signature: C major</li> <li>•Key signature: F major — there is one flat in the key signature (b)</li> <li>•Notes: C, D, E, G, A</li> </ul>	<p>crotchet beats in a bar</p> <ul style="list-style-type: none"> <li>•Key signature: C major</li> <li>•Key signature: G major — there is one sharp in the key signature (#)</li> <li>•Notes: C, D, E, G, A (C pentatonic)</li> </ul> <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers</p>	<ul style="list-style-type: none"> <li>•Time signature: 2/4 — there are two crotchet beats in a bar</li> <li>•Key signature: C major</li> <li>•Key signature: G major — there is one sharp in the key signature (#)</li> <li>•Notes: C, D, E, G, A (C pentatonic)</li> </ul> <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers</p>	<ul style="list-style-type: none"> <li>•Tempo: Adagio — at a slow speed (68 bpm)</li> <li>•Time signature: 4/4</li> <li>•Time signature: 4/4 — there are four crotchet beats in a bar</li> <li>•Key signature: A minor</li> <li>•Key signature: A minor — there are no sharps or flats in the key signature</li> <li>•Notes: A, B, C, D, E, F, G</li> </ul> <p>Rhythmic patterns using: Minims, crotchets, dotted</p>	<ul style="list-style-type: none"> <li>•Tempo: Moderato — at a moderate speed (114 bpm)</li> <li>•Time signature: 4/4</li> <li>•Time signature: 4/4 — there are four crotchet beats in a bar</li> <li>•Key signature: A minor</li> <li>•Key signature: C major — there are no sharps or flats in the key signature</li> <li>•Notes: A, B, C, D, E, F, G</li> </ul> <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers</p>
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		<p>(C pentatonic)</p> <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers</p>			<p>quavers, quavers and semiquavers</p>	
<p>History</p> 	<p><u>Skill: Historical Enquiry and Interpretation</u></p> <ul style="list-style-type: none"> <li>• look at available evidence</li> <li>• begin to evaluate the usefulness of different sources and provide an account</li> <li>• use text books and historical knowledge</li> <li>• compare accounts of events from different sources. Fact or fiction</li> <li>• understand that sources can contradict each other</li> <li>• use sources to answer questions about the past</li> <li>• use evidence to build up a picture of a past event</li> </ul>		<p><u>Skill: Understanding The Past</u></p> <ul style="list-style-type: none"> <li>• use evidence to reconstruct life in time studied</li> <li>• identify key features and events</li> <li>• look for links and effects in time studied</li> <li>• offer a reasonable explanation for some events</li> <li>• develop a broad understanding of ancient civilisations</li> <li>• use terms related to the period and begin to date events</li> <li>• understand more complex terms e.g. BCE/AD</li> </ul>			





- choose relevant material to present a picture of one aspect of life in time past
- ask a variety of questions
- use the library/e-learning for research

Knowledge: Britain's settlement by Anglo-Saxons and Scots

- Roman withdrawal from Britain
- Scots invasions
- Alfred the Great
- King Ethelbert
- Anglo-Saxon invasions, settlements and kingdoms: place names, village life, homes and farming
- Anglo-Saxon art and culture: stories, food, music, jewellery, feasting

- Present findings and communicate knowledge and understanding in different ways
- Provide an account of a historical event based on more than one source

Knowledge: the achievements of the earliest civilizations – Ancient Egypt

- pharaohs
- pyramids, sphinx, tombs
- mythology
- life & culture: homes, food, jobs, clothes, jewellery, the 3 Rs.

Geography

Are all settlements the same?


- Locate some cities in the UK.
- Describe the

Why do people live near volcanoes?

