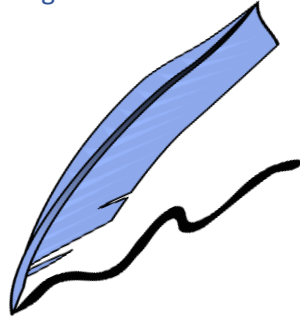
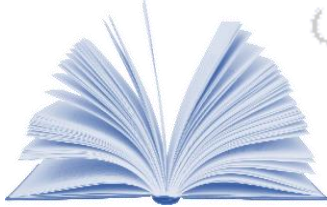






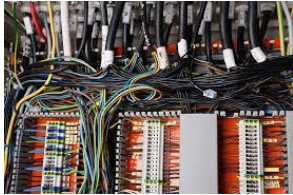
Curriculum Map - Year Six	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	WW2		Ancient Greece		Bata	
Writing 	<u>Genre:</u> Recount – diary Letter Persuasive letter Free verse poetry		<u>Genre:</u> Instructions Non-chronological report Balanced argument – discussion (letter) Narrative – adventure story Narrative – myths		<u>Genre:</u> Biography Newspaper report Narrative – mystery/science-fiction story Setting description	
Curriculum Text 	<u>Text:</u> Friend or Foe		<u>Text:</u> Who Let The Gods Out		<u>Text:</u>	
Maths	<u>Strands</u> Place Value Addition Subtraction		<u>Strands</u> Decimals Percentages Algebra		<u>Strands</u> Properties of shape Revision of all strands	

	<p>Multiplication</p> <p>Division</p> <p>Fractions</p> <p>Position & Direction</p> <p><u>Times tables:</u></p> <p>All</p>		<p>Measurement – converting units</p> <p>Measurement – perimeter, area, volume</p> <p>Ratio</p> <p>Statistics</p> <p><u>Times tables:</u></p> <p>All</p>	<p><u>Times tables:</u></p> <p>All</p>	
<p>Science</p> 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, 	<p><u>Light</u></p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to 	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans 	<p><u>Living Things And Their Habitat</u></p> <ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based 	<p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally

	<p>including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> • use recognised symbols when representing a simple circuit in a diagram. 	<p>objects and then to our eyes</p> <ul style="list-style-type: none"> • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 		<p>on specific characteristics.</p>	<p>offspring vary and are not identical to their parents</p> <ul style="list-style-type: none"> • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<p>Art & Design</p> 	<p><u>Craft and Design</u></p> <p>Photo Opportunity</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the 	<p><u>Drawing</u></p> <p>I need Space</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an 	<p><u>Sculpture and 3D</u></p> <p>Making Memories</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently 		

	<p>ability to develop artwork independently.</p> <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try 	<p>outcome more independently.</p> <p>Making skills:</p> <ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. 	<ul style="list-style-type: none"> • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Explain how art can be created to cause reaction and impact and be able to
--	--	---	--

	<p>alternative solutions and make improvements to their work.</p>	<ul style="list-style-type: none"> • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work 	<p>consider why an artist chooses to use art in this way.</p> <ul style="list-style-type: none"> • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. • Sometimes people make art to create reactions • People use art as a means to reflect on their unique characteristics.
Design Technology	<p><u>Textiles</u></p> <p>Waistcoats</p> <ul style="list-style-type: none"> • Designing a waistcoat in accordance with a specification and design criteria to fit a specific theme. • Annotating designs. 	<p><u>Structures</u></p> <p>Playgrounds</p> <ul style="list-style-type: none"> • Designing a playground featuring a variety of different structures, giving consideration to 	<p><u>Digital World</u></p> <p>Navigating the World</p> <ul style="list-style-type: none"> ▪ Writing a design brief from information submitted by a client. ▪ Developing design criteria to fulfil the client's request. ▪ Developing a product idea through annotated sketches.



