

## ST. JOHN BOSCO CATHOLIC PRIMARY **CURRICULUM PLANNING**

			CURRICULUIVI PLAININING					
YEAR 6	TERM :	1	TERM 2	TERM 3				
Science	Living Things  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)  Give reasons for classifying plants and animals based on specific characteristics. (Living things and their habitats)  things and their habitats)  Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  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.	Animals and Humans  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  Describe the ways in which nutrients and water are transported within animals, including humans.  Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.  Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter	<ul> <li>Evolution</li> <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>	Recognise that light appears to travel in straight lines.      Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.      Explain that we see things because light travels from light sources to our      eyes or from light sources to objects and then to our eyes.      Use the idea that light travels in straight lines to explain why shadows     have the same shape as the objects that cast them.      Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary      Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.     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.     Use recognised symbols when representing a simple circuit in a diagram.     Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.     Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.     Identify scientific evidence that has been used to support or refute ideas or arguments     using test results to			

- using test results to make predictions to

		graphs, bar and line graphs.  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.		<ul> <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>	set up further comparative and fair tests.
History	B V A L U E S	Conflict Through Time Chronology  Use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.  Place different periods in time on a timeline, discussing their chronology in relation to one another.  Communicating History  Use of historical terms and vocabulary (including tier 2 and tier 3 vocabulary).  Ask and answer questions.  Construct arguments and reach conclusions Investigating the Past  Interpretation of evidence through analysis of a variety of historical sources from the time.  Making inferences from sources about	Chro  Chro  Thinl  Thinl	Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology. Pupils place different periods in time on a timeline, discussing their chronology in relation to one another municating History  Use historical terms and vocabulary (including tier 2 vocabulary and tier 3 vocabulary). Ask and answer questions.  Construct arguments and reach conclusions. Stigating the past Interpretation of evidence through analysis of historical sources from the time. Making inferences from sources about what they tell us about the past.  Conduct historical enquiry about the reliability of sources. king Like a Historian  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.  Cause and consequence -consider the cause and impact of varying punishments in relationship to the crimes and consider the significance of the crime within society and whether the level of punishment was reflective of the crime.	B V A L U E S

	what they tell us about the past.  Conduct historical enquiry and critically evaluate the reliability of sources Thinking Like a Historian  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	Consideration will be made around the significance of changing attitudes
	Thinking Like a Historian  Change and continuity - consider the changes in weaponry and tactical warfare between different historical periods. Consider if there are any similarities/ differences between	
Geography  Biomes Location an Knowledge	No	

- 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

Differences between a digital rainforest and a technologies. Physical features and temperate deciduous forest processes Physical features Human interaction with the of local area environment (brownfield site) Human use of the rainforest Identify past and Economic activity present physical features (goods and services) Human interaction Trade with the environment Deforestation Understand why the Sustainable land is not used and management how it can be regenerated sustainably. Consider the economic and social effects of the regeneration project. ICT **Spreadsheets** Text adventures Quizzing Spreadsheets Coding Children understand the Children can follow through the Children know some uses of a spreadsheet Children can create a Children can create their code of how a text adventure spreadsheet to answer a own text-based adventure different question can be programmed. mathematical question based upon a map. types. Children can navigate around a Children can design their own Children can use coding Children have ideas about spreadsheet using cell references. relating to probability. text-based adventure game Children can take copy concepts of functions, twowhat sort of Children can enter data into cells. based on one they have played. and paste shortcuts. way selection (if/else questions are best suited Children understand new vocabulary to the different Children can adapt an existing Children can problem statements) and repetition relating to spreadsheets: cells, columns, rows, cell text adventure so it reflects their solve using the count tool. in conjunction with one question types. names, sheets, workbook. own ideas. another to code Children have made and Children can use a spreadsheet to carry Blogging share a science quiz (or out basic calculations including addition, their game. Online safety Children can post Children make logical another subject). subtraction, multiplication and division Children can take more informed comments and attempts to debug their Children have considered formulae. ownership of the way that they blog posts to an existing code when it does not the audience's ability level Children can use the series fill function. choose to use their free time. class blog. work correctly and interests when setting Children recognise how using Children understand the formulae allows the data to change and the calculations They recognise a need to find a the quiz. balance between being active approval Networks Children have shared their to update automatically. and digital activities. process that their posts Children have researched quiz with peers. Children can give reasons for go through and and found out about Tim Children have given and limiting screen time. demonstrate an Berners-Lee. responded to feedback. Children can talk about the awareness of the issues Children have considered positives and negative aspects of surrounding inappropriate some of the major changes **Binary** technology and balance these posts in technology Children can explain how opposing views. and cyberbullying. which have taken place all data in a Children can assess the during their lifetime and computer is saved in the effectiveness and impact the lifetime of their computer memory in a of a blog. teacher/another adult. binary format.

