

HT1	HT2	HT3	HT4	HT5	HT6
<b>Literacy</b>					
<p><b>Shrek</b> Character description Setting description Features of fairy tales Writing dialogue (<b>Independence</b>) Innovating a fairy tale using <b>creativity</b>. Produce an <b>independent</b> final draft of an innovated fairy tale.</p> <p><b>Charlie and the Chocolate Factory</b> Rhetorical questions used to persuade Fact and opinions Features of persuasive advertisements 2AD sentences to describe own chocolate bars (<b>creativity</b>) Produce an <b>independent</b> advert too describe and persuade customers to buy a fictional sweet.</p> <p><b>Fronted adverbials eg Later that day.</b> <b>Can use paragraphs in fiction.</b></p> <p><b>Grammar</b> Expanded noun phrases Prepositions Dialogue punctuation Possessive apostrophes</p> <p><b>Spelling</b> 'I' sound spelt Y 'U' sound spelt ou Prefixes, un, in, mis, dis. Adding suffixes with stressed and unstressed syllables.</p> <p><b>Comprehension skills</b> Continuous throughout half term</p>	<p><b>How to Train Your Dragon</b> Non-Chronological Reports Setting Descriptions Dragon description Diary Entry Direct Dialogues To write a non-chronological report to describe their own dragon. (<b>independence</b>)</p> <p><b>Fronted adverbials eg Later that day.</b> <b>Can use paragraphs in fiction and non-fiction.</b> <b>Can use possessive apostrophes</b></p> <p><b>Grammar</b> Expanded noun phrases Prepositions Dialogue punctuation Possessive apostrophes</p> <p><b>Spelling</b> Prefixes and suffixes</p> <p><b>Comprehension skills</b> Continuous throughout half term</p>	<p><b>The Waterhorse</b> Hook activity – To create their own mythical creature which will be described in more detail during the hot write report at the end of the unit. <b>Creativity</b> Character descriptions. Setting descriptions Non-chronological report - <b>Independence</b></p> <p><b>Fronted adverbials eg Later that day.</b> <b>Can use paragraphs in fiction and nonfiction.</b> <b>Can use possessive apostrophes</b></p> <p><b>Grammar</b> Possessive apostrophes Similes BOYS sentences Past and present tense Subordinate and main clauses</p> <p><b>Spelling</b> Prefixes and suffixes</p> <p><b>Comprehension skills</b> Continuous throughout half term</p>	<p><b>Stories from other cultures</b> <b>Using the Moana film as an inspiration.</b> Setting description Suspense writing Dialogue Diary writing <b>Creativity, Independence.</b></p> <p><b>How to Train Your Dragon</b> Non-Chronological Reports Instructions Setting Descriptions Diary Entry Direct Dialogues</p> <p><b>Fronted adverbials eg Later that day.</b> <b>Can use paragraphs in fiction and nonfiction.</b> <b>Can use possessive apostrophes</b></p> <p><b>Grammar</b> Expanded noun phrases Prepositions Dialogue punctuation Possessive apostrophes</p> <p><b>Spelling</b> Suffixes</p> <p><b>Comprehension skills</b> Continuous throughout half term</p>	<p><b>Stories set in Historical Settings</b> Letter writing based on Carrie's War. Setting Descriptions Diary Entry Direct Dialogues</p> <p><b>Grammar</b> <b>Fronted adverbials eg Later that day.</b> <b>Can use paragraphs in fiction and nonfiction.</b> Synonyms and antonyms. Possessive pronouns Exclamation Marks</p> <p><b>Grammar</b> Fronted adverbials Dialogue punctuation Possessive apostrophes</p> <p><b>Spelling</b> Suffixes</p> <p><b>Comprehension skills</b> Continuous throughout half term</p>	<p><b>Titanic / When My Ship Came In</b> News reports Dialogue Persuasive writing Grammar focus: Verb inflections, apostrophes and pronouns</p> <p><b>Fronted adverbials eg Later that day.</b> <b>Can use paragraphs in fiction and nonfiction.</b> <b>Can use possessive apostrophes</b></p> <p><b>Spelling</b> Year 3 / 4 words</p>
<b>Numeracy</b>					
<p><b>Place Value</b> <b>count in multiples of 6, 7, 9, 25 and 1000</b></p> <p><b>find 1000 more or less than a given number</b></p> <p>recognise the place value of each digit in a four-digit number (thousands,</p>	<p><b>Multiplication and Division</b> <b>Count in multiples of 6,7,9,25 and 1000.</b></p> <p><b>Round any number to the nearest 10, 100 or 1000.</b></p> <p><b>Recall multiplication and division facts up to 12 x 12.</b></p>	<p><b>Multiplication and Division Continued.</b> <b>Count in multiples of 6,7,9,25 and 1000.</b></p> <p><b>Round any number to the nearest 10, 100 or 1000.</b></p> <p><b>Recall multiplication and division facts up to 12 x 12.