- Using a template when pinning panels onto fabric.
- Marking and cutting fabric accurately, in accordance with a design.
- Sewing a strong running stitch, making small, neat stitches and following the edge.
- Tying strong knots.
- Decorating a waistcoat – attaching objects using thread and adding a secure fastening.
- Learning different decorative stitches.
- Sewing accurately with even regularity of stitches.
- Evaluating work continually as it is created.

how the structures will be used.

- Considering effective and ineffective designs.
- Building a range of play apparatus structures drawing upon new and prior knowledge of structures.
- Measuring, marking and cutting wood to create a range of structures.
- Using a range of materials to reinforce and add decoration to structures.
- Improving a design plan based on peer evaluation.
- Testing and adapting a design to improve it as it is developed.
- Identifying what makes a successful structure.

- Placing and manoeuvring 3D objects, using CAD
- Changing the properties of, or combine one or more 3D objects, using CAD.
- Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo).
- Explaining material choices and why they were chosen as part of a product concept.
- Programming an N,E, S,W cardinal compass.
- Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool.
- Developing an awareness of sustainable design.
- Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch.
- Demonstrating a functional program as part of a product concept

<p>Music</p> 	<p>Musical Spotlight: Music and Technology</p> <p>Social Question: How Does Music Bring Us Together?</p> <ul style="list-style-type: none"> •Tempo: Adagio — at a slow speed (66 bpm) •Time signature: 2/4 •Time signature: 2/4 — there are two crotchet beats in a bar •Key signature: C major •Key signature: C major — there are no sharps or flats in the key signature •Notes: C, D, E, F, G, A, B 	<p>Musical Spotlight: Developing Ensemble Skills</p> <p>Social Question: How Does Music Connect Us with Our Past?</p> <ul style="list-style-type: none"> •Tempo: Adagio — at a slow speed (66 bpm) •Time signature: 2/4 •Time signature: 3/4 — there are three crotchet beats in a bar •Key signature: C major •Key signature: A minor — there are no sharps or flats in the key signature •Notes: C, D, E, F, G, A, B 	<p>Musical Spotlight: Creative Composition</p> <p>Social Question: How Does Music Improve Our World?</p> <ul style="list-style-type: none"> •Tempo: Adagio — at a slow speed (68 bpm) •Time signature: 2/4 •Time signature: 4/4 — there are four crotchet beats in a bar 	<p>Musical Spotlight: Musical Styles Connect Us</p> <p>Social Question: How Does Music Teach Us About Our Community?</p> <ul style="list-style-type: none"> •Tempo: Moderato — at a moderate speed (116 bpm) •Time signature: 2/4 •Time Signature: 5/4 — there are five crotchet 	<p>Musical Spotlight: Improvising with Confidence</p> <p>Social Question: How Does Music Shape Our Way of Life?</p> <ul style="list-style-type: none"> •Tempo: Andante — at a walking pace (76 bpm) •Time signature: 5/4 •Time signature: 6/8 — there are six quaver beats in a bar •Key signature: G major •Key signature: D minor — there is one flat in the key signature (b) •Notes: G, A, B, C, D, E, F# <p>Rhythmic patterns using: Dotted crotchets, triplet</p>	<p>Musical Spotlight: Farewell Tour</p> <p>Social Question: How Does Music Connect Us with the Environment?</p> <ul style="list-style-type: none"> •Tempo: Adagio — at a slow speed (66 bpm) •Time signature: 5/4 •Time signature: 2/4 — there are two crotchet beats in a bar •Key signature: G major •Key signature: C major — there are no sharps or flats in the key signature •Notes: G, A, B, C, D, E, F# <p>Rhythmic patterns using: Minims, crotchets,</p>
--	---	--	---	---	---	--

