



ST. JOHN BOSCO CATHOLIC PRIMARY  
CURRICULUM PLANNING

YEAR 6	ST. JOHN BOSCO CATHOLIC PRIMARY CURRICULUM PLANNING			
	TERM 1	TERM 2	TERM 2	TERM 3
<b>Science</b>	<p><b>Living Things</b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. (Living things and their habitats)</li> <li>Give reasons for classifying plants and animals based on specific characteristics. (Living things and their habitats)</li> <li>things and their habitats)</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> </ul>	<p><b>Animals and Humans</b></p> <ul style="list-style-type: none"> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter</li> </ul>	<p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	<p><b>Light and Seeing</b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>using test results to make predictions to</li> </ul>

		<p>graphs, bar and line graphs.</p> <ul style="list-style-type: none"> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> </ul>		<ul style="list-style-type: none"> <li>Identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>using test results to make predictions to set up further comparative and fair tests.</li> </ul>	<p>set up further comparative and fair tests.</p>
<p>History</p>	<p><b>B V A L U E S</b></p>	<p><b>Conflict Through Time</b> Chronology</p> <ul style="list-style-type: none"> <li>Use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.</li> <li>Place different periods in time on a timeline, discussing their chronology in relation to one another.</li> </ul> <p>Communicating History</p> <ul style="list-style-type: none"> <li>Use of historical terms and vocabulary (including tier 2 and tier 3 vocabulary).</li> <li>Ask and answer questions.</li> <li>Construct arguments and reach conclusions</li> </ul> <p>Investigating the Past</p> <ul style="list-style-type: none"> <li>Interpretation of evidence through analysis of a variety of historical sources from the time.</li> <li>Making inferences from sources about</li> </ul>	<p><b>B V A L U E S</b></p>	<p><b>Crime and Punishment</b> Chronology</p> <ul style="list-style-type: none"> <li>Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.</li> <li>Pupils place different periods in time on a timeline, discussing their chronology in relation to one another</li> </ul> <p>Communicating History</p> <ul style="list-style-type: none"> <li>Use historical terms and vocabulary (including tier 2 vocabulary and tier 3 vocabulary).</li> <li>Ask and answer questions.</li> <li>Construct arguments and reach conclusions.</li> </ul> <p>Investigating the past</p> <ul style="list-style-type: none"> <li>Interpretation of evidence through analysis of historical sources from the time.</li> <li>Making inferences from sources about what they tell us about the past.</li> <li>Conduct historical enquiry about the reliability of sources.</li> </ul> <p>Thinking Like a Historian</p> <ul style="list-style-type: none"> <li>Change and continuity -consider changes in what constitutes a crime and the associated punishments that have been identified in different time periods. Similarities and differences will be explored and identified between the different time periods and an understanding developed to show how and why the changes came about.</li> <li>Cause and consequence -consider the cause and impact of varying punishments in relationship to the crimes and consider the consequences, if any, on crime prevention.</li> <li>Significance -consider the significance of the crime within society and whether the level of punishment was reflective of the crime.</li> </ul>	<p><b>B V A L U E S</b></p>

			<p>what they tell us about the past.</p> <ul style="list-style-type: none"> <li>• Conduct historical enquiry and critically evaluate the reliability of sources</li> </ul> <p>Thinking Like a Historian</p> <ul style="list-style-type: none"> <li>• Change and continuity - consider the changes in weaponry and tactical warfare between different historical periods. Consider if there are any similarities/ differences between certain periods and if so, how these changes came about.</li> <li>• Cause and consequence - consider the causes of many different conflicts and their effects - both the consequences on military success and for civilians.</li> <li>• Significance - consider the significance of certain people and events. They will evaluate the effectiveness of weaponry and warfare across several historical periods and think about how our understanding of the past helps us to make sense of the present.</li> </ul>		<p>Consideration will be made around the significance of changing attitudes</p>	
<p><b>Geography</b></p>		<p><b>Biomes</b> Location and Place Knowledge</p>		<p><b>North America</b> Location and Place Knowledge</p> <ul style="list-style-type: none"> <li>• Locate North America and the USA</li> <li>• Locate states, features and settlements of USA</li> </ul>		<p>Local Study Location and Place Knowledge</p>