</b></p>	<p><b>Fractions and Decimals</b> To recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p><b>To recognise and write decimal equivalents to 1/4; 1/2; 3/4.</b></p> <p><b>Round decimals with one decimal place to the nearest whole number.</b></p>	<p><b>Decimals and Money</b> Measures and money problems involving all 4 operations</p> <p><b>estimate, compare and calculate different measures, including money in pounds and pence.</b></p> <p><b>Converting pounds and pence</b> <b>Comparing and ordering amounts of money</b></p>	<p><b>Time</b> To read, write and convert analogue and digital time.</p> <p><b>read, write and convert time between analogue and digital 12 and 24-hour clocks</b></p> <p><b>solve problems involving converting from hours to minutes; minutes to</b></p>

<p>hundreds, tens, and ones) <b>Teamwork</b> when playing place value dice games.</p> <p>order and compare numbers beyond 1000 - Solve fly with it challenges using <b>resilience</b>.</p> <p><b>round any number to the nearest 10, 100 or 1000</b></p> <p><b>Problem solving</b> - solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p><b>To count backwards through zero to include negative numbers.</b></p> <p><b>Addition and Subtraction</b></p> <p><b>Add and subtract numbers with up to 4 digits using the efficient written methods of columnar addition and subtraction where appropriate</b></p> <p>estimate and use inverse operations to check answers to a calculation. <b>Solve problems</b> in context around addition and subtraction, deciding which operations and methods to use and why.</p>	<p>Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written method.</p> <p>Multiply whole numbers by 10 and 100.</p> <p>To find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths. <b>(independence)</b></p> <p><b>Solve problems</b> involving all four operations and in the context of money and measures. <b>resilience</b>.</p> <p>To round decimals with one decimal place to the nearest whole number.</p> <p>To compare numbers with the same number of decimal places up to two decimal places.</p> <p><b>Length and Perimeter</b> To find the perimeter of rectilinear shapes.</p> <p><b>Fractions</b></p> <p><b>To recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math>.</b></p> <p>To identify, name and write equivalent fractions of a given fraction, including tenths and hundredths.</p> <p>To add and subtract fractions with the same denominator.</p> <p><b>Solve Problems, Independence and Resilience.</b></p> <p><b>Count up and down in tenths and hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</b></p>	<p>Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written method.</p> <p>Multiply whole numbers by 10 and 100.</p> <p>To find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths. <b>Independence and Resilience.</b></p> <p><b>Solve problems</b> involving all four operations and in the context of money and measures.</p> <p>To round decimals with one decimal place to the nearest whole number.</p> <p>To compare numbers with the same number of decimal places up to two decimal places.</p> <p><b>Area</b> To count squares and use multiplication to find the area.</p>	<p>compare numbers with the same number of decimal places up to two decimal places.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p><b>Count up and down in tenths and hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</b></p> <p>To identify, name and write equivalent fractions of a given fraction, including tenths and hundredths.</p> <p>To add and subtract fractions with the same denominator.</p> <p><b>Solve Problems, Independence and Resilience.</b></p>	<p>Solve problems involving converting different units of measure</p> <p><b>add and subtract numbers with up to 4 digits using the efficient written methods of columnar addition and subtraction where appropriate</b></p> <p><b>Count up and down in tenths and hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.</b></p> <p><b>To recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math>.</b></p> <p><b>Round decimals with one decimal place to the nearest whole number.</b></p>	<p><b>seconds; years to months; weeks to days.</b></p> <p><b>Geometry</b> Co-ordinates in the first quadrant. Translation Plotting co-ordinates and drawing polygons Roman Numerals Measures, money problems and investigations involving all 4 operations Symmetry and angles. Solving problems involving money using all four operations.</p> <p><b>add and subtract numbers with up to 4 digits using the efficient written methods of columnar addition and subtraction where appropriate</b></p> <p><b>round any number to the nearest 10, 100 or 1000</b></p>
