Long Term Plan Overview - Rolling A

Roots to grow, wings to fly

Main Theme	In the Deep Dark Woods		Inventions of the past and for the future		Blue Abyss	
Maths	Following White Rose					
English ALL	See Sep. plans for individual classes		See Sep. plans for individual classes Shakespeare week:		See Sep. plans for individual classes	
Science KS1	**Living Things and Habitats/Plants:** • **What birds and plants would Little Red Riding Hood find in the woods?** Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants including trees. • Identify and name a variety of common animals that are birds • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. **Biology Big Idea(s): B1, B3**		**Use of everyday materials: Which materials can be changed by squashing, bending, twisting and stretching?** identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Chemistry Big Idea(s): C1, C2**		**Underwater Animals** Identify and name a variety of common animals including birds, fish, amphibians, reptiles, mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) **Biology Big Idea(s): B2, B3**	
Science KS2 SKYLARKS	**Rocks: What are the differences between sedimentary, igneous and metamorphic rocks?** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter **STEM ACTIVITY: Edible Model Rocks** **https://www.stem.org.uk/resources/elibrary/resource/440610/edible-model-rocks** **Big Idea(s): C1, C2, C3, E3**	**Animals, including humans: Nutrition, Skeletons and Muscles (3)** identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement **STEM ACTIVITY: The Mystery Skeleton (p21 in booklet link)** **https://www.stem.org.uk/resources/community/collection/12601/year-3-animals-including-humans** **Big Idea(s): B2, B3**	**Forces (3/5 combined)** compare how things move on different surfaces identify the effects of air resistance, water resistance and friction, that act between moving surfaces why shadows have the same shape as the objects that cast them **STEM ACTIVITY: Forces and Air Resistance - Air Balloon Buggy** **https://www.stem.org.uk/resources/elibrary/resource/33451/forces-and-air-resistance** **Big Idea(s): P2**	**Light (3)** recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes find patterns in the way that the size of shadows change recognise that shadows are formed when the light from a light source is blocked by a solid object **STEM ACTIVITY: Down to Earth: Colour** **https://www.stem.org.uk/elibrary/resource/31880** **Big Idea(s): P1, P3**	**States of Matter (4) Solids, liquids and gases** compare and group materials together, according to whether they are solids, liquids or gases 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **STEM ACTIVITY: The Water Cycle** **https://www.stem.org.uk/resources/elibrary/resource/33466/water-cycle** **Big Idea(s): P2**	**Living Things and Their Environment: Environmental Changes (4)** recognise that environments can change and that this can sometimes pose dangers to living things explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that living things can be grouped in a variety of ways **STEM ACTIVITY: Turtle Life Cycle** **https://www.stem.org.uk/resources/elibrary/resource/32881/turtle-life-cycle-age-7-11** **Biology Big Ideas: Big Idea(s): B3**

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Science KS2 KITES	**Rocks: What are the differences between sedimentary, igneous and metamorphic rocks?** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter **STEM ACTIVITY: Edible Model Rocks https://www.stem.org.uk/resources/elibrary/resource/440610/edible-model-rocks** **Big Idea(s): C1, C2, C3, E3**	**Animals, including humans: Nutrition, Skeletons and Muscles (3) PLUS changes as humans develop to old age (5,6)** identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement describe the changes as humans develop to old age **STEM ACTIVITY: The Mystery Skeleton (p21 in booklet link) https://www.stem.org.uk/resources/community/collection/12601/year-3-animals-including-humans** **Big Idea(s): B2, B3**	**Forces (5)** explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces why shadows have the same shape as the objects that cast them recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect **STEM ACTIVITY: Forces and Air Resistance - Air Balloon Buggy https://www.stem.org.uk/resources/elibrary/resource/33451/forces-and-air-resistance** **Big Idea(s): P2**	**Light** Choose 3 or 6 depending on group makeup. **STEM ACTIVITY: Down to Earth: Colour https://www.stem.org.uk/elibrary/resource/31880** **Big Idea(s): P1, P3**	**States of Matter (4)** **Solids, liquids and gases** compare and group materials together, according to whether they are solids, liquids or gases 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **STEM ACTIVITY: The Water Cycle https://www.stem.org.uk/resources/elibrary/resource/33466/water-cycle** **Big Idea(s): P2**	**Evolution and Inheritance SEA: How can changes to the environment impact on the things that live there? (6)** identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution **STEM ACTIVITY: ARKive's Adaptation: Design a Species Activity (marine) https://www.stem.org.uk/elibrary/resource/28087** **Biology Big Ideas: Big Idea(s): B3**
Science KS2 HAWKS	**Rocks: What are the differences between sedimentary, igneous and metamorphic rocks?** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter **STEM ACTIVITY: Edible Model Rocks https://www.stem.org.uk/resources/elibrary/resource/440610/edible-model-rocks** **Big Idea(s): C1, C2, C3, E3**	**Animals, including humans: Nutrition, Skeletons and Muscles (3) PLUS changes as humans develop to old age (5,6)** identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement describe the changes as humans develop to old age **STEM ACTIVITY: The Mystery Skeleton (p21 in booklet link) https://www.stem.org.uk/resources/community/collection/12601/year-3-animals-including-humans** **Big Idea(s): B2, B3**	**Forces (5)** explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect **STEM ACTIVITY: Forces and Air Resistance - Air Balloon Buggy https://www.stem.org.uk/resources/elibrary/resource/33451/forces-and-air-resistance** **Big Idea(s): P2**	**Light (6)** 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 objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them **STEM ACTIVITY: Down to Earth: Colour https://www.stem.org.uk/elibrary/resource/31880** **Big Idea(s): P1, P3**	**States of Matter (4)** **Solids, liquids and gases** compare and group materials together, according to whether they are solids, liquids or gases 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **STEM ACTIVITY: The Water Cycle https://www.stem.org.uk/resources/elibrary/resource/33466/water-cycle** **Big Idea(s): P2**	**Evolution and Inheritance SEA: How can changes to the environment impact on the things that live there? (6)** identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution **STEM ACTIVITY: ARKive's Adaptation: Design a Species Activity (marine) https://www.stem.org.uk/elibrary/resource/28087** **Biology Big Ideas: Big Idea(s): B3**