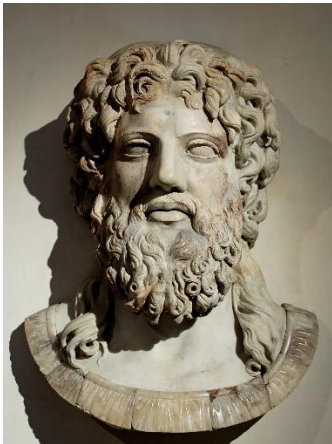
	Rhythmic patterns using: Minims, crotchets, quavers and semiquavers	Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers	<ul style="list-style-type: none"> •Key signature: C major •Key signature: D major — there are two sharps in the key signature (#) •Notes: C, D, E, F, G, A, B <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers</p>	<p>beats in a bar</p> <ul style="list-style-type: none"> •Key signature: C major •Key signature: G major — there is one sharp in the key signature (#) •Notes: C, D, E, F, G, A, B <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers</p>	quavers and quavers	quavers and semiquavers
History	<p><u>Skill: Historical Interpretation</u></p> <ul style="list-style-type: none"> • use relevant dates and terms • find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings 	<p><u>Skill: Historical Organisation and Communication</u></p> <ul style="list-style-type: none"> • bring knowledge gathering from several sources together in a fluent account • use a variety of ways to communicate 	<p><u>Skill: Knowledge of the past</u></p> <ul style="list-style-type: none"> • write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • know key dates, characters and events of time studied • recognise primary and secondary sources 			



- compare beliefs and behaviour with another period studied
- link sources and work out how conclusions were arrived at
- consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- be aware that different evidence will lead to different conclusions

Knowledge: An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- Cause and outbreak
- Winston Churchill
- Battle of Britain
- D Day
- The Blitz
- Home Front: 'dig for victory' 'make do and mend', rationing
- Evacuation
- Holocaust and Anne Frank
- VE day



- Make accurate use of specific dates and terms. Provide an account of a historical event based on more than one source
- Note connections, contrasts and trends over time and show developing appropriate use of historical terms.


Knowledge: Ancient Greece – a study of Greek life and achievements and their influence on the western world


- Greek time periods: Greek dark ages, Archaic period, Classical period, Hellenistic period
- Greek mythology
- The Olympics
- Alexander the Great
- Greek life: clothing, food, alphabet, education, art, pottery
- Democracy
- Architecture
- Greek Army

- use a range of sources to find out about an aspect of time past.
- suggest omissions and the means of finding out

Knowledge: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- Life in East Tilbury before Bata
- The development of the Bata factory
- The impact of the Bata factory on the local area
- Bata community - the garden city, Bata School, sport and youth provision
- Modern day East Tilbury and the connections with Bata

		<ul style="list-style-type: none"> • Influence on the western world 	
<p>Geography</p> 	<p>Why does population change?</p> <ul style="list-style-type: none"> • Identify the most densely and sparsely populated areas. • Describe the increase in global population over time. • Begin to describe what might influence the environments people live in. • Define birth and death rates, suggesting what may influence them. • Define migration, discussing push and pull factors. • Explain why some people have no choice but to leave their homes. • Describe the causes of climate change, explaining its impact on the global population. • Suggest an action they can take to fight climate change. • Calculate the length of a route to scale. • Follow a selected route on an OS map. • Use a variety of data collection methods, including using a Likert scale. 		<p>Where does our energy come from?</p> <ul style="list-style-type: none"> • Describe the significance of energy. • Give examples of sources of energy and their trading routes. • Define renewable and non-renewable energy. • Discuss the benefits and drawbacks of different energy sources. • Describe the significance of the Prime Meridian. • Identify human features on a digital map. • Discuss how transport links have changed over time. • Locate UK cities on a map. • Use six-figure grid references to identify features on an OS map. • Consider and justify the location of energy sources. • Design and use interview questions. • Plot points on a sketch map.

