

Hollingwood Primary School – Long Term Plan – This is a working document and subject to updating and change

Year 4

HT1	HT2	HT3	HT4	HT5	HT6
Literacy					
<p>Shrek Character description Setting description Features of fairy tales Writing dialogue (Independence) Innovating a fairy tale using creativity. Produce an independent final draft of an innovated fairy tale.</p> <p>Charlie and the Chocolate Factory Rhetorical questions used to persuade Fact and opinions Features of persuasive advertisements 2AD sentences to describe own chocolate bars (creativity) Produce an independent advert too describe and persuade customers to buy a fictional sweet.</p> <p>Fronted adverbials e.g. Later that day. Can use paragraphs in fiction.</p> <p>Grammar Expanded noun phrases Prepositions Dialogue punctuation Possessive apostrophes</p> <p>Spelling 'I' sound spelt Y 'U' sound spelt ou Prefixes, un, in, mis, dis. Adding suffixes with stressed and unstressed syllables.</p> <p>Comprehension skills Continuous throughout half term</p>	<p>How to Train Your Dragon Non-Chronological Reports Setting Descriptions Dragon description Diary Entry Direct Dialogues To write a non-chronological report to describe their own dragon. (independence)</p> <p>Fronted adverbials eg Later that day. Can use paragraphs in fiction and non-fiction. Can use possessive apostrophes</p> <p>Grammar Expanded noun phrases Prepositions Dialogue punctuation Possessive apostrophes</p> <p>Spelling Prefixes and suffixes</p> <p>Comprehension skills Continuous throughout half term</p>	<p>QUEST by Aaron Becker Inspired by the film 'Moana'. Setting description Using similes to compare animals and their behaviours Creating underwater alliteration poetry Using fronted adverbials and expanded noun phrases to describe scenes from the picture book 'QUEST.'</p> <p>Winter Olympics Explanation text Researching and note taking about the sports included in 2022. Athlete profiles - Independence</p> <p>Fronted adverbials e.g. Later that day. Can use paragraphs in fiction and nonfiction. Can use possessive apostrophes</p> <p>Grammar Determiners Subordinating conjunctions Prepositional phrases Fronted adverbials Synonyms and Antonyms Personal Pronouns Subject, noun and verb identification in sentences Apostrophes for possession and contraction</p> <p>Spelling Prefixes and suffixes</p> <p>Comprehension skills Continuous throughout half term</p>	<p>The Person Controller Hook activity – To create their own magical controller which will be described in more detail along with its powers during the hot write report at the end of the unit. Creativity</p> <p>Setting descriptions Dialogue - Character conversations Narrative Independence</p> <p>Fronted adverbials eg Later that day. Can use paragraphs in fiction and nonfiction. Can use possessive apostrophes</p> <p>Grammar Dialogue punctuation Similes BOYS sentences Onomatopoeia Fronted adverbial openers Subordinate and main clauses</p> <p>Spelling Suffixes</p> <p>Comprehension skills Continuous throughout half term</p>	<p>The Iron Man by Ted Hughes Letter writing based on the Iron Man Formal language Letters of apology Features of letter writing</p> <p>Grammar Fronted adverbials e.g. Later that day. Can use paragraphs in fiction and nonfiction.</p> <p>Grammar Onomatopoeia Exclamation Marks Adverbs Alan Peat's double -ly sentences Fronted adverbials</p> <p>Spelling Suffixes</p> <p>Comprehension skills Continuous throughout half term</p>	<p>Titanic / When My Ship Came In News reports Dialogue Persuasive writing Grammar focus: Verb inflections, apostrophes and pronouns</p> <p>Fronted adverbials e.g. Later that day. Can use paragraphs in fiction and nonfiction. Can use possessive apostrophes</p> <p>Spelling Year 3 / 4 words</p>