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History KS1	**Significant Event Beyond Living Memory: Remembrance Day** Key Question: Why are poppies used to represent Remembrance Day? • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past and identify different ways in which it is represented • know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods • Develop historical vocabulary and practice use Suggested Final Activity: **Key Concepts:**	**Event beyond living memory:The "Great Fire of London** Key Question: Key Question: How did the great fire affect the city of London? • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past and identify different ways in which it is represented • know where events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods • Develop historical vocabulary and practice use Suggested Final Activity: Recreate the fire of London on a model scale **Key Concepts:**	**Significant /individual: Grace Darling** Key Question: What did Grace Darling do to be considered an important person? • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past and identify different ways in which it is represented • know where the people they study fit within a chronological framework and identify similarities and differences between ways of life in different periods • Develop historical vocabulary and practice use Suggested Final Activity: **Key Concepts:**
KS1 Sticky Knowledge	See Sep. plans for individual classes	See Sep. plans for individual classes	See Sep. plans for individual classes
History KS2	**Stone Age** Key Question: How unpleasant were the Bronze and Iron Ages? **OR** What was new about the Stone Age? • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day • understand historical concepts such as continuity and change • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Suggested End Activity: Choose an invention and make a case for its importance– 'Dragons Den' style **Key Concepts:**	**Ancient Egypt** Key Question:How much did the Ancient Egyptians achieve? • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as 'civilisation' • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Suggested Final Activity: Presentation - What was the greatest success of the Ancient Egyptians? **Key Concepts:**	**A study of an aspect or theme in British History: Battling the Seven Seas** Key Question: How has travelling over the oceans changed over time? • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Suggested Final Activity: Use a chosen form of sea transport to discuss your favourite period of history **Key Concepts:**
KS2 Sticky Knowledge			

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Geography KS1	**Locational UK: What goes on in the great outdoors?** Location Knowledge Name the countries making up the British Isles, with their capital cities. Locate the four countries which make the British Isles and know the main river running through each country. Human and Physical Geography Comparing and Contrasting a locality (e.g. farm with the seaside.) Geographical Skills and Knowledge Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Geographical skills and fieldwork Learn the four points of a compass to build their knowledge of the United Kingdom and where Baydon is in relation to the rest of the British Isles locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Suggested Final Activity: **KEY CONCEPTS:**	**Place Knowledge: Has London changed since the Fire of London?** Locational Knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Place Knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London) Human and physical Geography use basic geographical vocabulary to refer to key physical features, e.g river key human features, including: city, factory, houses, offices, shops, church/ cathedral/ abbey , schools, road, transport, underground, motorway , port, dock, flood defence, bridge etc. Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map: and use and construct basic symbols in a key. Suggested Final Activity: A postcard from now and from the past, describing features of the city **KEY CONCEPTS:**	**Location UK: Why do we love to be beside the seaside?** Name and locate the world's seven continents and five oceans. Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the countries, continents and oceans studied Suggested Final Activity: Create a tourist leaflet to persuade people to come to the seaside **KEY CONCEPTS:**
Geography KS2	**Place knowledge study of UK and contrasting locality: What makes a forest here and a forest in California different?** Locational Knowledge Locate the world's countries , using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities identify the position of and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic Circle , the Prime/Greenwich Meridian and time zones (including day and night) Place Knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America (The Amazon Basin) Human and physical geography Describe and understand the key aspects of: Physical geography, climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food ,minerals and water. Geographical skills and fieldwork Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. Suggested Final Activity: **KEY CONCEPTS:**	**Place: What if the River Nile had a different course?** Locational knowledge • locate the world's countries, concentrating on their environmental regions, • key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Place knowledge • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Suggested Final Activity: (HISTORY LINK) Debate: What was the most important feature of the nile to the Ancient Egyptians? **KEY CONCEPTS:**	**Human Natural resources: Water, is it a friend or a foe?** Contrasting Localtiy to Uk: Bangladesh or Japan Locational Knowledge Locate the world's countries , using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities identify the position of and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle , the Prime/Greenwich Meridian and time zones (including day and night) Place Knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography Describe and understand the key aspects of: physical geography, climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food ,minerals and water. Geographical skills and fieldwork Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. Use eight point of a compass and four and six figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world. Suggested Final Activity: A report on the impact of water on a contrasting locality **KEY CONCEPTS:**