		Children understand that			Children can explain that	
		content included in their			binary uses only the	
		blog carefully			integers 0 and 1.	
		considers the end user.			Children can relate 0 to an	
					'off' switch and 1 to and	
					'on' switch.	
				Online Sa	•	
Music	<ul> <li>Pulse - Pupils will</li> </ul>	<ul> <li>Pulse - Pupils</li> </ul>	•	Pulse - Pupils will	<ul> <li>Pulse - Pupils will</li> </ul>	<ul> <li>Pulse - Pupils will independently perform 2/4,</li> </ul>
	independently perform 2/4,	will independently		independently	independently perform	3/4 or 4/4 at varied tempos solo and in ensemble.
	3/4 or 4/4 at varied tempos	perform 2/4, 3/4 or		perform 2/4, 3/4 or	2/4, 3/4 or 4/4 at varied	Rhythm - Pupils will perform syncopated
	solo and in ensemble.	4/4 at varied tempos		4/4 at varied tempos	tempos solo and in	rhythms within 2/4, 3/4 and 4/4 time signatures within 4
	• Rhythm - Pupils will perform	solo and in		solo and in ensemble.	ensemble.	bar phrases with all note values covered with equivalent
	syncopated rhythms within	ensemble.	•	Rhythm - Pupils will	Rhythm - Pupils	rests.
	2/4, 3/4 and 4/4 time	<ul> <li>Rhythm - Pupils</li> </ul>		perform syncopated	will perform syncopated	<ul> <li>Melody - Pupils will perform using an octave</li> </ul>
	signatures within 4 bar	will perform		rhythms within 2/4,	rhythms within 2/4, 3/4	range fluently.
	phrases with all note values	syncopated rhythms		3/4 and 4/4 time	and 4/4 time signatures	Listening - Pupils will recognise three different
	covered with equivalent	within 2/4, 3/4 and		signatures within 4	within 4 bar phrases with	tempos, key melody instruments and the mood and
	rests.	4/4 time signatures		bar phrases with all	all note values covered	emotion of the piece.
	• Melody - Pupils will perform	within 4 bar phrases		note values covered	with equivalent rests.	Performing - Pupils will be able to perform
	using an octave range	with all note values		with equivalent rests.	Melody - Pupils	within an octave range with expression, both solo and in
	fluently.	covered with	•	Melody - Pupils will	will perform using an	an ensemble
	<ul> <li>Listening - Pupils will</li> </ul>	equivalent rests.		perform using an	octave range fluently.	responding to the conductor and performance
	recognise three different	Melody - Pupils		octave range fluently.	Listening - Pupils	directions.
	tempos, key melody	will perform using an	•	Listening - Pupils will	will recognise three	Singing - Pupils will be able to sign musically
	instruments and the mood	octave range		recognise three	different tempos, key	within an octave including using extended harmony
	and emotion of the piece.	fluently.		different tempos, key	melody instruments and	responding to
	Performing - Pupils will be	Listening -  Dunils will recognise		melody instruments	the mood and emotion of	performance direction of the piece e.g.  physician or dynamics.
	able to perform within an	Pupils will recognise three different		and the mood and	the piece.  • Performing -	phrasing or dynamics.  Composition - Children will compose a melody using 5 to
	octave range with	tempos, key melody		emotion of the piece.	Pupils will be able to	8 notes. This composition could include syncopation,
	expression, both solo and in	instruments and the	•	Performing - Pupils	perform within an octave	Mood will be considered.
	an ensemble	mood and emotion		will be able to	range with expression,	Wioda will be considered.
	responding to the	of the piece.		perform within an	both solo and in an	
	conductor and performance	Performing -		octave range with	ensemble	
	directions.	Pupils will be able to		expression, both solo	responding to	
	Singing - Pupils will be able	perform within an		and in an ensemble	the conductor and	
	to sign musically within an	octave range with	•	responding to the	performance directions.	
	octave including using	expression, both solo		conductor and	Singing - Pupils	
	extended harmony	and in an ensemble		performance directions.	will be able to sign	
	<ul><li>responding to</li><li>performance direction of</li></ul>	<ul> <li>responding to</li> </ul>		Singing - Pupils will be	musically within an octave	
	· ·	the conductor and	•		including using extended	
	the piece e.g. phrasing or dynamics.	performance		able to sign musically within an octave	harmony responding to	
	, ,,, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	directions.		including using	<ul> <li>performance</li> </ul>	
	Composition - Children will compose a melody using 5	<ul> <li>Singing - Pupils</li> </ul>		extended harmony	direction of the piece e.g.	
	to 8 notes. This composition	will be able to sign		responding to	phrasing or dynamics.	
	could include syncopation,	musically within an	•	performance direction	Composition - Children will	
	Mood will be considered.	octave including		of the piece e.g.	compose a melody using 5	
	Widda will be considered.	using extended		phrasing or dynamics.	to 8 notes. This	
		harmony responding		p doing of dynamics.	composition could include	
		to				