	<ul style="list-style-type: none"> • Collect information from a member of the public. • Create a digital map to plot and compare data collected from two locations. • Suggest an idea to improve the environment. 			
<p>Computing</p> 	<p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> • use Microsoft excel for organise, refine and present data including conditional formatting. • use messaging services as a communication tool including adding attachments. • use Google Sites to create a webpage of more than one page, adding videos, images, sound and hyperlinks 	<p><u>3D Modelling</u></p> <ul style="list-style-type: none"> • compare working digitally with 2D and 3D objects, shapes and products • create and manipulate digital 3D object • create and build a digital 3D model 	<p><u>Animation – Kodu</u></p> <ul style="list-style-type: none"> • create a virtual world and game experience 	
<p>RE</p> 	<p><u>What do religions say when life gets hard?</u></p> <ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, 	<p><u>Is it better to express your beliefs in arts and architecture or in charity and generosity?</u></p> <ul style="list-style-type: none"> • Find out about religious teachings, charities and ways of expressing generosity 	<p><u>What matters most to Christians and Humanists.</u></p> <ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples • Describe some Christian and Humanist values simply • Suggest reasons why it might be helpful to follow a moral code and why it might be 	<p><u>What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?</u></p> <ul style="list-style-type: none"> • Describe what Ahimsa, Grace or Ummah mean to religious people • Respond sensitively to examples of religious practice with ideas of their own • Make connections between beliefs and behaviour in different religions



giving examples

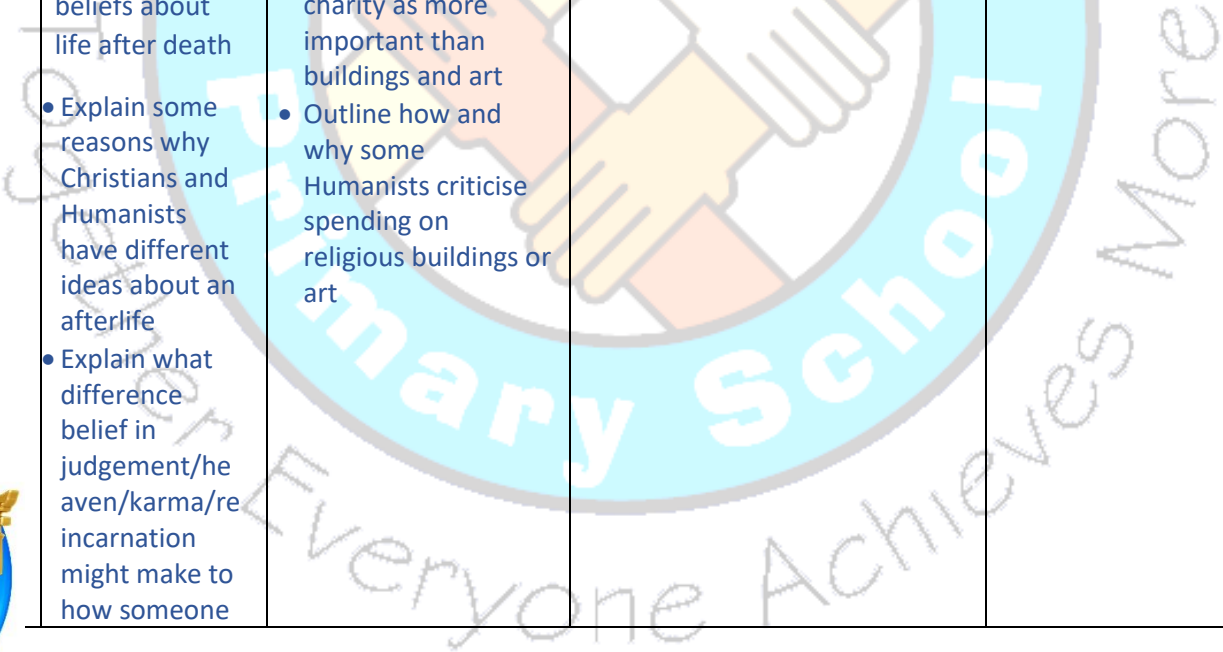
- Outline Christian, Hindu and/or nonreligious beliefs about life after death
- Explain some similarities and differences between beliefs about life after death
- Explain some reasons why Christians and Humanists have different ideas about an afterlife
- Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone