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Art KS1	AUTUMN TERM 1  Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills. See the Pathway	SUMMER TERM 1  Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird. See the Pathway	AUTUMN TERM 2  Simple Printmaking Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry. See the Pathway	SPRING TERM 1  Be An Architect Exploring architecture and creating architectural models. See the Pathway	SPRING TERM 2  Exploring Watercolour Exploring watercolour and discovering we can use accidental marks to help us make art. See the Pathway	SUMMER TERM 2  Music & Art Explore how we can make art inspired by the sounds we hear. Draw, collage, paint and make. See the Pathway

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Art Skylarks	AUTUMN TERM 1  Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing. See the Pathway	AUTUMN TERM 2  Exploring Pattern Exploring how we can use colour, line and shape to create patterns, including repeating patterns. See the Pathway	SPRING TERM 1  Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film. See the Pathway	SUMMER TERM 2  Using Natural Materials to Make Images Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype. See the Pathway	SPRING TERM 2  Cloth, Thread, Paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece. See the Pathway	SUMMER TERM 1  Sculpture, Structure, Inventiveness & Determination What can artists learn from nature? Nurture personality traits as well as technical skills. See the Pathway

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Art Kite	AUTUMN TERM 1  Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing. See the Pathway	AUTUMN TERM 2  Exploring Pattern Exploring how we can use colour, line and shape to create patterns, including repeating patterns. See the Pathway	SPRING TERM 1  Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. See the Pathway	SUMMER TERM 2  Fashion Design Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief. See the Pathway	SPRING TERM 2  Cloth, Thread, Paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece. See the Pathway	SUMMER TERM 1  Sculpture, Structure, Inventiveness & Determination What can artists learn from nature? Nurture personality traits as well as technical skills. See the Pathway

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Art Hawks	AUTUMN TERM 1  Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps. See the Pathway	AUTUMN TERM 2  Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about. See the Pathway	SPRING TERM 1  Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. See the Pathway	SUMMER TERM 2  Fashion Design Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief. See the Pathway	SUMMER TERM 1  Take a Seat Explore how craftspeople and designers bring personality to their work. Make a small model of a chair which is full of personality. See the Pathway	SPRING TERM 2  Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait. See the Pathway

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DT KS1	**Structures - Baby Bears chair** Experiment with different shapes and manipulate materials to explore and evaluate a range of structural properties. They apply this knowledge to their own design, make and test task.	**Textiles - Gruffalo Puppet** Learn the different ways they can join fabrics together through the creation of a puppet.	**Mechanisms - Ferris wheels ALTERNATIVE** Explore existing mechanisms in order to design, test and make their own London eye style ride.	**Food - Fruit and vegetables smoothie** Learn how to identify fruits and vegetables. Then apply this knowledge to design and make a smoothie.	**Mechanisms. -Moving pictures** Explore levers and sliders to make a moving picture to teach people about the sea	
DT KS2	**Structures -Pavilions** https://buildyourownpavilion.serpentinegalleries.org/teachers/ Be introduced to pavilion architecture, experiment with frame structures before designing their own landscape and pavilion using a wider range of materials and construction techniques.	**Food - Eating Seasonality** Learn about seasonality and how the climate a food is grown in can alter the way it tastes and make a crumble and tart using seasonal ingredients.	**Skylarks and Kites Mechanism - slingshot cars** Use kinetic energy to power slingshot cars, designing and making their own and then testing their effectiveness in time trials. **Hawks** Mechanical systems/electrical systems - Design and make, using a basic chassis structure, a electrically powered car.	**Skylarks and Kites:** **Digital World- Electronic charm (nightlight)** Design, and develop a program, house and promote a Micro:bit electronic charm to use in low light conditions. **Hawks CONTINUED** Mechanical systems/electrical systems - Design and make, using a basic chassis structure, a electrically powered car.	**Mechanisms - Pneumatic toys** Examine pneumatic systems using syringes and balloons then apply their understanding of mechanical systems to create their own pneumatic toys.	
Computing KS1	**Computer Systems and Networks** Technology around us (1.1) *Recognising technology in school and using it responsibly.*	**Creating Media** Digital photography (2.2) *Capturing and changing digital photographs for different purposes.*	**Programming A** Moving a robot (1.3) *Writing short algorithms and programs for floor robots, and predicting program outcomes.*	**Data and Information** Pictograms (2.4) *Collecting data in tally charts and using attributes to organise and present data on a computer.*	**Creating Media** Making music (2.5) *Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.*	**Programming B** Programming animations (1.6) *Designing and programming the movement of a character on screen to tell stories.*
Computing KS2 SKYLARKS	**Computing systems and networks** Connecting computers (3.1) Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	**Creating media** **Audio editing (4.2)** Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	**Programming A** **Repetition in shapes (4.3)** **Using a text-based programming language to explore count-controlled loops when drawing shapes.**	**Data and information** **Branching databases (3.4)** Building and using branching databases to group objects using yes/no questions.	**Creating media** **Desktop publishing (3.5)** Creating documents by modifying text, images, and page layouts for a specified purpose.	**Programming B** **Repetition in games (4.6)** Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
Computing KS2 KITES	**Computing systems and networks** **Sharing information (5.1)** Identifying and exploring how information is shared between digital systems.	**Creating media** Video editing (5.2) *Planning, capturing, and editing video to produce a short film.*	**Programming A** Repetition in shapes (4.3) *Using a text-based programming language to explore count-controlled loops when drawing shapes.*	**Data and information** Introduction to spreadsheets (6.4) *Answering questions by using spreadsheets to organise and calculate data.*	**Creating media** Vector drawing (5.5) *Creating images in a drawing program by using layers and groups of objects.*	**Programming B** Repetition in games (4.6) *Using a block-based programming language to explore count-controlled and infinite loops when creating a game.*
Computing KS2 HAWKS	**Computing systems and networks** Sharing information (5.1) *Identifying and exploring how information is shared between digital systems.*	**Creating media** Video editing (5.2) *Planning, capturing, and editing video to produce a short film.*	**Programming A** Variables in games (6.3) *Exploring variables when designing and coding a game.*	**Data and information** Introduction to spreadsheets (6.4) *Answering questions by using spreadsheets to organise and calculate data.*	**Creating media** Vector drawing (5.5) *Creating images in a drawing program by using layers and groups of objects.*	**Programming B** Sensing (6.6) *Designing and coding a project that captures inputs from a physical device.*