- Name all four layers of the Earth in the correct

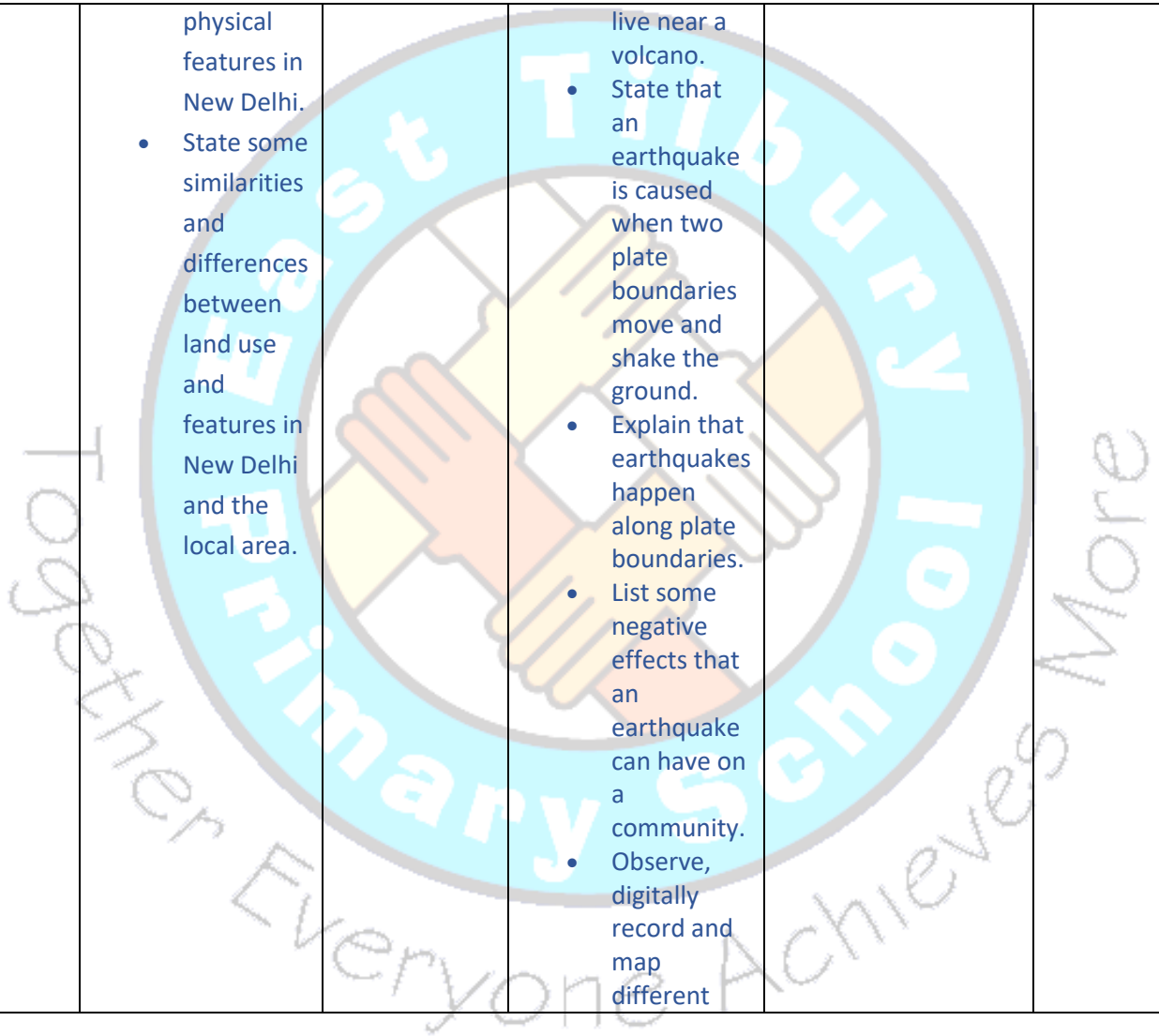
What are rivers and how are they used?