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Science					
<p><b>Living things and habitats</b></p> <p><b>Do humans have a negative or positive effect on the local environment?</b> Explore the school grounds to find positive and negative human impact on living things and their habitat.</p> <p>Create a poster to demonstrate findings.</p> <p><b>What is a vertebrate and how could they be grouped?</b> Identify and sort animals into six different groups, e.g. mammals, amphibians.</p> <p><b>What is a classification key and why is it useful to scientists?</b> Use a classification key to organise plants and animals based on their features.</p> <p><b>Does a food chain always start with a plant?</b> Learn the terms, producers, consumers and predators. Build food chains and discuss herbivores and carnivores. Understand that all food chains start with a plant because they can produce their own food.</p>		<p><b>States of Matter</b> <b>Solids, liquids and gases</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases. <b>Communication</b></p> <p><b>Can use paragraphs in fiction and non-fiction.</b></p> <p>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). <b>Safety</b></p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><b>Animals including Humans</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. <b>Safety</b></p> <p><b>I can convert between different units of measure (e.g. kilometre to metre; hour to minute)</b></p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey. <b>Teamwork</b></p> <p>Mr R's Digestive Song and create our own raps. <b>Creativity</b></p>	<p><b>Sound</b></p> <p>Identify how sounds are made, associating some of them with something vibrating. Use <b>teamwork</b> to conduct 4 experiments to show sound using tuning forks, water, elastic bands and rulers.</p> <p><b>Can use paragraphs in fiction and nonfiction.</b></p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases. Use <b>teamwork</b> to talk into the string telephones and see how the sound increases and decreases.</p>	<p><b>Electricity</b></p> <p>Identify common appliances that run on electricity and the dangers surrounding electricity. <b>Health and Safety</b></p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cell, wires, bulbs, switches and buzzers. <b>Teamwork</b></p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. <b>Independence</b></p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors <b>Solve problems.</b></p> <p><b>I can convert between different units of measure (e.g. kilometre to metre; hour to minute)</b></p>
Topic including Geography, History, Art & Design and Technology					
<p><b>History</b> <b>Who were the Anglo-Saxons and why did they invade Britain?</b> Mark Denmark, Germany and The Netherlands on a map and plot their journey across the North Sea to Britain. Discover when the Anglo-Saxons arrived and why it was thought that they made left their homelands.</p> <p><b>What was the daily life of an Anglo Saxon child like and how does this compare to a Stone Age child?</b> Read text to discover what life was like as an Anglo Saxon child and compare this to a Stone Age child (Year 3 comparison). Write an overview of how children lived in each period of history and share preferences.</p>	<p><b>Geography</b> <b>Q1 – Where in the world is Norway?</b> Mark the equator, Tropic of Cancer, Tropic of Capricorn, Norway and UK on the World Map.</p> <p>Using a map of Europe, locate Norway, England and 6 other countries in the continent of Europe. Once located, research to find their capital cities.</p> <p><b>Q2 – What are the physical features and physical processes of Norway?</b> Research and find out about the highest mountain, Galdhoppigen and the largest glacier, Jostedalbreen.</p> <p>Draw a diagram of one / both of the above and annotate.</p> <p><b>Q3 – What are the human features and human processes of Norway?</b></p>	<p><b>Scotland</b> <b>Can you persuade someone to visit Scotland?</b></p> <p>Map work – Explain the difference between the British Isles, Great Britain and the United Kingdom.</p> <p>Name and locate at least six cities in Scotland on a map or atlas.</p> <p>Research – Scottish island fact-file. Name and locate some of the main islands that surround the United Kingdom.