Numeracy					
<p>Place Value count in multiples of 6, 7, 9, 25 and 1000</p> <p>find 1000 more or less than a given number</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Teamwork when playing place value dice games.</p> <p>Order and compare numbers beyond 1000 - Solve fly with it challenges using resilience.</p> <p>round any number to the nearest 10, 100 or 1000</p> <p>Problem solving - solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>To count backwards through zero to include negative numbers.</p> <p>Addition and Subtraction</p> <p>Add and subtract numbers with up to 4 digits using the efficient written methods of columnar addition and subtraction where appropriate</p> <p>Estimate and use inverse operations to check answers to a calculation. Solve problems in context around addition and subtraction, deciding which operations and methods to use and why.</p>	<p>Multiplication and Division</p> <p>Count in multiples of 6,7,9,25 and 1000.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Recall multiplication and division facts up to 12 x 12.</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. (independence)</p> <p>Solve problems involving all four operations and in the context of money and measures. Resilience.</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>Length and Perimeter</p> <p>To find the perimeter of rectilinear shapes.</p> <p>Fractions</p> <p>To recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$.</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>Solve Problems, Independence and Resilience.</p>	<p>Fractions and Decimals</p> <p>To recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>To recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$.</p> <p>Round decimals with one decimal place to the nearest whole number.</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>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.</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>Solve Problems, Independence and Resilience.</p>	<p>Multiplication and Division</p> <p>Count in multiples of 6,7,9,25 and 1000.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Recall multiplication and division facts up to 12 x 12.</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. Independence and Resilience.</p> <p>Solve problems 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>Decimals and Money</p> <p>Measures and money problems involving all 4 operations</p> <p>estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Converting pounds and pence Comparing and ordering amounts of money</p> <p>Solve problems involving converting different units of measure</p> <p>add and subtract numbers with up to 4 digits using the efficient written methods of columnar addition and subtraction where appropriate</p> <p>Count up and down in tenths and hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.</p> <p>To recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Area</p> <p>To count squares and use multiplication to find the area.</p>	<p>Time</p> <p>To read, write and convert analogue and digital time.</p> <p>read, write and convert time between analogue and digital 12 and 24-hour clocks</p> <p>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Geometry</p> <p>Co-ordinates in the first quadrant. Translation Plotting co-ordinates and drawing polygons Roman Numerals Measures, money problems and investigations involving all 4 operations</p> <p>Symmetry and angles.</p> <p>Solving problems involving money using all four operations.</p> <p>add and subtract numbers with up to 4 digits using the efficient written methods of columnar addition and subtraction where appropriate</p> <p>round any number to the nearest 10, 100 or 1000</p>

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Science

<p><u>Living things and habitats</u></p> <p><u>Do humans have a negative or positive effect on the local environment?</u> 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><u>What is a vertebrate and how could they be grouped?</u> Identify and sort animals into six different groups, e.g. mammals, amphibians.</p> <p><u>What is a classification key and why is it useful to scientists?</u> Use a classification key to organise plants and animals based on their features.</p> <p><u>Does a food chain always start with a plant?</u> 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><u>Animals including Humans</u></p> <p><u>Can you label the basic parts of a human digestive system?</u> Label the parts and take part in an experiment looking at how food travels from the stomach through the intestines.</p> <p><u>What are the simple functions of the basic parts of the digestive system?</u> Create a comic strip based on food eaten that day. Where will it travel? How long will it take? Describe the function of each part of the digestive system.</p> <p><u>Can you identify and label the different types of teeth in a human?</u> Use plasticine to make a mouth and label each tooth type. Try to look carefully at the shape they are in our mouths.</p> <p><u>Can you identify and label the different types of teeth in a human and describe their function?</u> Label the teeth and match their job to each one. Discuss why each one is useful for a human. Conduct an egg experiment to look at the effect certain liquids have on our teeth. Promote a healthy lifestyle and daily brushing. Safety /Independence</p> <p><u>How do teeth differ for carnivores and herbivores?</u> Research two animals with different diets. Look at their types of teeth and explain why they have them. How does this help with their food intake?</p>	<p><u>Electricity</u></p> <p><u>Can you identify common appliances that run on electricity and the dangers surrounding electricity?</u> Health and Safety Classification of electrical and non-electrical appliance and main and battery powered items from around the home and in the classroom.</p> <p><u>Can you construct a simple series electrical circuit, identifying and naming its basic parts, including cell, wires, bulbs, switches and buzzers?</u> Teamwork Make circuits practically.</p> <p><u>Can you 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?</u> Independence Predict and make the circuits. Use the vocabulary complete and incomplete circuits.</p> <p><u>How do you know that a switch opens and closes a circuit and can you associate this with whether or not a lamp lights in a simple series circuit?</u> Make your own switch to test how it works in a complete circuit.</p> <p><u>Can you recognise some common conductors and insulators, and associate metals with being good conductors?</u> Solve problems. Predict and test different materials. Conclude which materials make good conductors and insulators.</p>	<p><u>States of Matter</u> <u>Solids, liquids and gases</u></p> <p><u>Can you compare and group materials together, according to whether they are solids, liquids or gases.</u> Explain why you have classified different items in different ways and sort on a venn diagram. Communication</p> <p><u>Through observation, can you describe how materials change state when they are heated or cooled?</u> Melting chocolate, freezing water, looking at steam from a kettle and condensation over a bowl of boiling water. Use these investigations to see the four processes and describe how they change from one state to another.</p> <p><u>Using research, what is the temperature at which changes happen in degrees Celsius (°C).</u> Safety Use chrome books to find the temperature that change of state occurs.</p> <p><u>Can you explain the part played by evaporation and condensation in the water cycle?</u> Make your very own water cycle in a bag. Label the parts of the water cycle and explain how it works.</p>	<p><u>Sound</u> Identify how sounds are made, associating some of them with something vibrating. Use teamwork to conduct 4 experiments to show sound using tuning forks, water, elastic bands and rulers.</p> <p>Can use paragraphs in fiction and nonfiction.</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 teamwork to talk into the string telephones and see how the sound increases and decreases.</p>
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I can convert between different units of measure (e.g. kilometre to metre; hour to minute)