- Identify water stores and processes in

	<p>difference between villages, towns and cities.</p> <ul style="list-style-type: none"> <li>• Identify features on an OS map using the legend.</li> <li>• Describe the different types of land use.</li> <li>• Follow a route on an OS map.</li> <li>• Discuss reasons for the location of human</li> </ul>		<p>order, stating one fact about each layer.</p> <ul style="list-style-type: none"> <li>• Explain one or more ways a mountain can be formed.</li> <li>• Give a correct example of a mountain range and its continent.</li> <li>• Describe a tectonic plate and know that mountains occur along plate boundaries.</li> <li>• Correctly label the features of shield and composite</li> </ul>	<p>the water cycle.</p> <ul style="list-style-type: none"> <li>• Describe the three courses of a river.</li> <li>• Name the physical features of a river.</li> <li>• Name some major rivers and their location.</li> <li>• Describe different ways a river is used.</li> <li>• List some of the problems around rivers.</li> <li>• Describe human and physical features around a river.</li> <li>• Identify the location of a</li> </ul>		
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	<p>and physical features.</p> <ul style="list-style-type: none"> <li>• Locate some geographical regions in the UK.</li> <li>• Identify and begin to offer explanations about changes to features in the local area.</li> <li>• Describe the location of New Delhi.</li> <li>• Identify some human and</li> </ul>		<p>volcanoes and explain how they form.</p> <ul style="list-style-type: none"> <li>• Name three ways in which volcanoes can be classified.</li> <li>• Describe how volcanoes form at tectonic plate boundaries.</li> <li>• Explain a mix of negative and positive consequences of living near a volcano.</li> <li>• State whether they would or would not want to</li> </ul>	<p>river on an OS map.</p> <ul style="list-style-type: none"> <li>• Make a judgement on the environmental quality in a river environment .</li> <li>• Make suggestions on how a river environment could be improved.</li> </ul>		
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	<p>physical features in New Delhi.</p> <ul style="list-style-type: none"> <li>• State some similarities and differences between land use and features in New Delhi and the local area.</li> </ul>		<p>live near a volcano.</p> <ul style="list-style-type: none"> <li>• State that an earthquake is caused when two plate boundaries move and shake the ground.</li> <li>• Explain that earthquakes happen along plate boundaries.</li> <li>• List some negative effects that an earthquake can have on a community.</li> <li>• Observe, digitally record and map different</li> </ul>			
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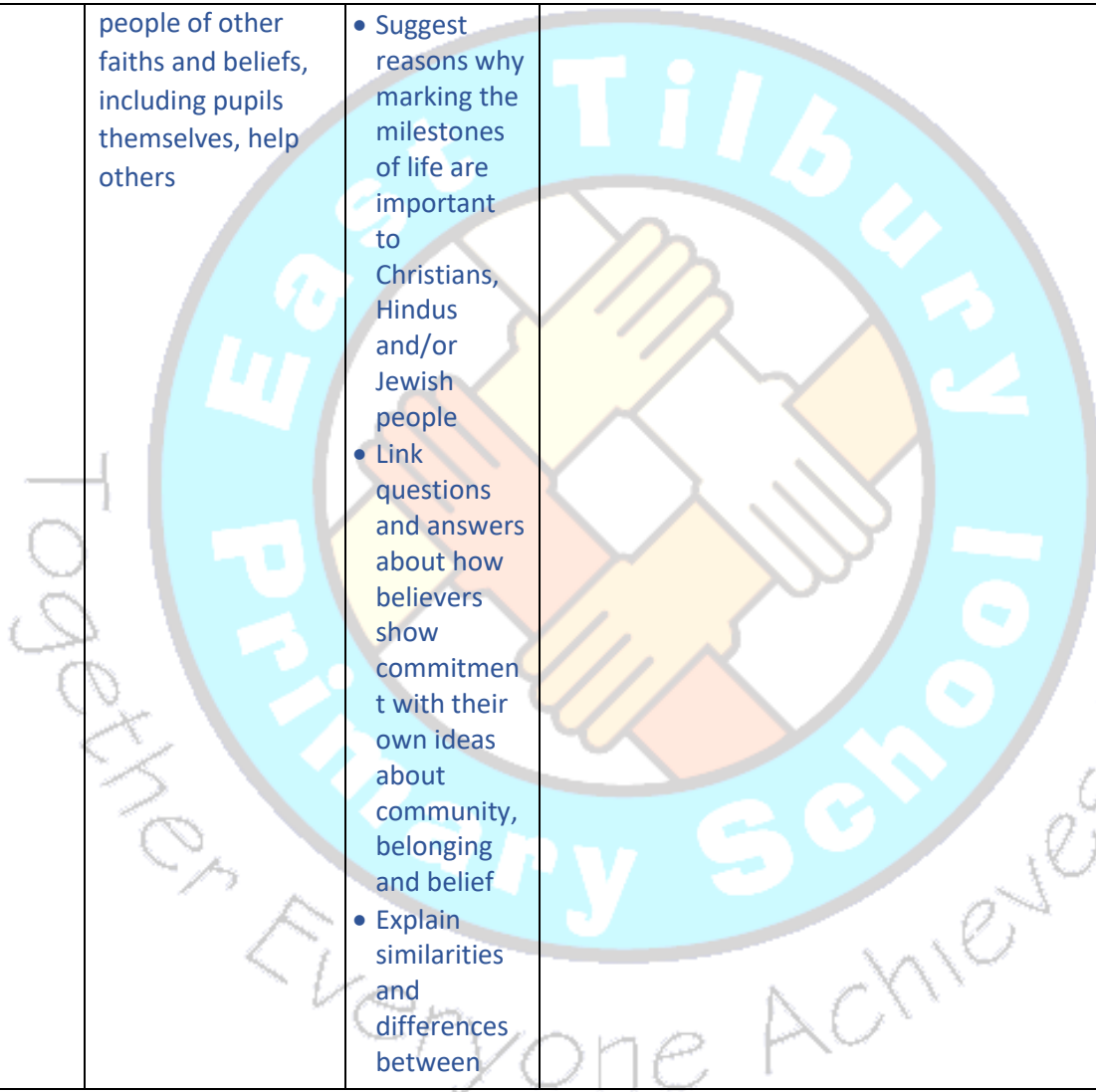
			<p>rocks using a symbol on a map.</p> <ul style="list-style-type: none"> <li>Identify rock types and their origins based on collected data.</li> </ul>			
<p>Computing</p> 	<p><u>Computing systems and networks – The Internet</u></p> <ul style="list-style-type: none"> <li>To describe how networks physically connect to other networks</li> <li>To recognise how networked devices make up the internet</li> <li>To outline how websites can be shared via the World</li> </ul>	<p><u>Creating media – Audio editing</u></p> <ul style="list-style-type: none"> <li>To identify that sound can be digitally recorded</li> <li>To use a digital device to record sound</li> <li>To explain that a</li> </ul>	<p><u>Programming A – Repetition in shapes</u></p> <ul style="list-style-type: none"> <li>To identify that accuracy in programming is important</li> <li>To create a program in a text-based language</li> <li>To explain what 'repeat' means</li> <li>To modify a count-controlled loop to produce a given outcome</li> </ul>	<p><u>Data and information – Data logging</u></p> <ul style="list-style-type: none"> <li>To explain that data gathered over time can be used to answer questions</li> <li>To use a digital device to collect data automatically</li> <li>To explain that a data logger collects 'data points' from sensors over time</li> </ul>	<p><u>Creating media – Photo editing</u></p> <ul style="list-style-type: none"> <li>To explain that digital images can be changed</li> <li>To change the composition of an image</li> <li>To describe how images can be changed</li> </ul>	<p><u>Programming B – Repetition in games</u></p> <ul style="list-style-type: none"> <li>To develop the use of count-controlled loops in a different programming environment</li> <li>To explain that in programming there are infinite loops and</li> </ul>