</p> <p><b>Can use paragraphs in fiction and non-fiction.</b></p> <p>Carry out research to discover human and physical features of Scotland. <b>Teamwork</b></p> <p>Plan a journey from Bradford to Barra.</p> <p><b>Art</b> Charcoal work - Sculpture – Golden Eagle Landscape of the Scottish Highlands</p>	<p><b>Vikings</b> <b>Can you re-enact the main events from the Viking era?</b></p> <p>Vikings and Anglo Saxons – the Struggle for England Where Vikings came from Why they invaded Where they settled Viking life Using and interpreting artefacts Viking religion <b>Teamwork, Communication, Creativity and Problem Solving.</b></p> <p>Viking gods using variety of media Viking ship collage</p> <p><b>Healthy</b> eating including cooking</p> <p><b>Fronted adverbials eg Later that day.</b> <b>Can use paragraphs in fiction and non-fiction.</b> <b>Can use possessive apostrophes</b></p>	<p><b>Transport and Liverpool</b> Titanic – using sources</p> <p>Locating Liverpool and other cities on a map of the UK. Planning a journey to Liverpool from Bradford and evaluating routes.</p> <p>Human and physical features of Liverpool</p> <p>Impact of different types of transport on the environment</p> <p>Data handling around types of transport <b>Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</b></p> <p>Name the areas of origin of the main ethnic groups in our school and compare these to Liverpool</p>	

<p><b><u>How did the Anglo-Saxon invasion affect the language we use in Britain today?</u></b></p> <p>Read to understand about place names, days of the week and the Anglo Saxon alphabet. Find and locate place names today with endings used in the Anglo Saxon period. Write messages and decode sentences written in runes.</p> <p><b><u>What was the legacy of the Anglo-Saxons in Britain? (impact on art, culture &amp; beliefs, inc. Christian)</u></b></p> <p>Match Anglo Saxon kingdoms to place names today and find which kingdoms they would be located.</p> <p>Write a travel agent advert for Lindisfarne and consider fascinating facts, legacy, the history behind it and things to do and see if visited today.</p>	<p>What do Norwegians do that makes them eco-friendly?</p> <p>Create a poster to present 3-4 main things they do to help the planet. Draw a picture and explain what they do and how it helps to make a difference.</p> <p>CHALLENGE - Make links to the glaciers and the earth's temperature rising. How might this affect tourism in Norway?</p> <p><b><u>Q4 – Who lives in Norway?</u></b></p> <p>Create a fascinating facts piece of work about a famous person of Norway? Research and present on the royal family or they may like to do Roald Dahl or a Viking.</p> <p><a href="https://www.lifeinnorway.net/famous-norwegians/">https://www.lifeinnorway.net/famous-norwegians/</a> - this includes some more.</p> <p>Research and present it to the class. Chrome books PowerPoint? Choose as a pair/three how to present. Written facts, PowerPoint, presentation to the class.</p> <p>Focus on clear speaking and listening.</p> <p><b><u>Art (Creativity)</u></b></p> <p><b><u>Banksy</u></b></p> <p><u>Textiles and Collage</u></p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>pattern, line, texture, colour, shape, turn, textiles, decoration.</p>	<p><b>Creativity</b></p>		<p><b>Art/DT</b></p> <p>Traingles</p>
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<p><b>Computing</b></p>					
<p><b><u>Purple Mash</u></b></p> <p><b><u>2Logo</u></b></p> <p>Children know what the common instructions are in 2Logo and how to type them.</p> <p>Children can follow simple 2Logo instructions to create shapes on paper and in 2Logo.</p> <p>Children can create 2Logo instructions to draw patterns of increasing complexity.</p> <p>Children can follow 2Logo code to predict the outcome.</p>	<p><b><u>Purple Mash and Excel</u></b></p> <p><b><u>Spreadsheets</u></b></p> <p>Children can create a table of data on a spreadsheet.</p> <p>Children can use a spreadsheet program to automatically create charts and graphs from data.</p> <p>Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations. Children can use the 'spin' tool to count through times tables.</p>	<p>E-safety – how to communicate online</p> <p>How to avoid being a cyberbully</p> <p>Dealing with cyberbullies</p> <p>Sharing information online</p> <p>Online searches – checking sources</p> <p>Keeping passwords safe</p>	<p>Purple Mash – Effective Searching</p> <p>To locate information on the search results page.