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Music ROBINS	**Timbre and Rhythmic Patterns YR1 (Theme: Fairytales) 5 lessons** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	**Celebration Music (EYFS)** PERFORMANCE LISTENING INTER-RELATED DIMENSIONS OF MUSIC	**Music and Movement EYFS** PERFORMANCE LISTENING INTER-RELATED DIMENSIONS OF MUSIC YR1's INSTRUMENTAL PERFORMANCE	**YR2 On this Island: British Songs and sounds** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	**Musical Stories (EYFS)** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	**Musical Vocabulary (Theme: Under the Sea)** YR1 5 lessons PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC
Music Goldfinches	**Timbre and Rhythmic Patterns YR1 (Theme: Fairytales) 5 lessons** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	**YR 2 Orchestral Instruments (Theme: Traditional Stories)** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	**INSTRUMENTAL (plus Yr 1's from Robins)** PERFORMANCE	**YR2 On this Island: British Songs and sounds** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	**Musical Vocabulary (Theme: Under the Sea) YR1 5 lessons** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	**Myths and Legends YR2 PERFORMANCE** LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC
MUSIC Skylarks	**Traditional instruments and improvisation (Theme: India) 3** PERFORMANCE LISTENING COMPOSING THE HISTORY OF MUSIC INTER-RELATED DIMENSIONS OF MUSIC	INSTRUMENTAL RECORDERS	**Composition notation (Theme: Ancient Egypt) 5** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	**Changes in pitch, tempo and dynamics (Theme: Rivers) 4** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	**Haiku, music and performance (Theme: Hanami) 4** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	**Ballards (3)** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC
MUSIC Kites	**Looping and Remixing (5)** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	**Blues (5)** PERFORMANCE LISTENING COMPOSING THE HISTORY OF MUSIC INTER-RELATED DIMENSIONS OF MUSIC	**Composition notation (Theme: Ancient Egypt) 5** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	**Changes in pitch, tempo and dynamics (Theme: Rivers) 4** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	**Haiku, music and performance (Theme: Hanami) 4** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	INSTRUMENTAL RECORDERS
MUSIC Hawks	**Looping and Remixing (5)** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	**Dynamics, pitch and tempo (theme: Fingal's Cave) 6** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	**Composition notation (Theme: Ancient Egypt) 5** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	**Theme and Variations (Theme: pop art) 6** PERFORMANCE LISTENING COMPOSING THE HISTORY OF MUSIC INTER-RELATED DIMENSIONS OF MUSIC	INSTRUMENTAL RECORDERS	**Composing and Performing a leavers' Song (6)** PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC
French KS1	**Greetings & Instructions** Bonjour! Salut! Au revoir! Ça va? Ça va bien/ Ça va très bien/ Ça va mal/ Comme ci, comme ça Excellent! Bravo! Ecoutez, Regardez, Silence, Touchez, Montrez-moi, Donnez-moi, Levez- vous, Asseyez-vous, Répétez		**Birthdays** Quelle est la date de ton anniversaire? Mon anniversaire c'est le...		**Family** Mon père, Ma mère, Mon frère Ma sœur, Mon grand-père Ma grand-mère, Le bébé As-tu ..... ? J'ai un / une.... Je n'ai pas de... Je suis enfant unique	