	<p>Wide Web (WWW)</p> <ul style="list-style-type: none"> <li>To describe how content can be added and accessed on the World Wide Web (WWW)</li> <li>To recognise how the content of the WWW is created by people</li> </ul> <p>To evaluate the consequences of unreliable content</p>	<p>digital recording is stored as a file</p> <ul style="list-style-type: none"> <li>To explain that audio can be changed through editing</li> <li>To show that different types of audio can be combined and played together</li> </ul> <p>To evaluate editing choices made</p>	<ul style="list-style-type: none"> <li>To decompose a task into small steps</li> </ul> <p>To create a program that uses count-controlled loops to produce a given outcome</p>	<ul style="list-style-type: none"> <li>To use data collected over a long duration to find information</li> <li>To identify the data needed to answer questions</li> </ul> <p>To use collected data to answer questions</p>	<p>for different uses</p> <ul style="list-style-type: none"> <li>To make good choices when selecting different tools</li> <li>To recognise that not all images are real</li> </ul> <p>To evaluate how changes can improve an image</p>	<p>count controlled loops</p> <ul style="list-style-type: none"> <li>To develop a design that includes two or more loops which run at the same time</li> <li>To modify an infinite loop in a given program</li> <li>To design a project that includes repetition</li> <li>To create a project that includes repetition</li> </ul>
RE	<u>What does it mean to be a Hindu in Britain today?</u>	<u>Why do some people think that life is a</u>	<u>Why is Jesus inspiring to some people?</u> •Make connections between some of Jesus' teachings and the way Christians live today	<u>What can we learn from religions in</u>	<u>How does family life and festivals show what</u>	