- Describe and make connections between examples of religious creativity (buildings and art)
- Show understanding of the value of sacred buildings and art
- Suggest reasons why some believers see generosity and charity as more important than buildings and art
- Outline how and why some Humanists criticise spending on religious buildings or art



difficult, offering different points of view


- Give examples of similarities and differences between Christian and Humanist values
- Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning

- Outline the challenges of being a Hindu, Christian or Muslim in Britain today
- Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions
- Explain similarities in ways in which key beliefs make a difference to life in two or three religions




	<p>lives, giving example</p> <ul style="list-style-type: none"> • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding 			
<p>PSHE</p> 	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> • attraction to others • romantic relationships • civil partnership and marriage <p><u>Safe relationships</u></p> <ul style="list-style-type: none"> • recognising and managing pressure • consent in different situations <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> • expressing opinions and respecting other points of view, including discussing topical issues 	<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> • valuing diversity • challenging discrimination and stereotypes <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> • evaluating media sources • sharing things online <p><u>Money and work</u></p> <ul style="list-style-type: none"> • influences and attitudes to money • money and financial risks 	<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> • what affects mental health and ways to take care of it • managing change, loss and bereavement • managing time online <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> • human reproduction and birth • increasing independence • managing transition <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> • keeping personal information safe regulations and choices • drug use and the law 	

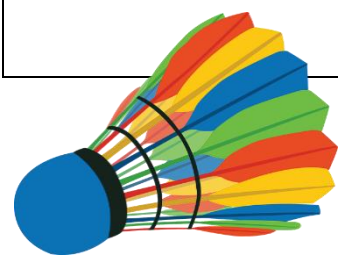
					•drug use and the media	
British Values		Rule of Law	Individual Liberty	Mutual Respect	Tolerance of others	Democracy
MFL	 <u>Unit Knowledge: Le week-end</u> <ul style="list-style-type: none"> •To ask & talk about regular activities •To say what you don't do To ask & say what other people do •To talk about what you like/dislike doing 	<u>Unit Knowledge: Les vêtements</u> <ul style="list-style-type: none"> •To ask & say what clothes you'd like •To give opinions about clothes •To say what clothes you wear •To ask & talk about prices •(including 60-80) 	<u>Unit Knowledge: Ma journée</u> <ul style="list-style-type: none"> •To ask & talk about daily routine •To talk about times of daily routine •To ask & talk about breakfast 	<u>Unit Knowledge: Les transports</u> <ul style="list-style-type: none"> •To talk about forms of transport •To ask & talk about where you're going & how you get there •To talk about plans for a trip •To buy tickets at the station 	<u>Unit Knowledge: Le sport</u> <ul style="list-style-type: none"> •To talk about which sports you like •To say what you think of different sports •To give reasons for preferences •To talk about a sporting event 	<u>Unit Knowledge: On va faire la fête!</u> <ul style="list-style-type: none"> •To revise forms of transport, places & immediate future plans •To revise descriptions of people & clothes •To revise opinions of food & clothes •To order food in a café

