

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading</p> <p>Full breakdown of Y6 Reading objectives can be found here.</p> <p><i>Note: an additional 15 minutes of independent reading takes place daily and there is a whole class read at the end of each day.</i></p>	<p>Focus text: "Poems from the Second World War" by Gaby Morgan</p> <p>"When we were Warriors" by Emma Carroll</p> <p>Genres: Poetry Fiction: historical</p> <p>Reading focuses: Make comparisons within and across books.</p> <p>Draw inferences (inferring characters' thoughts and motives from their actions); justify with evidence.</p> <p>Evaluate authors' language choice, including figurative language.</p>	<p>Focus text: "Jungle Book" by Rudyard Kipling (Macmillan)</p> <p>"Martha's Suitcase" by The Literacy Company</p> <p>Genres: Fiction: classic Recount / Information</p> <p>Reading focuses: Identify and discuss themes and conventions.</p> <p>Draw inferences (inferring characters' thoughts and motives from their actions); justify with evidence.</p> <p>Evaluate authors' language choice, including figurative language.</p>	<p>Focus text: "The Happy Prince and Other Tales" by Oscar Wilde</p> <p>Genre: Fiction: classic</p> <p>Reading focuses: Draw inferences (inferring characters' thoughts and motives from their actions); justify with evidence.</p> <p>Evaluate authors' language choice, including figurative language.</p> <p>Make comparisons within and across the texts.</p>	<p>Focus text: "The Explorer" by Katherine Rundell</p> <p>Genre: Fiction: contemporary information</p> <p>Reading focuses: Draw inferences (inferring characters' thoughts and motives from their actions); justify with evidence.</p> <p>Evaluate authors' language choice, including figurative language.</p> <p>Make comparisons within and across the texts.</p>	<p>Focus text: "Great Adventurers" by Alastair Humphreys</p> <p>Genre: Information</p> <p>Reading focuses: Identify how language, structure and presentation and contribute to meaning.</p> <p>Distinguish between fact and opinion.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Summarise the main ideas from more than one paragraph.</p>	<p>Focus text: "Sky Chasers" by Emma Carroll</p> <p>Genre: Fiction: adventure</p> <p>Reading focuses: Draw inferences (inferring characters' thoughts and motives from their actions); justify with evidence.</p> <p>Evaluate authors' language choice, including figurative language.</p> <p>Identify and discuss themes and conventions.</p>
<p>Writing</p> <p>Full breakdown of Y6 Writing objectives can be found here.</p>	<p>Focus text: "Star of Fear, Star of Hope" by Jo Hoestlandt</p>	<p>Focus text: "Can we save the tiger?" By Martin Jenkins</p>	<p>Focus text: "The Selfish Giant" by Oscar Wilde</p>	<p>Focus text: "Island" by Jason Chin</p>	<p>Focus text: "Manfish" by Jennifer Berne</p>	<p>Focus text: "Sky Chasers" by Emma Carroll</p>

	<p>Writing outcome: Fiction: To write a story with a flashback from another character's point of view.</p> <p>Writing focuses:</p> <p>Identify the audience for purpose of writing.</p> <p>Note and develop initial ideas, drawing on reading and research.</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary.</p> <p>Describe settings, characters and atmosphere.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings.</p> <p>Use consistent and correct tense</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Writing outcome: Report writing – Information, explanation and persuasion hybrid text.</p> <p>Writing focuses:</p> <p>Identify the audience for purpose of writing.</p> <p>Note and develop initial ideas, drawing on reading and research.</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary.</p> <p>Précis longer passages.</p> <p>Use organisational and presentational devices to structure text.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Writing outcome: Fiction – Classic narrative. Choosing either a retelling in 1st or 3rd person or from a character's point of view.</p> <p>Writing focuses:</p> <p>Identify the audience for purpose of writing.</p> <p>Note and develop initial ideas, drawing on reading and research.</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary.</p> <p>Describe settings, characters and atmosphere.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings.</p> <p>Choose the appropriate register.</p>	<p>Writing outcome: Recount – Journalistic Report.</p> <p>Writing focuses:</p> <p>Identify the audience for purpose of writing.</p> <p>Note and develop initial ideas, drawing on reading.</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary.</p> <p>Precis longer passages.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Use consistent and correct tense.</p> <p>Choose the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Writing outcome: Recount - Biography</p> <p>Writing focuses:</p> <p>Identify the audience for purpose of writing.</p> <p>Note and develop initial ideas, drawing on reading and research.</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary.</p> <p>Use organisational and presentational devices to structure texts.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Use consistent and correct tense.</p> <p>Choose the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Writing outcome: Fiction – Adventure story, including narrative from different viewpoints.</p> <p>Writing focuses:</p> <p>Note and develop initial ideas, drawing on reading and research.</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary.</p> <p>Describe settings, characters and atmosphere.</p> <p>Précis longer passages.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings.</p> <p>Distinguish between the language of speech and writing.</p>
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			Proof-read for spelling and punctuation errors			Proof-read for spelling and punctuation errors. Perform own compositions using appropriate intonation, volume and movement.
Handwriting	Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.					
Mathematics Full breakdown of Y6 Mathematics objectives can be found here .	Number: Place Value Number: Addition, Subtraction, Multiplication and Division	Number: Fractions Measurement: Converting Units	Number: Ratio Number: Algebra Number: Decimals	Number: Fractions, Decimals, Percentages Measurements: Perimeter, Area and Volume Statistics	Geometry: Properties of Shape Geometry: Position and Direction	(Themed Projects) Problem Solving Investigations
Religious Education	How is life a journey? What is pilgrimage?	How do Christians prepare for Christmas?	Why do Christians celebrate the Eucharist?	Easter. Who was Jesus? Who is Jesus?	What do people think about God?	Who are people of faith?