Topic including Geography, History, Art & Design and Technology

History
Who were the Anglo-Saxons and why did they invade Britain?
 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.

What was the daily life of an Anglo Saxon child like and how does this compare to a Stone Age child?
 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.

How did the Anglo-Saxon invasion affect the language we use in Britain today?
 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.

What was the legacy of the Anglo-Saxons in Britain? (impact on art, culture & beliefs, inc. Christian)
 Match Anglo Saxon kingdoms to place names today and find which kingdoms they would be located.

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.

Geography
Q1 – Where in the world is Norway?
 Mark the equator, Tropic of Cancer, Tropic of Capricorn, Norway and UK on the World Map.

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.

Q2 – What are the physical features and physical processes of Norway?
 Research and find out about the highest mountain, Galdhoppigen and the largest glacier, Jostedalbreen.

Draw a diagram of one / both of the above and annotate.

Q3 – What are the human features and human processes of Norway?
 What do Norwegians do that makes them eco-friendly?

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.

CHALLENGE - Make links to the glaciers and the earth's temperature rising. How might this affect tourism in Norway?

Q4 – Who lives in Norway?
 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.

<https://www.lifeinnorway.net/famous-norwegians/> - this includes some more.

Research and present it to the class. Chrome books PowerPoint?

History
How did the Vikings try to take over the country and how close did they get?
 Living graph - Pupils put event card strips in chronological order. They then consider if each event in turn was a high or low for the Vikings by moving it up or down the vertical axis of graph. They thereby create a shape which they compare with other groups'.

What can we learn about the Viking and Anglo-Saxon period from York?
 Pupils are given list of place name endings and 2 maps to investigate (York and Lincolnshire). They then look for broader patterns of settlement. Where in Britain, when, what sorts of places?

How have recent excavations changed our view of the Vikings?
 Pupils have a range of images posted around the room as if an art gallery with easier images at one end and harder at other. Working in pairs pupils visit each working out what the clues tells us about the Vikings

Does Alfred deserve to be known as 'The Great'?
 Children to research about Alfred The Great and make a fact-file. Generate questions that we might want to find out, e.g. when did he become King?

Speaking and listening task - After fact-finding from secondary sources, the children will conduct a 'head to head' debate where they decide if he did deserve to be given the title or not, backing up their ideas with evidence.

Design and Technology
Night Lights
 Evaluate and look at existing night lights. Design own night light. Make own night light. Evaluate how my night light worked.

Levers and Linkages
 Evaluate books that use levers and linkages. Make a variety of levers and linkages. Use levers and linkages to make an Easter card with a moving Easter bunny.

Art
Georgie O'Keefe
Painting, Pastels and Sketching
 Using landscape work inspired by Georgie O'Keefe, create own 'Yorkshire landscape' inspired by the Ingleborough mountain. Sketch a version, pastel and paint a version then evaluate preferences.

Art
Georgie O'Keefe
Painting, Pastels and Sketching
 Using flower work inspired by Georgie O'Keefe,, create own flower design inspired by flowers in our local environment. Take close up pictures in the local environment and use these to inspire own flower designs. Practise with paint colour mixing, especially the addition of white and black to make different shades. Sketch a version and paint a version then evaluate preferences.

Transport and Liverpool
 Titanic – using sources

Locating Liverpool and other cities on a map of the UK. Planning a journey to Liverpool from Bradford and evaluating routes.