			<ul style="list-style-type: none"> To talk about details of a typical day 			
PE 	<u>Invasion Games – Netball</u> <ul style="list-style-type: none"> Know which pass is best to use and when in a game. Use a range of square & straight passes to change direction of the ball. Use landing foot to change direction to lose a defender. Draw defender away to create space for self or team. Position body to defend effectively, 	<u>Invasion Games – Rugby</u> <ul style="list-style-type: none"> Be able to evade and tag opponents. Running at speed, changing direction at speed. Play effectively in attack and defence Score points against opposition Support player with the ball <u>Invasion Games – Basketball</u> <ul style="list-style-type: none"> Know which pass is best to use an when in a competition situation Use a range of passes accurately to change direction of the ball 	<u>Fitness/OAA</u> <ul style="list-style-type: none"> Follow a simple route on a map Identify different key features Successfully navigate an orientee ring map and complete a course in a competitive 	<u>Dance</u> <ul style="list-style-type: none"> Create & perform dances in a variety of styles consistently Be aware of & use musical structure, rhythm & mood & can dance accordingly Use appropriate criteria & terminology to evaluate performances <u>Racket Skills – Badminton</u> <ul style="list-style-type: none"> Use ‘move-hit-recover’ approach within a game showing facing forward on 	<u>Athletics</u> <ul style="list-style-type: none"> Investigate running styles and changes of speed. Practise throwing with power and accuracy. Throw safely and with understanding. Demonstrate good running technique in a competitive situation. Explore different footwork patterns. Understand which technique is most effective when jumping for Distance. Utilise all the skills learned in this unit in a competitive situation. 	<u>Athletics</u> <ul style="list-style-type: none"> Investigate running styles and changes of speed. Practise throwing with power and accuracy. Throw safely and with understanding. Demonstrate good running technique in a competitive situation. Explore different footwork patterns. Understand which technique is most effective when jumping for Distance. Utilise all the skills learned in this unit in a competitive situation.

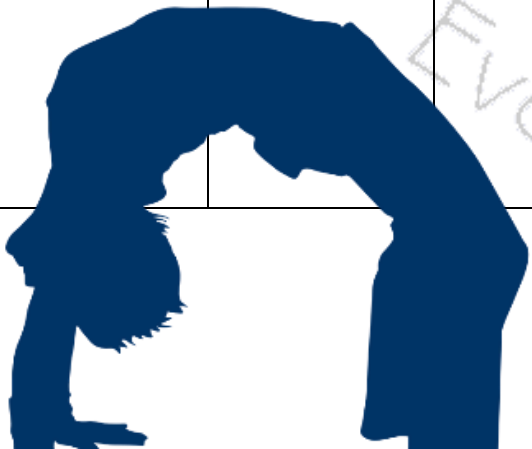
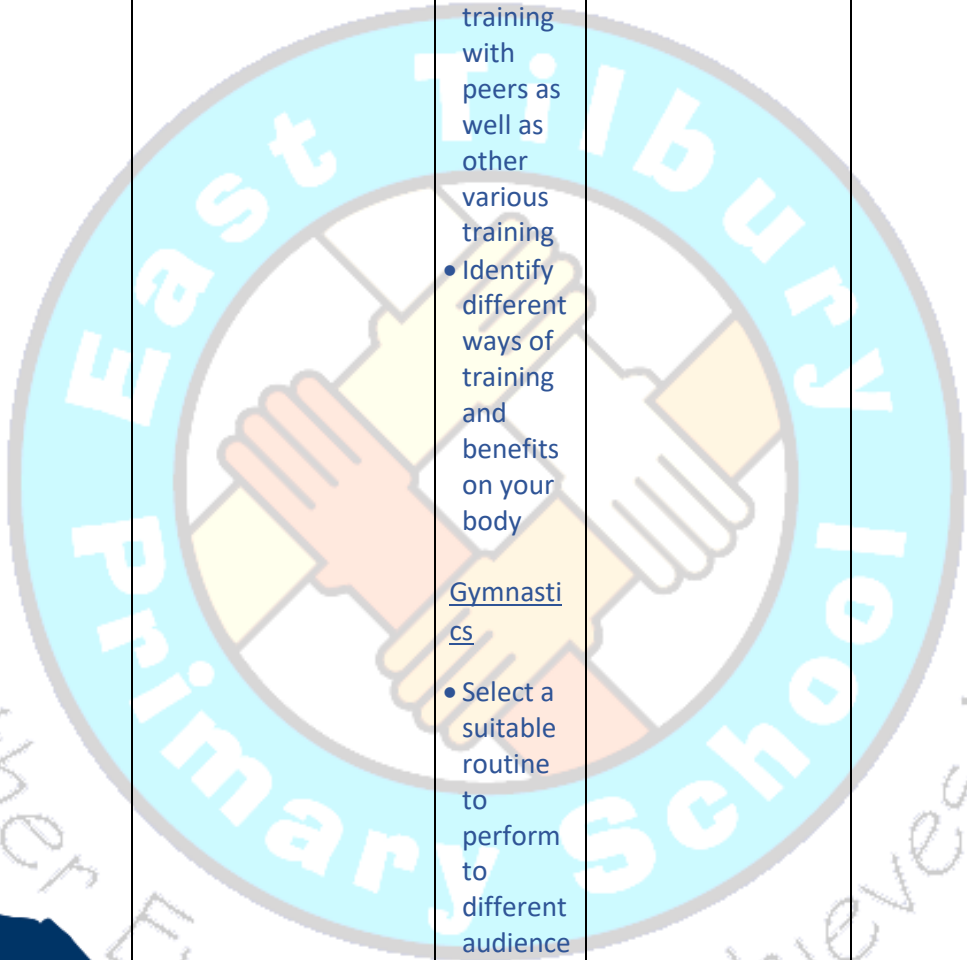