Science	Animals including Humans	Living Things and their Habitats	Electricity	Super Science Experiments	Light	Evolution
Full breakdown of Y6 Science objectives can be found here .	During this unit of work, children will learn about the importance of the circulatory system and how it transports oxygen around our body. They will learn about the heart and how it is an important muscle in our bodies. Children will learn about their heart rate and different activities that can increase the heart rate. Children will learn about being healthy and things they can do to lead a healthy lifestyle as well as learning about things that people do that can cause them to be unhealthy.	During this unit of work, children will learn about classification of living things, including microorganisms. They will learn the names and characteristics of the main groups used to classify animals, plants and microorganisms. Children will learn to use a classification key and create their own key using yes/no questions. Children will investigate the question; Is yeast a microorganism? And conduct an experiment involving the respiration of yeast. They will produce a presentation about the life and work of Carolus Linnaeus and understand the importance of his standard classification system.	During this unit of work, children will consolidate and extend previous learning from year 4 by constructing simple series circuits and drawing them using scientific symbols. They will conduct investigations to determine how the voltage in a circuit affects the brightness of a bulb. They will use their 'working scientifically' skills to plan an experiment to investigate variations in how components function and use the results to write a clear and concise conclusion. They will use the internet to research information about renewable and non-renewable energy sources and communicate this information in the form of a leaflet.	Inspirational Scientists British Science Week	During this unit of work, children will consolidate previous learning by exploring the way that light behaves, including light sources, reflection and shadows. Pupils will make predictions and investigate the relationship between light sources, objects and shadows and understand how the eye works. Children will extend their experience of light by looking at rainbows, prisms and bending light in water (although they don't need to explain why these phenomena occur at this stage).	During this unit of work, children will explore how animals and plants are adapted to the environment in which they live. They will learn that adaptations occur over time and that may lead to a species evolving. Children will conduct an experiment to answer the question; which beak is best adapted to pick up a seed? They will consider how certain adaptations occur in response to environmental conditions. They will learn about natural selection and how this links to inheritance and how some characteristics are inherited from parents and some are not. Children will consolidate previous learning on fossilisation and understand how studying fossils has helped explain the theory of evolution.