	<ul style="list-style-type: none"><li>• Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</li><li>• Describe some ways in which Hindus express their faith through puja, aarti and bhajans</li><li>• Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes</li></ul> <p>Discuss links between the actions of Hindus in helping others and ways in which</p>	<p><u>journey and what significant experiences mark this.</u></p> <ul style="list-style-type: none"><li>• Suggest why some people see life as a journey and identify some of the key milestones on this journey</li><li>• Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean</li></ul>	<ul style="list-style-type: none"><li>• Describe how Christians celebrate Holy Week and Easter Sunday</li><li>• Identify the most important parts of Easter for Christians and say why they are important</li><li>• Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter</li></ul> <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values</p>	<p><u>deciding what is right and wrong?</u></p> <ul style="list-style-type: none"><li>• Find out at least two teachings from religions about how to live a good life</li><li>• Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions</li><li>• Make connections between stories of temptation and why</li></ul>	<p><u>matters to Jewish people?</u></p> <ul style="list-style-type: none"><li>• explain two ways the story of Exodus shows Jewish beliefs about God</li><li>• say a way the story of Exodus leads to Jewish people being called chosen people</li><li>• describe two meanings of the story of Exodus for Jews today.</li><li>• say simply how two parts of Rosh Hashanah</li></ul>
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		<p>ceremonies of commitment</p> <p>Discuss and present their own ideas about the value and challenge of religious commitment in Britain today</p>		<p>kindness and generosity</p>	<p>Jewish people to look to the past and the future at Pesach</p>
<p>PSHE</p> 	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> <li>• positive friendships, including online</li> </ul> <p><u>Safe relationships</u></p> <ul style="list-style-type: none"> <li>• responding to hurtful behaviour</li> <li>• managing confidentiality</li> <li>• recognising risks online</li> </ul> <p><u>Respecting ourselves and others</u></p>	<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> <li>• what makes a community</li> <li>• shared responsibilities</li> </ul> <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> <li>• how data is shared and used</li> </ul> <p><u>Money and work</u></p> <ul style="list-style-type: none"> <li>• making decisions about money</li> <li>• using and keeping money safe</li> </ul>	<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> <li>• maintaining a balanced lifestyle</li> <li>• oral hygiene and dental care</li> </ul> <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> <li>• physical and emotional changes in puberty</li> <li>• external genitalia</li> <li>• personal hygiene routines</li> <li>• support with puberty</li> </ul>		

	<ul style="list-style-type: none"> <li>• respecting differences and similarities</li> <li>• discussing difference sensitively</li> </ul>				<u>Keeping safe</u> <ul style="list-style-type: none"> <li>• medicines and household products</li> <li>• drugs common to everyday life</li> </ul>		
BV		Rule of Law	Individual Liberty	Mutual Respect	Tolerance of others	Democracy	
MFL		<u>Unit Knowledge: Encore!</u> <ul style="list-style-type: none"> <li>• To revise ways of describing people</li> <li>• To describe somebody's nationality</li> <li>• To describe people using various adjectives</li> </ul>	<u>Unit Knowledge: Quelle heure est-il?</u> <ul style="list-style-type: none"> <li>• To talk about activities</li> <li>• To tell the time</li> <li>• To talk about what time you do activities</li> </ul>	<u>Unit Knowledge: Les fetes</u> <ul style="list-style-type: none"> <li>• To talk about festivals &amp; dates</li> <li>• To talk about presents at festivals</li> <li>• To count from 31-60</li> <li>• To give &amp; understand instructions</li> </ul>	<u>Unit Knowledge: Ou vas-tu?</u> <ul style="list-style-type: none"> <li>• To talk about going to French cities</li> <li>• To give &amp; understand basic directions</li> <li>• To talk about the weather</li> <li>• To talk about the weather &amp; places in France</li> </ul>	<u>Unit Knowledge : On mange!</u> <ul style="list-style-type: none"> <li>• To go shopping for food</li> <li>• To ask how much something costs</li> <li>• To talk about activities at a party</li> <li>• To give opinions about food &amp;</li> </ul>	<u>Unit Knowledge: Le cirque</u> <ul style="list-style-type: none"> <li>• To discuss francophone countries &amp; the languages we speak</li> <li>• To identify different items of clothing</li> <li>• To describe items of clothing</li> </ul>