	<p>making successful interceptions.</p> <p><u>Invasion Games</u> – <u>Hockey</u></p> <ul style="list-style-type: none"> • Use speed, changing of direction and Indian dribbling to advance towards team's goal. • Use a range of passes knowing which one depending on the distance of the pass. • Dribble and change direction by making a square pass (across the pitch) or straight pass 	<ul style="list-style-type: none"> • Draw a defender away to create space for self or team • Position body to defend effectively, making successful interceptions • Make successful shots on target using the layup technique and set shot • Play full 5 a side games 	<p>environment</p> <ul style="list-style-type: none"> • Adapt to outdoor unfamiliar surroundings • Accept responsibility when working in a team • Understand the importance of warming up and cooling down. • Carry out warm-ups and cool-downs safely 	<p>recovery lunging to reach the drop shot.</p> <ul style="list-style-type: none"> • Show a range of grips. • Use the correct technique when performing various shots • Play and outwit opponents in singles and doubles games. • Serve the shuttlecock accurately making team mates have to move to send it back. • Score games correctly and umpire when not competing. 	<p><u>Rounders</u></p> <ul style="list-style-type: none"> • Apply consistently rounders rules in conditioned games. • Play small sided games using standard rounders pitch layout. • Use a range of tactics for attacking and defending in role of bowler, batter and fielder. 	<p><u>Cricket</u></p> <ul style="list-style-type: none"> • To apply with consistency standard cricket rules in a variety of different styles of games • To attempt a small range of recognised shots in isolation and in competitive scenarios • To use a range of tactics for attacking and defending in role of bowler, batter and fielder
--	--	---	--	--	---	---