Art Full breakdown of Y6 Art objectives can be found here .	Craft and Design: Photo Opportunity <ul style="list-style-type: none">- Apply an understanding of composition to create an effective photomontage advertising poster.- Apply understanding of abstract art through photography.- Demonstrate an understanding of design choices made for effect using digital photography techniques.- Apply an understanding of photography to design and recreate a famous painting.- Demonstrate observation and proportion to create art in a photorealistic style.		Drawing: Make my Voice Heard <ul style="list-style-type: none">- Explore expressive drawing techniques.- Consider how symbolism in art can convey meaning.- Apply understanding of the drawing technique chiaroscuro.- Evaluate the context and intention of street art.- Apply an understanding of impact and effect to create a powerful image.		Sculpture and 3D: Making Memories <ul style="list-style-type: none">- Analyse how art can explore the concept of self.- Explore sculptural techniques.- Use creative experience to develop ideas and plan a sculpture.- Apply an understanding of materials and techniques to work in 3d.- Problem solve, evaluate and refine artwork to achieve a chosen outcome.	
Computing Full breakdown of Y6 Computing objectives can be found here .	My Online Life Programme Focus: Book Creator. This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework '.	VR Worlds Programme Focus: Book Creator, Seesaw, Garageband The class will explore Virtual Reality (VR) and how it can be used in the classroom. The children will also build their own VR world.	Online Safety Dilemmas Programme Focus: Book Creator, Seesaw, iMovie. In this activity the children will become online safety ambassadors. They will be given modern day dilemmas. Dilemmas that children face every day online and asked to produce a series of “what to do” videos to explain how to cope online.	Crossy Roads Programme Focus: Book Creator, HopScotch Free Crossy Roads Free. The children will create their own version of the popular app Crossy Roads using visual coding.	Solve IT Club Programme Focus: Book Creator, Explain Everything Free, Seesaw, Keynote Free. Children will produce their own digital guide to being a maths genius. Making videos and animations showing how to solve various maths problems. This is an opportunity to connect with other schools.	Quiz Show Host Programme Focus: Book Creator, Pages Free, Word Free, Slides Free The children will create quizzes using a variety of apps.
Design and Technology Full breakdown of Y6 Design and Technology objectives can be found here .	Structure: Playgrounds <ul style="list-style-type: none">- Design a playground with a variety of structures.- Build a range of structures.- Improve and add detail to structures.- Create the surrounding landscape.		Electrical Systems: Steady Hand Game <ul style="list-style-type: none">- To research and analyse a range of children’s toys.- To design a steady-hand game.- To construct a stable base.- To assemble electronics and complete their electronic game.		Digital World: Navigating the World <ul style="list-style-type: none">- Write a design brief and criteria based on a client request.- Write a program to include multiple functions as part of a navigation device.- Develop a sustainable product concept.- Develop 3D CAD skills to produce a	

	-		virtual model. - Present a pitch to 'sell' the product to a specified client.
Geography Full breakdown of Y6 Geography objectives can be found here .	How do we compare with Africa? Local Links: <i>Compare UK – including coastal town of Formby - with regions of Africa; St. Peter's Church links with Uganda.</i> Locate Africa on a world map and recognise that the African continent is made up of 54 countries. Know that Africa can be split into five different regions and identify which region various African countries are in. Understand geographical similarities and differences through the comparison of human and physical geography and key topical features (coasts) of a region of the United Kingdom with a region of Africa. Children compare England with Uganda and Formby with Kalule.	Are we looking after our planet? Local Links: <i>Southport Eco Centre</i> Identify some of Britain's natural resources and explain how they are used using labelled diagrams and descriptive writing. Know how fossil fuels are produced and how they can be used to produce electricity. Understand the problems associated with burning coal and gas. Identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use. Describe and understand the distribution of natural resources (energy) in the UK and around the world. Know where and how glass and concrete are produced in Britain using natural resources. Understand how and why a country rich in resources can be so poor. Understand what we do in Formby to look after our planet. How do we 'Think Global, Act Local'?	Why do our coasts always change? Local Links: <i>Formby Beach.</i> Describe and understand key aspects of physical and human geography including; coasts, caves, stacks, cliffs, climate zones, biomes, renewable/ non-renewable resources, fossil fuels, biodiversity and urbanisation. Know the physical features of Formby Beach and the processes – such as erosion - that affects. Explore different strategies of coastal management (focusing on the management of Formby Beach). Name and locate key topographical features including coasts, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
History	What was it like to have lived through Britain at War? Local Links: <i>Formby War Memorial.</i>	How did World War I and World War II affect our town? Local Links: <i>Formby War Memorial.</i>	How have crimes and punishments changed through the ages?

<p>Full breakdown of Y6 History objectives can be found here.</p>	<p><i>Visit to Formby Luncheon Club to interview members, Local texts about Formby during WW1 and WW2.</i></p> <p>National Links: <i>Zoom with Holocaust Survivor.</i></p> <p>Identify and describe reasons for, and results of, events situations and changes (such as start / end of WW1 and 2).</p> <p>Explore what life was like for the people in Britain during the wars.</p> <p>Make connections, draw contrast and analyse trends.</p> <p>Understand how evidence is used to make historical claims</p>		<p><i>Visit to Formby Luncheon Club to interview members, Local texts about Formby during WW1 and WW2.</i></p> <p>Use more sophisticated web-based resource to ask and answer their own enquiry question.</p> <p>Understand significance.</p> <p>Create own structured accounts, including narrative and analysis</p>		<p>Local Links: <i>Liverpool & Knowsley Magistrates Court, Community Police, Understanding of laws we follow in our local community.</i></p> <p>Introduce the broad trends of crime and punishment from the Romans to the 21st century.</p> <p>Explore crime and punishment during different periods (Romans, Viking, Tudor, Victorian, early modern period).</p> <p>Recap the history of crime and punishment and compare it to today.</p> <p>Understand similarity and difference, continuity and change.</p>	
<p>Modern Foreign Language (Spanish).</p> <p>Full breakdown of Y6 Modern Foreign Language objectives can be found here.</p>	<p>Pets</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neutral forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to</p>	<p>Regular Verbs</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neutral forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>The Weekend</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally* and in writing.</p>	<p>Habitats</p> <p>Describe people, places, things and actions orally* and in writing.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>	<p>The Planets</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Me In The World</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>