- Tropical Rainforest: South America
  - Temperate Deciduous Forest: UK
  - Southern/Northern hemispheres
  - Equator
  - Climates in different areas of the planet
  - Flora and fauna found in different biomes
- Geographical Techniques
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs
  - Communicate information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
  - Ask and answer questions using a range of methods to describe features studied.
  - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.
- Physical Features and Processes
- Physical features tropical rainforests (South America) and temperate deciduous forests (UK)

- Geographical Techniques
- Interpret a range of sources of geographical information, including maps, diagrams and graphs.
  - Communicate information in a variety of ways, including through maps and writing at length
  - Ask and answer questions using a range of methods to describe features studied.
- Physical Features and Processes
- Formation of a canyon and processes of erosion.
  - Causes and impacts of a hurricane.
  - Causes and impacts of wildfires.
- Human interaction with the environment
- Population distribution and density
  - Food and farming
  - Settlement changes of time.
  - Climate change.

- Local area Sunderland
  - Understand geographical features through the studying of human and physical geography.
- Geographical Techniques
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs
  - Communicate information in a variety of ways, including through maps, numerical and quantitative skills and through different presentational styles.
  - Ask and answer questions using a range of methods to describe features studied.
  - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and

	<ul style="list-style-type: none"> <li>Differences between a rainforest and a temperate deciduous forest</li> </ul> <p>Human interaction with the environment</p> <ul style="list-style-type: none"> <li>Human use of the rainforest</li> <li>Economic activity (goods and services)</li> <li>Trade</li> <li>Deforestation</li> <li>Sustainable management</li> </ul>				<p>digital technologies.</p> <p>Physical features and processes</p> <ul style="list-style-type: none"> <li>Physical features of local area (brownfield site)</li> <li>Identify past and present physical features</li> </ul> <p>Human interaction with the environment</p> <ul style="list-style-type: none"> <li>Understand why the land is not used and how it can be regenerated sustainably.</li> <li>Consider the economic and social effects of the regeneration project.</li> </ul>
<p><b>ICT</b></p>	<p><b>Coding</b></p> <p>Children can follow through the code of how a text adventure can be programmed. Children can design their own text-based adventure game based on one they have played. Children can adapt an existing text adventure so it reflects their own ideas.</p> <p><b>Online safety</b></p> <p>Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities. Children can give reasons for limiting screen time. Children can talk about the positives and negative aspects of technology and balance these opposing views.</p>	<p><b>Spreadsheets</b></p> <p>Children can create a spreadsheet to answer a mathematical question relating to probability. Children can take copy and paste shortcuts. Children can problem solve using the count tool.</p> <p><b>Blogging</b></p> <p>Children can post comments and blog posts to an existing class blog. Children understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying. Children can assess the effectiveness and impact of a blog.</p>	<p><b>Text adventures</b></p> <p>Children can create their own text-based adventure based upon a map. Children can use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code their game. Children make logical attempts to debug their code when it does not work correctly</p> <p><b>Networks</b></p> <p>Children have researched and found out about Tim Berners-Lee. Children have considered some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult.</p>	<p><b>Quizzing</b></p> <p>Children understand the different question types. Children have ideas about what sort of questions are best suited to the different question types. Children have made and share a science quiz (or another subject). Children have considered the audience's ability level and interests when setting the quiz. Children have shared their quiz with peers. Children have given and responded to feedback.</p> <p><b>Binary</b></p> <p>Children can explain how all data in a computer is saved in the computer memory in a binary format.</p>	<p><b>Spreadsheets</b></p> <p>Children know some uses of a spreadsheet tool. Children can navigate around a spreadsheet using cell references. Children can enter data into cells. Children understand new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, workbook. Children can use a spreadsheet to carry out basic calculations including addition, subtraction, multiplication and division formulae. Children can use the series fill function. Children recognise how using formulae allows the data to change and the calculations to update automatically.</p>