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French Lower KS2	**Family and Friends** Key Areas: To introduce family and pets and spell their names. They will also learn the names for places in their own home • identify and introduce some of their relations • name some common pets • recognise some rooms in their home • consider whether nouns are masculine or feminine • make new sentences by substituting other vocabulary appropriately • use masculine/feminine articles and possessive pronouns	**On The Move** Key Areas: To learn to develop their conversational skills via some new topics: transport, direction and movement. They will learn to conjugate the high-frequency verb 'to go' and use it in context. • name some types of transport use Je... and Tu... correctly in a simple sentence • respond to simple instructions for direction and movement • follow simple directions to find a place on a map • use the correct article to precede a noun according to gender • use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun • give and respond to simple movement/direction instructions • give simple directions by substituting vocabulary as necessary • follow simple directions to find a place on a map	**All Around Town** Key Areas: learn to develop their intercultural understanding by being introduced to the sights of some typical French cities. They will also learn to describe places in a town, count to 100 and give their address in French. • name some of the major cities of France; • identify and say typical amenities to be found in French towns; • say and order multiples of ten; • ask and give a simple address in French; • locate the correct part of a bilingual dictionary to translate from French-English or vice versa. •
French Upper KS2	**Family and Friends** Key Areas: To apply previous skills and knowledge of topic areas such as animals, homes and family to extend their conversation abilities. They will expand their vocabulary and consolidate their understanding of descriptive language, including subjective descriptions. They will learn how French adjectives must 'agree' with the noun they describe, in relation to both number and gender. They will find out more about possessive adjectives and explain a family network in detail. • join in traditional songs and rhymes; • recognise rhyming sounds; • use 1st person possessive adjectives confidently and recognise that third person is different; • introduce family members; • say what sort of home they live in and name items inside; • give a simple opinion about a named animal or object; • construct a simple sentence about a variety of topics. • respond appropriately to the meaning of songs/ rhymes; • suggest other rhyming words to extend a set; • differentiate between first and third person possessive adjectives and verbs; • describe their home by size and say where items can be	**Time Travelling** Key Areas: To apply previous skills and knowledge of topic areas such as numbers and dates, extending this to talk about key events in French history. They will be introduced to one of the common past tenses in the French language, learning to give dates of birth/death for famous French people and begin to use grammatical terms such as conjugation, auxiliary and infinitive verb. They will improve their inter-cultural understanding in a cross-curricular way. • recognise number words in spoken sentences; • say numbers larger than 100; • match the subject and verb for high-frequency verbs; • recognise when someone is saying a date. • explain how larger numbers are often described by combining smaller number words; • use numbers in a sentence correctly; • demonstrate their understanding of a sentence; • identify auxiliary verb and past participle verb; • apply prior knowledge to say when and where they were born; • say when significant people in French history were born and died.	**This is France PLUS FESTIVAL: Bastile Day** Key Areas: To earn specific vocabulary to describe France's neighbours and positions/distances of a variety of cities. They will learn the French names for famous French landmarks and how to describe what people do when they visit Paris. They will also learn key phrases connected to the themes. • listen and respond to topic vocabulary; • answer questions orally using the topic vocabulary; • write an answer to a sentence using the topic vocabulary; • create sentences independently, using a model sentence; • write numbers in words which are multiples of ten; • describe position up to 4 compass points. • write numbers in words up to 999; • describe position up to 8 compass points; • can chose the correct tense of the verb être (present or imperfect); • can choose the correct form of an adjective describing nationalities.

PSHE KS1	**Be Yourself** Lessons include: 1)Marvellous Me 2)Feelings 3)Things I Like 4)Uncomfortable Feelings 5)Changes 6)Speak Up!	**Diverse Britain** Lessons include: 1)My school 2)My Community 3) My Neighbourhood 4)My Country 5)British People 6)What Makes Me Proud of Britain?	**Aiming High** Lessons include: 1)Star Qualities 2)Positive Learners 3)Bright Futures 4)Jobs for All 5)Going for Goals 6)Looking Forward	**VIPs** Lessons include: 1)Who Are Your VIPs? 2)Families 3)Friends 4)Falling Out 5)Working Together 6)Showing You Care	**It's My Body** Lessons include: 1)My Body, My Business 2)Active and Asleep 3)Happy, Health Food 4)Clean as a Whistle 5)Can I Eat It? 6)I Can Choose	**Money Matters** Lessons include: 1)Money 2)Keep It Safe 3) Save or Spend? 4)Want or Need? 5) Look After It 6)Going Shopping
PSHE KS2 SKYLARKS	**Think Positive LKS2** Lessons include: 1)Happy Minds-Happy People 2)Thoughts and Feelings 3)Changes 4)Keep Calm and Relax! 5)Be the Boss 6)Always Learning	**Britain LKS2** Lessons include: 1) Living in Britain 2)Democracy 3)Rules, Laws and Responsibility 4)Liberty 5)Tolerance and Respect 6)What Does it Mean to be British?	**Safety First LKS2** Lessons include: 1)New Responsibilities 2)Risks, Hazards and Danger 3)Under Pressure 4)Road Safety 5)Dangerous Substances 6) Injuries and emergencies	**Money Matters LKS2** Lessons include: 1)Where does Money Come From? 2)Ways to Pay 3)Lending and Borrowing 4)Priorities 5)Advertising 6)Keeping Track	**It's My Body LKS2** Lessons include: 1)My Body, My Choice 2)Fit as a Fiddle 3)Good Night, Good Day 4)Cough, Splutter, Sneeze! 5)Drugs: Healing or Harmful? 6)Choices Everywhere	**Digital Wellbeing LKS2** Lessons include: 1)The digital world 2)Digital kindness 3) Do I know you? 4)Online information 5)Keep it private 6)My digital awareness