	apply these, for instance, to build sentences; and how these differ from or are similar to English.					<p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Describe people, places, things and actions orally* and in writing.</p>
<p>Music</p> <p>Full breakdown of Y6 Music objectives can be found here.</p>	<p>Brass</p> <ul style="list-style-type: none"> - Pupils listen to a range of musical rhythms with focus and can internalise and remember specific patterns. - Pupils understand the importance of posture when playing an instrument and sit appropriately. - Pupils can assemble their instrument and hold it with their hands in the correct position. - Pupils can blow their instruments using the correct lip 	<p>Brass</p> <ul style="list-style-type: none"> - Pupils listen to a range of musical rhythms with focus and can internalise and remember specific patterns. - Pupils understand the importance of posture when playing an instrument and sit appropriately. - Pupils can assemble their instrument and hold it with their hands in the correct position. - Pupils can blow their instruments 	<p>Garage Band</p> <ul style="list-style-type: none"> - In this unit pupils use GarageBand to develop understanding of music technology. - They explore different areas of musical composition such as chord sequences, melody writing, structure (binary and ternary form), texture and instrumentation. <p>Woodwind Continuation group</p>	<p>WW2</p> <ul style="list-style-type: none"> - This unit provides opportunities for pupils to listen to and appraise the music that was performed during World War 2. - Pupils will also listen to some national anthems from the leading countries of World War 2 and learn to sing 'God save the Queen'. - They will recap and expand upon features such as expression, dynamics and 	<p>Celebrations</p> <ul style="list-style-type: none"> - This unit aims to expose pupils to the different styles of music that are used in celebrations. - Pupils will listen to and appraise music for each celebration. They will recap and expand upon features such as melodic patterns and rhythm to perform music for celebrations. - Pupils will then have the opportunity to 	<p>Reggae</p> <ul style="list-style-type: none"> - Pupils are exposed to a brief history of reggae, seeing it is an important music genre. Pupils will learn about the key reggae musical features and will listen to and appraise music by reggae artists. - Pupils will recap and expand upon features such as chord patterns, riffs, bass line, melody and rhythm, creating

	<p>and mouth placement(embouchure) with control and produce a pleasing sound.</p> <ul style="list-style-type: none"> - Pupils learn notes C-A and play a variety of pieces using these notes. - Pupils begin to read the musical notation and rhythms, identifying notes on the stave. - Pupils are introduced to musical parameters and language, understanding how these change the music, and apply these when playing pieces. <p>Woodwind Continuation group</p>	<p>using the correct lip and mouth placement(embouchure) with control and produce a pleasing sound.</p> <ul style="list-style-type: none"> - Pupils learn notes C-A and play a variety of pieces using these notes. - Pupils begin to read the musical notation and rhythms, identifying notes on the stave. - Pupils are introduced to musical parameters and language, understanding how these change the music, and apply these when playing pieces. <p>Woodwind Continuation group</p>		<p>phrasing to sing songs.</p> <ul style="list-style-type: none"> - Pupils will learn how to perform as class and in smaller group ensembles and how to communicate effectively - as an ensemble. Pupils will have the opportunity to write their own song lyrics to celebrate the life of a soldier, learning about structuring a song with verses and a chorus, creating a melody and learning how to accompany that melody. <p>Woodwind Continuation group</p>	<p>select and combine musical features learnt to compose, notate and perform their own piece of music for a celebration.</p> <ul style="list-style-type: none"> - Throughout the unit pupils will listen to appraise their own and others music. <p>Woodwind Continuation group</p>	<p>in small group, their own chord structures with which to fit bass lines and phrase melodic lines.</p> <ul style="list-style-type: none"> - Pupils will have the opportunity to perform drum groove patterns following given rhythm notation. <p>Woodwind Continuation group</p>
<p>Physical Education</p> <p>Overview of PE Primary Curriculum can be found here.</p>	<p>Fitness</p> <p>Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities</p>	<p>OAA</p> <p>Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create</p>	<p>Tag Rugby</p> <p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence.</p>	<p>Swimming</p> <p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to</p>	<p>Swimming</p> <p>Consolidation of skills taught so far:</p> <p>Perform safe self-rescue in different water based situations</p> <p>Swim competently, confidently and proficiently over a</p>	<p>Tri-Golf</p> <p>Pupils will develop skills and apply them to striking, chipping, putting and playing a short and long game. They will develop their coordination, accuracy and control of movements. These lesson plans will enable teachers to</p>