		Children understand that content included in their blog carefully considers the end user.		Children can explain that binary uses only the integers 0 and 1. Children can relate 0 to an 'off' switch and 1 to an 'on' switch.	
<b>Online Safety</b>					
<b>Music</b>	<ul style="list-style-type: none"> <li>• Pulse - Pupils will independently perform 2/4, 3/4 or 4/4 at varied tempos solo and in ensemble.</li> <li>• Rhythm - Pupils will perform syncopated rhythms within 2/4, 3/4 and 4/4 time signatures within 4 bar phrases with all note values covered with equivalent rests.</li> <li>• Melody - Pupils will perform using an octave range fluently.</li> <li>• Listening - Pupils will recognise three different tempos, key melody instruments and the mood and emotion of the piece.</li> <li>• Performing - Pupils will be able to perform within an octave range with expression, both solo and in an ensemble</li> <li>• responding to the conductor and performance directions.</li> <li>• Singing - Pupils will be able to sign musically within an octave including using extended harmony responding to</li> <li>• performance direction of the piece e.g. phrasing or dynamics.</li> <li>• Composition - Children will compose a melody using 5 to 8 notes. This composition could include syncopation, Mood will be considered.</li> </ul>	<ul style="list-style-type: none"> <li>• Pulse - Pupils will independently perform 2/4, 3/4 or 4/4 at varied tempos solo and in ensemble.</li> <li>• Rhythm - Pupils will perform syncopated rhythms within 2/4, 3/4 and 4/4 time signatures within 4 bar phrases with all note values covered with equivalent rests.</li> <li>• Melody - Pupils will perform using an octave range fluently.</li> <li>• Listening - Pupils will recognise three different tempos, key melody instruments and the mood and emotion of the piece.</li> <li>• Performing - Pupils will be able to perform within an octave range with expression, both solo and in an ensemble</li> <li>• responding to the conductor and performance directions.</li> <li>• Singing - Pupils will be able to sign musically within an octave including using extended harmony responding to</li> </ul>	<ul style="list-style-type: none"> <li>• Pulse - Pupils will independently perform 2/4, 3/4 or 4/4 at varied tempos solo and in ensemble.</li> <li>• Rhythm - Pupils will perform syncopated rhythms within 2/4, 3/4 and 4/4 time signatures within 4 bar phrases with all note values covered with equivalent rests.</li> <li>• Melody - Pupils will perform using an octave range fluently.</li> <li>• Listening - Pupils will recognise three different tempos, key melody instruments and the mood and emotion of the piece.</li> <li>• Performing - Pupils will be able to perform within an octave range with expression, both solo and in an ensemble</li> <li>• responding to the conductor and performance directions.</li> <li>• Singing - Pupils will be able to sign musically within an octave including using extended harmony responding to</li> <li>• performance direction of the piece e.g. phrasing or dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Pulse - Pupils will independently perform 2/4, 3/4 or 4/4 at varied tempos solo and in ensemble.</li> <li>• Rhythm - Pupils will perform syncopated rhythms within 2/4, 3/4 and 4/4 time signatures within 4 bar phrases with all note values covered with equivalent rests.</li> <li>• Melody - Pupils will perform using an octave range fluently.</li> <li>• Listening - Pupils will recognise three different tempos, key melody instruments and the mood and emotion of the piece.</li> <li>• Performing - Pupils will be able to perform within an octave range with expression, both solo and in an ensemble</li> <li>• responding to the conductor and performance directions.</li> <li>• Singing - Pupils will be able to sign musically within an octave including using extended harmony responding to</li> <li>• performance direction of the piece e.g. phrasing or dynamics.</li> <li>• Composition - Children will compose a melody using 5 to 8 notes. This composition could include</li> </ul>	<ul style="list-style-type: none"> <li>• Pulse - Pupils will independently perform 2/4, 3/4 or 4/4 at varied tempos solo and in ensemble.</li> <li>• Rhythm - Pupils will perform syncopated rhythms within 2/4, 3/4 and 4/4 time signatures within 4 bar phrases with all note values covered with equivalent rests.</li> <li>• Melody - Pupils will perform using an octave range fluently.</li> <li>• Listening - Pupils will recognise three different tempos, key melody instruments and the mood and emotion of the piece.</li> <li>• Performing - Pupils will be able to perform within an octave range with expression, both solo and in an ensemble</li> <li>• responding to the conductor and performance directions.</li> <li>• Singing - Pupils will be able to sign musically within an octave including using extended harmony responding to</li> <li>• performance direction of the piece e.g. phrasing or dynamics.</li> <li>• Composition - Children will compose a melody using 5 to 8 notes. This composition could include syncopation, Mood will be considered.</li> </ul>