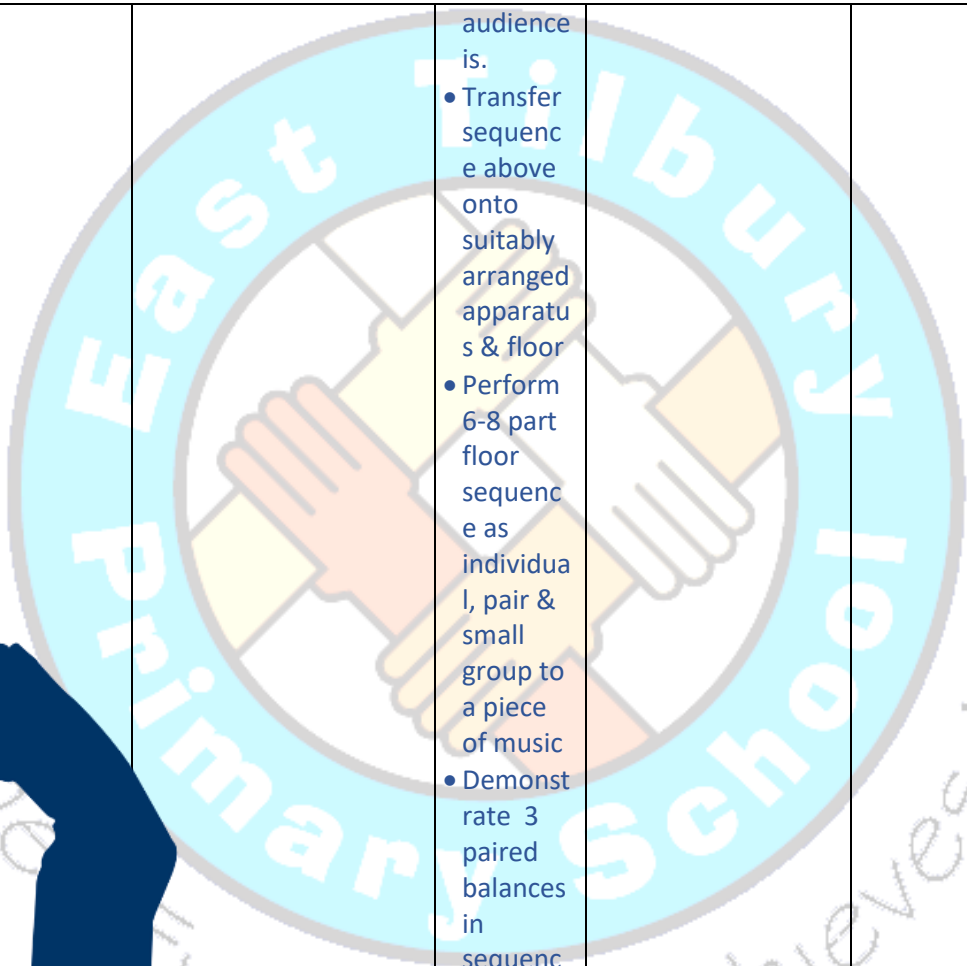
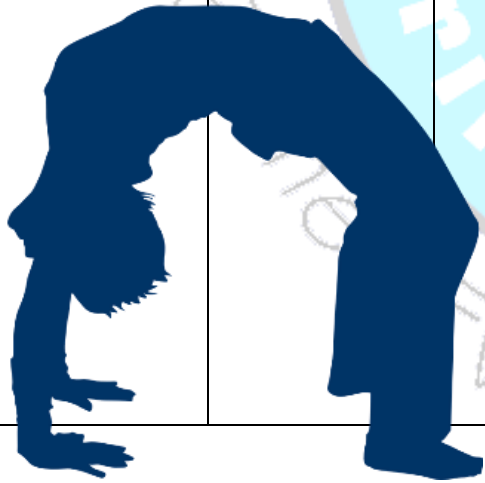
	<p>(up/down the pitch).</p> <ul style="list-style-type: none"> • Know when to defend and what defence skills could be used. • Seize an opportunity to score, sometimes quite quickly. 		<p>and effectively during lessons to peers</p> <p>Identify major muscles and how to stretch them</p> <ul style="list-style-type: none"> • Understand why exercise is good for health, fitness and wellbeing. • Know ways they can become healthy • Plan and carry out circuit 			
--	---	--	--	--	--	--



			<p>training with peers as well as other various training</p> <ul style="list-style-type: none">• Identify different ways of training and benefits on your body <p><u>Gymnastics</u></p> <ul style="list-style-type: none">• Select a suitable routine to perform to different audiences, bearing in mind who the		
--	--	--	---	--	--



			<p>audience is.</p> <ul style="list-style-type: none">• Transfer sequence above onto suitably arranged apparatus & floor• Perform 6-8 part floor sequence as individual, pair & small group to a piece of music• Demonstrate 3 paired balances in sequence using various			
--	--	--	--	--	--	--



			skills/ actions			
--	--	--	--------------------	--	--	--