					various activities	
PE	 <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Share ideas and give positive criticism/advice to self &amp; others.</li> <li>• Create &amp; perform matching/mirroring sequences explaining how it could be improved</li> <li>• Perform at least 3 different rolls tuck, pencil, teddy</li> <li>• Link a roll with travel and balance using floor and apparatus with good body control</li> </ul> <p><u>Invasion Games – Netball (Endball)</u></p> <ul style="list-style-type: none"> <li>• Use a chest pass and shoulder pass</li> </ul>	<p><u>Invasion Games - Rugby</u></p> <ul style="list-style-type: none"> <li>• Move with speed (and change of) with the ball and without</li> <li>• Use speed and space to avoid defenders</li> <li>• Pass backwards and in both directions and sometimes on the move</li> <li>• Tag the person who has the ball, but can mark a</li> </ul>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Respond imaginatively to stimuli related to character/music/story</li> <li>• Perform clear &amp; fluent dances that show sensitivity to idea/stimuli</li> <li>• Make up dance within a small group</li> </ul> <p><u>Racquet Skills – Badminton</u></p> <ul style="list-style-type: none"> <li>• Tap the shuttlecock back and forth to a partner over a small space.</li> <li>• Begin to tap a shuttlecock over a net.</li> <li>• Bring racquet to meet the</li> </ul>	<p><u>Fitness</u></p> <ul style="list-style-type: none"> <li>• Describe how the body reacts at different times and how this affects performance.</li> <li>• Explain why exercise is good for your health.</li> <li>• Know some reasons for warming up and cooling down.</li> </ul> <p><u>Competitive Games – Basketball</u></p> <ul style="list-style-type: none"> <li>• Use a chest pass and shoulder pass to support team in scoring</li> <li>• Make decisions regarding which is the best pass to us</li> </ul>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Select and maintain a running pace for different distances.</li> <li>• Practise throwing with power and accuracy.</li> <li>• Throw safely and with understanding.</li> <li>• Demonstrate good running technique in a competitive situation.</li> <li>• Explore different footwork patterns</li> <li>• Understand which technique is most effective</li> </ul>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Select and maintain a running pace for different distances.</li> <li>• Practise throwing with power and accuracy.</li> <li>• Throw safely and with understanding.</li> <li>• Demonstrate good running technique in a competitive situation.</li> <li>• Explore different footwork patterns</li> <li>• Understand which technique is most effective</li> </ul>



	<p>to support team in scoring.</p> <ul style="list-style-type: none"> <li>• Make decisions regarding which is the best type of pass to use.</li> <li>• Begin to use a bounce pass, which only bounces once.</li> <li>• Identify space to move into and show a clear target to receive a pass.</li> <li>• Mark another player and begin to attempt interceptions.</li> <li>• Know where positions are allowed on a court.</li> </ul>	<p>player who doesn't have the ball</p> <ul style="list-style-type: none"> <li>• Begin to make a high pop pass to avoid a defender</li> </ul> <p><u>OAA</u></p> <ul style="list-style-type: none"> <li>• Orientate a map consistently and accurately</li> <li>• Follow a simple orienteering course and simple point to point orienteering course on school grounds recording controls.</li> </ul>	<p>shuttlecock before the it starts to drop</p> <ul style="list-style-type: none"> <li>• Start to perfect the overhead clear and lift shot.</li> <li>• Begin to perfect the low backhand serve and long forearm serve.</li> <li>• Practise hitting the serve diagonally across the court.</li> </ul>	<ul style="list-style-type: none"> <li>• Use both hands where needed to dribble around a defender</li> <li>• Make passes where necessary to avoid losing possession</li> <li>• Identify space to move into and show a clear target to receive a pass</li> <li>• Mark another player and begin to attempt to intercept</li> <li>• Play conditioned games in teams of no more than 5 a side</li> </ul>	<p>most effective when jumping for distance.</p> <ul style="list-style-type: none"> <li>• Utilise all the skills learned in this unit in a competitive situation.</li> </ul> <p><u>Rounders</u></p> <ul style="list-style-type: none"> <li>• Develop the range of rounders batting and fielding skills that can apply in a competitive context</li> <li>• Choose and use a range of simple tactics in isolation and in a modified and conditioned game.</li> </ul>	<p>when jumping for distance.</p> <ul style="list-style-type: none"> <li>• Utilise all the skills learned in this unit in a competitive situation.</li> </ul> <p><u>Cricket</u></p> <ul style="list-style-type: none"> <li>• To develop the range of Cricket skills they can apply in a competitive context</li> <li>• To choose and use a range of simple tactics in isolation and in a game context</li> <li>• To consolidate existing skills and apply with consistency</li> </ul>
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		<ul style="list-style-type: none"><li>• Work cooperatively with others to solve challenges</li></ul>		<ul style="list-style-type: none"><li>• Identify different fielding positions in rounders and the roles of those positions.</li></ul>	
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