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PSHE KS2 KITES	**TEAM UKS2** Lessons include: 1)Together Everyone Achieves More 2)Communicate 3)Collaborate 4)Compromise 5)Care 6)Shared Responsibilities	**Diverse Britain UKS2** Lessons include: 1)Identities 2)Communities 3)Respecting the Law 4)Local Governments 5)National Government 6)Making a Difference	**Safety First LKS2** Lessons include: 1)New Responsibilities 2)Risks, Hazards and Danger 3)Under Pressure 4)Road Safety 5)Dangerous Substances 6)injuries and emergencies	**Money Matters UKS2** Lessons include: 1)Look After It! 2)Critical Consumers 3)Value for Money 4)Budgeting 5)Borrowing and Saving 6)Money in the Wider World	**It's My Body UKS2** Lessons include: 1) Your Body is Your Own 2) Sleep Well, Be Well 3)Taking Care of Our Changing Bodies 4)Harmful Substances 5)How we Think and Feel about our Bodies 6) Healthy Choices	**Digital Wellbeing LKS2** Lessons include: 1)The digital world 2)Digital kindness 3) Do I know you? 4)Online information 5)Keep it private 6)My digital awareness
PSHE KS2 HAWKS	**Think Positive UKS2** Lessons include: 1)The Cognitive Triangle 2)Thoughts Are Not Facts 3)Facing Your Feelings 4)Choices and Consequences 5) Being Present 6)Yes, I Can!	**Diverse Britain UKS2** Lessons include: 1)Identities 2)Communities 3)Respecting the Law 4)Local Governments 5)National Government 6)Making a Difference	**Safety First UKS2 Lessons include:** 1)You Are Responsible? 2)What Are the Risks? 3)Making Your mind up 4)In an Emergency 5)home safe and sound 6)Outdoors playing safe	**Money Matters UKS2** Lessons include: 1)Look After It! 2)Critical Consumers 3)Value for Money 4)Budgeting 5)Borrowing and Saving 6)Money in the Wider World	**It's My Body UKS2** Lessons include: 1) Your Body is Your Own 2) Sleep Well, Be Well 3)Taking Care of Our Changing Bodies 4)Harmful Substances 5)How we Think and Feel about our Bodies 6) Healthy Choices	**Digital Wellbeing UKS2** Lessons include: 1)My digital life 2)Staying safe, healthy and happy online 3)Online relationships 4)social media 5)saying no to online bullying 6)fake news
RE (Split into Classes)	**ROBINS** **Discovery Theme: Special People** **Key Question:** What makes people special? *Religions: Christianity, Judaism*	**UC CONCEPT: Incarnation (1.3)** **Key Question:** Why does Christmas matter to Christians?	**UC CONCEPT: God (1.1)** **Key Question:** What do Christians believe God is like?	**UC CONCEPT: Salvation (F3)** **Key Question:** Why do Christians put a cross in an Easter garden?	**Discovery Theme: Special Places** **Key Question:** What makes places special? *Religions: Christianity, Islam, Judaism*	**Discovery Theme: Rosh Hashanah and Yom Kippur** **Key Question:** Are Rosh Hashanah and Yom Kippur important to Jewish children? *Religion: Judaism*

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	GOLDFINCHES **Discovery Theme: What did Jesus teach?** **Key Question:** Is it possible to be kind to everyone all of the time?	UC CONCEPT: Incarnation (1.3) Key Question: Why does Christmas matter to Christians?	**UC CONCEPT: God (1.1)** **Key Question:** What do Christians believe God is like?	**UC CONCEPT: Salvation (1.5)** **Key Question:** Why does Easter matter to Christians?	**Discovery Theme: Prayer and Belonging** **Key Question:** Does praying at regular intervals every day help a Muslim in his/her everyday life? *Religion: Islam*	**Discovery Theme: Community and Belonging** **Key Question:** Does going to the Mosque give Muslims a sense of belonging? *Religion: Islam*
	SKYLARKS: **UC CONCEPT: INCARNATION (2a.3)** **Key Question:** What is Trinity?	SKYLARKS: **UC CONCEPT: GOSPEL (2a.4)** **Key Questions:** What kind of world did Jesus want?	SKYLARKS: **Discovery Theme: Beliefs and Practices** **Key Question:** How special is the relationship Jews have with God? *Religion: Judaism*	SKYLARKS: **UC CONCEPT: SALVATION (2a.5)** **Key Question:** What do we call the day Jesus died?	SKYLARKS: **UC CONCEPT: Kingdom of God (2a.6)** **Key Question:** When Jesus left what was the impact of Pentecost?	SKYLARKS: **Discovery Theme: Rites of passage and good works** **Key Question:** What is the best way for a Jew to show commitment to God? *Religion: Judaism*
	KITES: **UC CONCEPT: GOD (2b.1)** **Key Question:** What does it mean if God is holy and loving?	KITES:UC CONCEPT: UC CONCEPT: GOSPEL (2a.4) **Key Questions:** What kind of world did Jesus want?	KITES: **Discovery Theme: Buddha's teachings** **Key Question:** Is it possible for everyone to be happy? *Religion: Buddhism*	**UC CONCEPT: SALVATION (2b.6)** **Key Question:** What did Jesus do to save human beings?	**UC CONCEPT: Kingdom of God (2a.6)** **Key Question:** When Jesus left what was the impact of Pentecost?	KITES: **Discovery Theme: The 8-fold path** **Key Question:** What is the best way for a Buddhist to lead a good life? *Religion: Buddhism*