</p> <p>To use search effectively to find out information.</p> <p>To assess whether an information source is true and reliable</p> <p><b>Safety</b></p>	<p>Graphics – taking, importing and editing photos</p> <p>Photostory – manipulating photos and adding text / graphics</p> <p>Create a workout / exercise / music video using I-Movie.</p>	<p>Wizards Apprentice - Creating, interrogating and troubleshooting databases</p> <p>Data Handling – using excel to produce graphs and charts</p> <p>Importing excel charts into Word and Ppt</p> <p>Multimedia – using Powerpoint</p> <p>Creating slides, adding text and pictures</p> <p>Copying and pasting</p> <p>Considering audience</p> <p>Hyperlinks</p> <p>Transition</p>

<p>Children can create shapes using the Repeat command. Children can find the most efficient way to draw shapes.</p> <p><b>Effective Searching</b> children can structure search queries to locate specific information. Children have used search to answer a series of questions. Children can analyse the contents of a web page for clues about the credibility of the information. <b>Safety</b></p>	<p>Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations. Children can use the 'spin' tool to count through times tables. Children can input addition, subtraction, multiplication and division formulae into an Excel spreadsheet to create times tables and mathematical sums. Used a menu to add amounts of money and used formulae to check costings of PE kit.</p>				<p>Adding sounds</p>
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**RE**

<p><b>How are important events remembered in ceremonies?</b></p> <p><b>Key vocabulary</b> Freedom Oppression Interpretation Celebration Shared values Remembrance Reflection</p> <p>Describe the different festivals, making links between them. Explain and give reasons for the celebration of each festival. Pupils to collage an image from the festivities and put key words or sentences into it explaining the importance of light at Diwali using <b>creativity</b>. Express ideas and opinions about what light represents.</p>	<p><b>What Faiths are shared in our country</b></p> <p><b>Key vocabulary</b> Church Mosque Gurdwara Synagogue Community Faith Belief Believer</p> <p>Explore and describe ways beliefs and values are expressed in different religions through symbols and actions <b>Communication</b> Give examples of ways in which people show they belong Explain why belonging to a community may be valuable but also challenging <b>British Values</b></p>	<p><b>Religious symbols and beliefs</b></p> <p>Research and discuss symbols – match to different religions (compare) Discuss beliefs in different religions and how people adhere to them.</p> <p><b>Right and wrong</b> Understand the terms right and wrong To write a diary entry about a time when someone tried to get you to do something wrong. To write a poem expressing key values. <b>Can use paragraphs</b></p> <p>Stories from religions which express values Rules of these religions</p> <p><b>To use fronted adverbials</b> <b>Can use possessive apostrophes</b></p>
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**PSHE**

<p><b>Democracy (British Values)</b> understand that Britain is a democratic society, what this means and the advantages/disadvantages</p> <p><u>School council manifestos /pledges and an in-class vote.</u> know that there are different political parties who differ in their views understand that people have opportunities to influence decisions by voting in elections. know how laws are made and the importance of following them understand the contribution and influence that individuals and organisations can have on social and environmental change recognise that laws help to keep people safe</p>	<p><b>Drugs</b> Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them. <b>(pupil voice and communication)</b> Pupils learn about the effects and risks of drinking alcohol Pupils learn about different patterns of behaviour that are related to drug use. Pupils learn that medicines can be used to manage and treat medical conditions such</p>	<p><b>Physical Health &amp; Wellbeing</b> What is important to me? Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons).<b>Pupil Voice</b></p> <p>Pupils learn about other factors that contribute to people's food choices (such as ethical, farming, fair trade and seasonality). Children learn the importance of sleep. <b>Health</b></p>	<p><b>Drugs</b> Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them. <b>(pupil voice and communication)</b> Pupils learn about the effects and risks of drinking alcohol Pupils learn about different patterns of behaviour that are related to drug use. Pupils learn that medicines can be used to manage and treat medical conditions such as</p>	<p><b>Taking care of the environment</b> How other people live in different parts of the world About how resources are allocated and the effect this has on individuals and their communities Appreciate the range of ethnic identities in the UK</p>