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<p><b>RSHCE</b></p>	<p><b>SRE</b> Religious Understanding</p> <ul style="list-style-type: none"> <li>• We were created individually by God who cares for us and wants us to put our faith in Him</li> <li>• Physically becoming an adult is a natural phase of life.</li> <li>• Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it.</li> </ul> <p>Me, My Body, My Health</p> <ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and mature, and that by living and working together we create community</li> <li>• Self-confidence arises from being loved by God</li> <li>• That human beings are different to other animals</li> <li>• About the unique growth and development of humans and the changes that girls and boys will experience during puberty</li> <li>• About the need to respect their bodies as a gift from God to be looked after well and treated appropriately</li> <li>• The need for modesty and appropriate boundaries</li> <li>• How to make good choices that have impact on their health: rest, sleep exercise, personal hygiene avoiding the overuse of electronic entertainment etc.</li> </ul> <p>Emotional Wellbeing</p> <ul style="list-style-type: none"> <li>• The images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That thankfulness builds resilience against feelings of envy, inadequacy and against pressure from peers or media</li> <li>• A deeper understanding of the range and intensity of their feelings; that feelings are not the only good guides for action</li> <li>• That some behaviour is wrong, unacceptable, unhealthy or risky</li> </ul>	<p><b>SRE</b> Religious Understanding</p> <ul style="list-style-type: none"> <li>• That God calls us to love others</li> <li>• Ways in which we can participate in God's call to us</li> </ul> <p>Personal Relationships</p> <ul style="list-style-type: none"> <li>• That pressure comes in different forms, and what those different forms are</li> <li>• That there are strategies that they can adopt to resist pressure</li> <li>• What consent and bodily autonomy means</li> <li>• Different scenarios in which it is right to say 'no'</li> <li>• How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships.</li> </ul> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>• That their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• How to use technology safely</li> <li>• That just as what we eat can make us healthy or ill, what we watch, hear, say and do can be good or bad for us and others</li> <li>• What the term cyberbullying means and examples of it</li> <li>• What cyberbullying feels like for the victim</li> <li>• How to get help if they experience cyberbullying</li> <li>• What kind of physical help is acceptable or unacceptable and how to respond</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests</li> <li>• The effect that a range of substances including drugs, tobacco and alcohol can have on the body</li> <li>• How to make good choices about substances that will have a positive impact on their health</li> </ul>	<p><b>SRE</b> Religious Understanding</p> <ul style="list-style-type: none"> <li>• That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity</li> <li>• That the Holy Spirit works through us to bring God's love and goodness to others</li> <li>• The principles of Catholic Social Teaching</li> <li>• That God formed them out of love, to know His love and share love with others</li> </ul> <p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>• How to apply the principles of Catholic Social Teaching to current issues</li> <li>• Ways in which they can spread God's love in their community</li> </ul> <p>Transition</p>		