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	HAWKS: **UC CONCEPT: GOD (2b.1)** **Key Question:** What does it mean if God is holy and loving?	**UC CONCEPT: GOSPEL (2b.5)** **Key Question:** What would Jesus do?	**Discovery Theme: Beliefs and Practices** **Key Question:** What is the best way for a Muslim to show commitment to God? *Religion: Islam*	**UC CONCEPT: SALVATION (2b.7)** **Key Question:** What difference does the resurrection make for Christians?	HUC CONCEPT: People of God (2b.3) **Key Question:** How can following god bring freedom and justice?	**Discovery Theme: Beliefs and moral values** **Key Question:** Does the Akhirah (life after death) help Muslims lead good lives? *Religion: Islam*
PE KS1	**Multi-skills (ABC)** - Moving at speed in straight lines - Moving at speed with directional changes of own choice - Moving at speed with directional changes in response to others - Changing speed with instant control **Striking & Fielding** - Develop individual catching skills exploring throws upwards, bounces downward, two hands, one hand. - Throw underarm with correct technique and increasing accuracy - Fundamental introduction to overarm throwing, experiencing the coordination of the movement - Apply skills in a small modified game situation	**Basketball** - Bouncing the ball, using both or one hand whilst stationary - Bouncing the ball whilst in motion, progressing from catching to constant - Coordinating movements of body to the travel pathway and speed of the ball - Sending and receiving the ball with a partner in a variety of ways. - Combining skills to achieve a more complex task, both individually and in a group - Experiencing a modified and scaled-down game, understand and obeying rules. **Dance** - Responding to a range of stimuli - Copy and explore basic actions led by a teacher - Perform movements involving a range of body parts - Link these together to form a movement phrase	**Football** - Move with the ball at increasing speed trying to maintain close control - Pass/send the ball to close targets - Shoot with power at targets/goals - Begin to understand rules of gameplay **Gymnastics** (contrasts, holding positions) - Perform basic shapes (Large and small), extending the body and requiring flexibility - Maintain increasingly difficult balances for a sustained period - Be able to perform some of the previous shapes, balances and actions on the apparatus - Copy actions and shapes performed by your partner	**Netball** - Coordinating movements of body to the travel pathway and speed of the ball - Sending and receiving the ball with a partner in a variety of ways. - Combining skills to achieve a more complex task, both individually and in a group - Experiencing a modified and scaled-down game, understand and obeying rules. **Gymnastics 2** - Travel in a variety of ways with different numbers of contact points - Travel individually and in groups - Perform simple rolls – log, tuck - Combining jumping and landing variations (floor based) - Link small elements together to perform a sequence	**Athletics** - Experiment with jumping and landing once or more in combination - Jump to achieve height and distance - Throw a number of differing projectiles - Measure and record scores for other pupils **Team games- throwing and catching** - Develop individual catching skills exploring throws upwards, bounces downward, two hands, one hand. - Throw underarm with correct technique and increasing accuracy - Fundamental introduction to overarm throwing, experiencing the coordination of the movement - Apply skills in a small modified game situation	**Athletics** How to run with correct technique - Applying correct technique at full speed in race situations - Attempt some slightly longer distances, adjusting speed slightly to achieve this - Working effectively as a team to complete relays **Striking team games** (tennis racket, cricket bat, hockey stick) - Handling and controlling a bat/stick in response to situational-demands of a ball or beanbag - Striking the ball in different ways, using bats with large surface areas - Balancing and manipulating the ball with different striking equipment - Experiencing a modified game.