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<p><u>Visit a local library to see one of the services that the council provide.</u> understand that the local council organises services under the guidance of the central government</p> <p>recognise there are limited resources for the needs of the community</p> <p><u>Greta Thunberg – Research about her and her beliefs.</u> know that people may have different views about how council money should be spent</p>	<p>as asthma, and that it is important to follow instructions for their use. <b>Health and Safety</b></p>		<p>asthma, and that it is important to follow instructions for their use. <b>Health and Safety</b></p>	
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<b>Music</b>					

<b>PE</b>					
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<p><b>Basketball</b> Develop travelling with a ball, moving and bouncing at the same time. Improve coordination through dribbling games and develop space recognition. Use passing activities to develop weight and distance when passing to partners or <b>teammates</b>. Use skills in game situations. Discuss <b>health and safety</b> precautions to be taken when undertaking PE.</p> <p><b>Football:</b> Aiming to develop ball mastery, the ability to use both feet to move the ball and pass. As well understanding the concepts of invasion/space recognition in small sided games. <b>(Exercise)</b></p>	<p><b>Indoor athletics:</b> To improve sprinting technique focusing on the coordination of arms and legs. Develop ABC's through throwing and jumping.</p> <p><b>Gymnastics:</b> exploring shapes/moving safely with changes of speed, levels and directions. Copy/create/link movements. Move apparatus safely. Recognise how their body changes with exercise. evaluate the performances of themselves and others</p> <p><b>(Health and safety, exercise and teamwork)</b></p>	<p><b>Dodgeball</b> To develop throwing, catching skills, learning how to move into space using quick feet, and quick changes of direction.</p> <p>To understand the main rules of dodgeball and to follow them effectively in a game situation.</p> <p><b>Dance</b> To identify and practise the patterns and actions of chosen dance style To identify an awareness of the music's rhythm when improvising.</p> <p>To use simple choreographic principles to create an individual dance that reflects the chosen dancing style.</p> <p>To use simple choreographic principles to create partnered dances (taking the lead/control) that reflect the style and apply key components of dance.</p> <p>To perform complex dance s that communicate narrative and character well, performing clearly and fluently <b>(Health and safety, exercise and teamwork)</b></p>	<p><b>Tag Rugby:</b> look to further develop understanding of rules of the game as well as improve key skills such as running, catching, passing and agility.</p> <p><b>Cricket:</b> Batting, bowling and fielding. Batting; develop technique and timing. Bowling over/under arm focusing accuracy. Fielding; speed and agility to react to shots and ability to catch high or low. <b>(Health and safety, exercise and teamwork)</b></p>	<p><b>Tennis:</b> develop ability to play different shots to have/maintain a rally with a partner or opponent. Shots to be worked on; forehand, back hand, volley and serve.</p> <p><b>Quad Kids</b> - measuring and recording pupil's times/distances in different athletic events.</p>	<p><b>Orienteering:</b> Working individually and collectively to navigate to different points. Focusing on map reading and numeracy skills.</p> <p><b>Rounders</b> – to check understanding of hitting and striking as well as fielding. Working on hand-eye coordination and throwing accuracy when passing or bowling implement skills in a game situation.</p>
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