	<p>to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.</p> <p>Dodgeball</p> <ul style="list-style-type: none"> • Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. • They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. • Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. • Pupils learn officiating skills when refereeing 	<p>strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.</p> <p>Athletics</p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: long distance</p>	<p>When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p> <p>Gymnastics</p> <p>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They</p>	<p>stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> <p>Cricket</p> <p>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are</p>	<p>distance of at least 25 metres</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>Tennis</p> <p>In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.</p> <p>Dance</p> <p>Pupils will focus on developing an idea or theme into dance</p>	<p>provide pupils with activities that help them understand the principles of golf and develop fluid movements that can be used in game situations. They will be confident in selecting the appropriate shot for the situation. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. Pupils will be creative in designing their own course.</p> <p>Kinball</p> <p>Pupils develop their decision making skills; spatial awareness and ability to spot and use space. They also improve teamwork and communication.</p> <p>Rounders</p> <p>Pupils develop the quality and</p>
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	games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	running, sprinting, triple jump, discus and shot put.	build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	<p>given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>Yoga</p> <p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p>	choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.	consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.
PSHE	<p>Being in My World</p> <ul style="list-style-type: none"> - Identifying goals for the year 	Celebrating Differences	<p>Dreams and Goals</p> <ul style="list-style-type: none"> - Personal learning goals, in and 	<p>Healthy Me</p> <ul style="list-style-type: none"> - Taking personal responsibility 	<p>Changing Me</p> <ul style="list-style-type: none"> - Self-image - Body image 	<p>Relationships</p> <ul style="list-style-type: none"> - Mental health

	<ul style="list-style-type: none"> - Global citizenship - Children's universal rights - Feeling welcome and valued - Choices, consequences and rewards - Group dynamics - Democracy, having a voice - Anti-social behaviour - Role-modelling 	<ul style="list-style-type: none"> - Perceptions of normality - Understanding disability - Power struggles - Understanding bullying - Inclusion/exclusion - Differences as conflict, difference as celebration - Empathy 	<ul style="list-style-type: none"> - out of school - Success criteria - Emotions in success - Making a difference in the world - Motivation - Recognising achievements - Compliments 	<ul style="list-style-type: none"> - How substances affect the body - Exploitation, including 'county lines' and gang culture - Emotional and mental health - Managing stress 	<ul style="list-style-type: none"> - Puberty and feelings - Conception to birth - Reflections about change - Physical attraction - Respect and consent - Boyfriends/girlfriends - Sexting - Transition <p>RSE Week Coverage</p> <ul style="list-style-type: none"> - Understand the importance of personal hygiene. - Understand human sexual reproduction. - Recognise when relationships are not positive. - Know British law (legal age of sexual intercourse). - Understand their right to say no (resisting peer pressure). - Know where to go for help and advice. 	<ul style="list-style-type: none"> - Identifying mental health worries and sources of support - Love and loss - Managing feelings - Power and control - Assertiveness - Technology safety - Take responsibility with technology use
Global Citizenship Events	Roald Dahl Day European Languages Day	TSP's Celebration of Kindness Week (World Kindness Day)	Holocaust Memorial Day National Storytelling Week	National Careers Week World Book Day	Earth Day Local and Community History Month	World Environment Day Healthy Eating Week My Money Week

	International Walk to School Month	Anti-Bullying/ Behaviour Awareness Week	Safer Internet Day	International Women's Day	World Red Cross and Red Crescent Day (Red Cross Week)	National School Sport Week
	Hello Yellow (Mental Health)	Remembrance Sunday	Chinese New Year	Brain Awareness Week	International Day against Homophobia and Transphobia	
	Hate Crime Awareness Week	Children In Need	Fairtrade Fortnight	British Science Week		
	Black History Month	Road Safety Week	Climate Coalition Day	Comic Relief /Sport Relief		
		Human Rights' Day				