	<ul style="list-style-type: none"> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• About emotional well-being: that beauty, art etc, can lift the spirit, and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being</li> <li>• The difference between harmful and harmless videos and images</li> </ul> <p>Life Cycles</p> <ul style="list-style-type: none"> <li>• How a baby grows and develops in its mother's womb</li> <li>• About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</li> <li>• Some practical help on how to manage the onset of menstruation</li> </ul>	<ul style="list-style-type: none"> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>• How they can come under pressure when it comes to drugs, alcohol and tobacco</li> <li>• That they are entitled to say no for all sorts of reasons, but not least in order to protect their God given bodies</li> <li>• That the recovery position can be used when a person is unconscious but breathing</li> <li>• That DR ABC is a primary survey to find out how to treat life threatening conditions in order of importance</li> </ul>			
<b>Art Design Technology</b>	<p><b><u>Drawing- Posters</u></b> Pupils will use powerful messages and portraits of significant people to develop propaganda posters. Through the scheme of learning they will develop skills of drawing block letterings, vectorising portraits and merging these components together to create a visually striking composition. They will build upon their skills of pencil control, composition, line and colour.</p>	<p><b><u>Express yourself</u></b> Pupils will build upon previous knowledge of designing and making using fabrics in Y2 and Y4 units. They will design for a specific audience after market research and will develop independence when measuring, cutting and joining materials. They will further develop their skills in sewing using a range of stitches including running stitch, back stitch and blanket stitch and will accurately apply a range of finishing techniques. Pupils will critically evaluate the quality of their product.</p>	<p><b><u>Food Technology- Wartime Food</u></b> Pupils will develop growing knowledge of food groups and dietary staples. They will explore functional ingredients, considering how the addition of different ingredients impacts the presentation, taste and texture of foods, and how recipes can be adapted to suit different user needs. Pupils will use equipment to measure and read a scale to prepare ingredients.</p>	<p><b><u>Sculpture (Armature) Human Form</u></b> Pupils will revisit the art of making three dimensional sculptures. Having already explored the artistic process of relief, in LKS2 and KS1- using a range of materials, they will now look at the work of figurative artists, craftspeople, and will compare and contrast different artworks. Pupils will develop an appreciation of the different ways in which the human form can be represented. They will develop initial ideas by sketching, through the use of photography and through experimenting with shape and form using mixed media. Their ideas will be recorded using a sketch book. Pupils will produce a final piece which will be inspired by the work of an artist they have studied. They will then evaluate their work.</p>	<p><b><u>Digital Art- Cityscapes</u></b> Pupils will look at artwork made by artists, craftspeople, architects and designers. They will discuss artist's intention and look at a variety of types of source material and understand the differences. Pupils will be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. They will develop questions to ask when looking at artworks. Pupils will create their own pieces of cityscape art using a range of techniques inspired by the artists studied.</p>



RE	Loving Vocation and Commitment Expectations  Rosh Hashanah, Yom Kippur		Sources Unity Death and New Life	Witness Healing Common Good			
Spanish	<b>House</b> <ul style="list-style-type: none"> <li>House: Rooms and Outside (garden, garage, etc.)</li> <li>House: Description and rooms consolidation</li> <li>House: Ideal House</li> <li>House: Bedroom – Items in my bedroom + prepositions</li> <li>House: Bedroom – Ideal bedroom</li> </ul>		<b>Home Town</b> <ul style="list-style-type: none"> <li>Home Town: Places in the town</li> <li>Home Town: Where I live – full description</li> <li>Home Town: Tourist Guide to your home town consolidation</li> <li>Home Town: Tourist Guide – research a Spanish town/region</li> <li>Home Town: My Ideal Town</li> </ul>	<b>Out and About</b> <ul style="list-style-type: none"> <li>Out and About: Arranging to meet including consolidation of time</li> <li>Out and About: Consolidation of Home Town, Free Time and Out and About</li> <li>Out and About: What you like to do in what Weather - consolidation</li> <li>Out and About: Tourist Guide – What you can do in different weathers – likes and dislikes with reasons</li> <li>Out and About: Tourist Guide – Weather in different French/Spanish towns and the activities you can do there e.g. Paris, Disneyland when hot, museums when raining, etc.</li> </ul>			
PE	<u>Dance</u> Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence.	<u>Territory Games</u> Understand the importance of arming up and cooling down. Carry out warm ups and cool downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game. Perform and apply a variety of skills and techniques confidently,	<u>Net/Wall Games</u> Understand the importance of arming up and cooling down. Carry out warm ups and cool downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Throw and catch accurately and successfully under pressure in a game. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.	<u>Target Games</u> Understand the importance of arming up and cooling down. Carry out warm ups and cool downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Throw and catch accurately and successfully under pressure in a game Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team	<u>Fielding/Striking</u> Understand the importance of arming up and cooling down. Carry out warm ups and cool downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Throw and catch accurately and successfully under pressure in a game Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game	S W	<u>Athletics</u> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Build up speed quickly for a sprint finish. Use their preferred leg when running over hurdles. Accelerate to pass other competitors Work as a team to competitively perform a relay. Develop the technique for the standing vertical jump. Maintain control at each of the different

	<p>Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work. Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>	<p>consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Develop the technique for the push, pull and fling throw and support others in improving their performance. Accurately measure and record the distance of their throws. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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