Human and physical features of Liverpool

Impact of different types of transport on the environment

Data handling around types of transport **Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.**

Name the areas of origin of the main ethnic groups in our school and compare these to Liverpool

Art/DT
 Traingles

	<p>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>Art (Creativity) <u>Banksy</u> <u>Textiles and Collage</u> 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>				
Computing					
<p><u>Purple Mash</u> <u>2Logo</u> Children know what the common instructions are in 2Logo and how to type them. Children can follow simple 2Logo instructions to create shapes on paper and in 2Logo. Children can create 2Logo instructions to draw patterns of increasing complexity. Children can follow 2Logo code to predict the outcome. Children can create shapes using the Repeat command. Children can find the most efficient way to draw shapes.</p> <p><u>Effective Searching</u> 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. Safety</p>	<p><u>Purple Mash and Excel</u> <u>Spreadsheets</u> Children can create a table of data on a spreadsheet. Children can use a spreadsheet program to automatically create charts and graphs from data. 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 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><u>Online Safety</u> E-safety – how to communicate online How to avoid being a cyberbully Dealing with cyberbullies Sharing information online Online searches – checking sources Keeping passwords safe Safety</p>			
RE					
<p><u>How are important events remembered in ceremonies?</u> <u>Key vocabulary</u> Freedom Oppression Interpretation Celebration</p>	<p><u>What Faiths are shared in our country?</u> <u>Key vocabulary</u> Church Mosque Gurdwara Synagogue Community</p>		<p><u>How do the pillars guide Muslims in life?</u> <u>Key Vocabulary</u> Allah Prophet Muhammad Qur'an Sawm</p>		

<p>Shared values Remembrance Reflection 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 creativity. Express ideas and opinions about what light represents.</p>	<p>Faith Belief Believer</p> <p>Explore and describe ways beliefs and values are expressed in different religions through symbols and actions Communication Give examples of ways in which people show they belong Explain why belonging to a community may be valuable but also challenging British Values</p>		<p>Ramadhaan Hajj Mecca/Makka</p> <p>Describe and explain key teachings of Islam and the different ways these are interpreted by believers; Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers; Explain how the pilgrimage of Hajj can affect a Muslims life.</p>	
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PSHE				
<p>Democracy (British Values) understand that Britain is a democratic society, what this means and the advantages/disadvantages <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 <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 recognise there are limited resources for the needs of the community <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>Physical Health & Wellbeing What is important to me? Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons).Pupil Voice 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. Health</p>	<p>Keeping safe and managing risk: Playing safe Pupils learn: How to be safe in their computer gaming habits About keeping safe near roads, rail, water, building sites and around fireworks About what to do in an emergency and basic emergency first-aid procedures – Safety</p>	<p>Drugs Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them. (pupil voice and communication) 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 asthma, and that it is important to follow instructions for their use. Health and Safety</p>	

Music					
		<p>ABBA Listening and appraising music of the 1970’s. Learning to sing Mama Mia Performing as an ensemble Finding the pulse</p>		<p>Lean on Me by Bill Withers Listening and appraising music of the 1970’s. Learning to sing Lean on Me Compare to ABBA. Performing as an ensemble Finding the pulse</p>	

		<p><u>Peer Gynt</u> Listening and appraising music from Norway Playing motifs Composing using next door notes Performing in small groups</p>		<p><u>Ride of the Valkyries by Richard Wagner</u> Listen and reflect on a piece of orchestral music Invent their own musical motifs and structure them into a piece perform as an ensemble Learn musical language appropriate to the task</p>	
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PE

<p><u>Basketball</u> 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 teammates. Use skills in game situations. Discuss health and safety precautions to be taken when undertaking PE.</p> <p><u>Football:</u> 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. (Exercise)</p>	<p><u>Indoor athletics:</u> To improve sprinting technique focusing on the coordination of arms and legs. Develop ABC's through throwing and jumping.</p> <p>Gymnastics: 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>(Health and safety, exercise and teamwork)</p>	<p><u>Dodgeball</u> 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><u>Dance</u> 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 (Health and safety, exercise and teamwork)</p>	<p><u>Cricket: Batting, bowling and fielding.</u> 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.</p> <p><u>Swimming:</u> Perform safe self-rescue in different water based situations.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of basic strokes effectively, for example, front crawl, backstroke and breaststroke. (Health and safety, exercise and teamwork)</p>	<p><u>Hockey:</u> Develop further, the range and consistency of their skills in games Use and adapt tactics in different situations, individually during a game according to what is happening and with a team during breaks. Use rule accurately. Keep, adapt and make rules for different games, and play them fairly</p> <p><u>Swimming:</u> Perform safe self-rescue in different water based situations.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of basic strokes effectively, for example, front crawl, backstroke and breaststroke. (Health and safety, exercise and teamwork)</p>	<p><u>Rounders</u> – 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> <p><u>Swimming:</u> Perform safe self-rescue in different water based situations.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of basic strokes effectively, for example, front crawl, backstroke and breaststroke. (Health and safety, exercise and teamwork)</p>
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