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PE Skylarks	**Football** - Travelling with the ball under close control - Scoring/shooting, with some successful transference in to game situation - Tactics – when to choose certain skills with a successful outcome in a game situation - Follow rules to play challenging, organised games - Adapt these rules to create their own modified games **Basketball** - Sending and receiving to and from a partner in a variety of ways - Maintain possession of the ball in small groups against a defender - Pass to team mates at appropriate times - Select correct type of pass for certain situations, leading to successful transference in to game situation	**Tag Rugby** - Running with the ball past stationary objects progressing to moving opponents - Tackling as a defensive skills - Push pass over increasing distances - Passing whilst running forward reinforcing rule of not passing backwards - Apply skills in line with key rules to the game **Dance** - Develop physical strength and suppleness by practising moves and stretching. - Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner. - Develop and adapt own movements and motifs to create movement patterns (whole or part additions)	**Hockey** - Consistently use correct grip - Ability to manipulate ball and move in desired direction - Increasing speed and still showing control in tight spaces - Sending the ball in different ways - Stopping the ball using two correct techniques - Understanding all rules, particularly those concerning safety **Gymnastics** - Exploring different ways to travel, both high and low - Combining travelling and being still, linking them together into a fluid movement phrase - Varying height and speed in their movement phrase - Use ipads or similar technology to record and evaluate your own/another group's performance	**Netball** - Identify similarities between basketball and netball - Consistent catching ability when receiving ball - Practice rule of 'Pivoting' only - Moving in to space to counteract inability to move with the ball - Applying skills effectively in to small sided games **Bench ball** - Attacking and defending: what they are - How can we attack and defend in benchball: explore options and experience performing them - Overarm throwing of mid sized objects - Throwing accurately with a high ball flight - Finding spaces away from opponents - Catching whilst moving	**Athletics** - Use a range of throwing techniques to complete Javelin, Chest push ball throw, Shot put, Discus - Throw with accuracy to hit a target or cover a distance - Using a variety of physical skills in combination efficiently to maximise performance - Jump in a number of ways from a stationary position - Challenging themselves to achieve their personal best **Rounders** - Striking the ball with objects using one hand (progressing from tennis racquets down to rounders bats) - Hitting the ball in different directions - Bowling underarm with consistency - Basic throwing and catching exercises - Linking together a series of successful throws and catches	**Cricket** - Batting technique including stance, grip and swing - Hitting stationary balls, progressing on to slow moving - Combining control and accuracy with increasing power - Understanding how opponent fielding positions affects batting decision making **Racket Sports** (Tennis/ Badminton) - Hand/eye coordination, tracking the ball closely and affecting movements accordingly - Cone tennis: drop- bounce-catch in cone, bounce-hit with cone- bounce, play with a partner using cone as racquet and catching the ball each time - Hand tennis: same as above but using palm of hand - Racquet control, balancing for increasing durations - Forehand and backhand shots, progressing rallying using those strokes
PE Kites	**Football** - Travelling with the ball under close control - Scoring/shooting, with some successful transference in to game situation - Tactics – when to choose certain skills with a successful outcome in a game situation - Follow rules to play challenging, organised games - Adapt these rules to create their own modified games **Basketball** - Sending and receiving to and from a partner in a variety of ways - Maintain possession of the ball in small groups against a defender - Pass to team mates at appropriate times - Select correct type of pass for certain situations, leading to successful transference in to game situation	**Tag Rugby** - Running with the ball past stationary objects progressing to moving opponents - Tackling as a defensive skills - Push pass over increasing distances - Passing whilst running forward reinforcing rule of not passing backwards - Apply skills in line with key rules to the game **Dance** - Develop physical strength and suppleness by practising moves and stretching. - Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner. - Develop and adapt own movements and motifs to create movement patterns (whole or part additions)	**Hockey** - Dribbling successfully at speed - Dribbling past opponents -Completing action with either a pass or shot - Attacking as an individual - Attacking as a team **Gymnastics** - Practice and refine the gymnastics techniques required in a varied performance • Create complex and well-executed sequences that include a full range of movements including: Travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching & twisting, gestures and linking skills - Vary speed, direction, level and body rotation during floor performances. - Using equipment and apparatus to perform exercises and sequences	**Netball** - Shooting and scoring effectively - Introduction to positions and roles - Progressing up the full court as a team without losing the ball - Defending 1v1 (marking, interceptions) - Matchplay **Bench ball** - Attacking and defending: what they are - How can we attack and defend in benchball: explore options and experience performing them - Overarm throwing of mid sized objects - Throwing accurately with a high ball flight - Finding spaces away from opponents - Catching whilst moving	**Athletics** - Use a range of throwing techniques to complete Javelin, Chest push ball throw, Shot put, Discus - Throw with accuracy to hit a target or cover a distance - Using a variety of physical skills in combination efficiently to maximise performance - Jump in a number of ways from a stationary position - Challenging themselves to achieve their personal best **Rounders** - Overarm throwing covering a long distance - Overarm throwing to small targets (replicating bases or bowler) - Catching high/fast thrown balls - Tactics – when and where to throw ball - Bowling consistent legal deliveries	**Cricket** - Batting technique including stance, grip and swing - Hitting stationary balls, progressing on to slow moving - Combining control and accuracy with increasing power - Understanding how opponent fielding positions affects batting decision making **Racket Sports (Tennis/Badminton)** - Accurately tracking ball flight - Extended challenge of Forehand and - Backhand shots - Introduction of Serve and Volley shots - Sustain a rally for an increasing number of shots - How to outwit your opponent and regularly win points

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PE Hawks	**Football** - Passing/sending the ball over a long distance - Passing/sending the ball when challenged by opponents - Creating and scoring opportunities - Defending as an individual - Defending as a team **Basketball** - Using both hands to manipulate the ball and move in different directions - Keeping the ball away from an opponent individually - Attacking the hoop individually against an opponent - Possession against large groups - Full matchplay	**Tag Rugby** - Push pass with more power - Spin pass - Timing of pass - Defensive lines (straight, no gaps) - Supporting the player with the ball - Positional play leading to better try scoring **Dance** **- Exploring movement** responses to music, including changes in rhythm, level, direction and speed - Learn and perform simple routines by linking these movements - Performing to music, keeping in time with the rhythm for the majority or all of the routine - Creating own movement sequences in keeping with the same rhythm	**Hockey** - Dribbling successfully at speed - Dribbling past opponents -Completing action with either a pass or shot - Attacking as an individual - Attacking as a team **Gymnastics** - Practice and refine the gymnastics techniques required in a varied performance • Create complex and well-executed sequences that include a full range of movements including: Travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching & twisting, gestures and linking skills - Vary speed, direction, level and body rotation during floor performances. - Using equipment and apparatus to perform exercises and sequences	**Netball** - Shooting and scoring effectively - Introduction to positions and roles - Progressing up the full court as a team without losing the ball - Defending 1v1 (marking, interceptions) - Matchplay **Dodgeball** - Teamwork - Application of relevant multi-skills - Throwing whilst moving - Throwing at a moving target - How to vary between attacking and defensive styles	**Athletics** - Understanding how to develop the physical attributes of speed, strength, stamina and how that improves performance - Being able to sustain a set pace for a prolonged period of time. - Being able to fluctuate that pace according to tactical influences in a race setting - Relays with smooth changeovers **Rounders** - Overarm throwing covering a long distance - Overarm throwing to small targets (replicating bases or bowler) - Catching high/fast thrown balls - Tactics – when and where to throw ball - Bowling consistent legal deliveries	**Cricket** - Bowling overarm with correct technique - Batting for accuracy (shot selection and placement) - Batting for power (distance) - Increasing number of outs achieved as a fielding team **Racket Sports (Tennis/Badminton)** - Accurately tracking ball flight - Extended challenge of Forehand and - Backhand shots - Introduction of Serve and Volley shots - Sustain a rally for an increasing number of shots - How to outwit your opponent and regularly win points