	direction of the piece e.g. phrasing or dynamics. • Composition - Children will compose a melody using 5 to 8 notes. This composition could include syncopation, Mood	Composition - Children will compose a melody using 5 to 8 notes. This composition could include syncopation, Mood will be considered.	syncopation, Mood will be considered.	
	will be considered.			
RSHCE  SRE Religious Understanding  We were created individually be and wants us to put our faith in Physically becoming an adult is  Lots of changes will happen du sometimes it might feel confus God's great plan and the result  Me, My Body, My Health  Similarities and differences bet grow and mature, and that by we create community  Self-confidene arises from bein That human beings are differer  About the unique growth and and the changes that girls and puberty  About the need to respect their to be looked after well and treated to be looked after well and treated to be looked after well and treated to make good choices that health: rest, sleep exercise, per overuse of electronic entertain to the looked after well and treated to make good choices that health: rest, sleep exercise, per overuse of electronic entertain to the looked after well and treated to make good choices that health: rest, sleep exercise, per overuse of electronic entertain to the looked after well and treated to make good choices that health: rest, sleep exercise, per overuse of electronic entertain to the looked after well and treated to make good choices that health: rest, sleep exercise, per overuse of electronic entertain to the looked after well and treated to make good choices that health: rest, sleep exercise, per overuse of electronic entertain that the media do no can affect how people feel about the media do no can affect how people feel about the media do no can affect how people feel about the media do no can affect how people feel about the media do no can affect how people feel about the media do no can affect how people feel about the media do no can affect how people feel about the media do no can affect how people feel about the media do no can affect how people feel about the media do no can affect how people feel about the media do no can affect how people feel about the media do no can affect how people feel about the media do no can affect how people feel about the media do no can affect how people feel about the media	y God who cares for us him a natural phase of life. ring puberty and ing, but it is all part of s will be worth it.  ween people arise as they iving and working toether gloved by God at to other animals development of humans boys will experience during a bodies as a gift from God ated appropriately ropriate boundaries thave impact on their sonal hygiene avoiding the ment etc.  It always reflect reality and ut themselves nce against feelings of pressure from peers or range and intensity of not the only good guides	Personal Relationships  That pressure comes in those different forms are. That there are strategies resist pressure  What consent and bodil Different scenarios in where the second in t	different forms, and what estable to a that they can adopt to a value of the state of that they can adopt to a value of the state of th	Religious Understanding  That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity  That the Holy Spirit works through us to bring God's loe and goodness to others  The principles of Catholic Social Teaching  That God formed them out of love, to know His love and share love with others  Living in the Wider World  How to apply the principles of Catholic Social Teaching to current issues  Ways in which they can spread God's love in their community  Transition

- That emotions change as they grow up (including hormonal effects)
- 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
- The difference between harmful and harmless videos and images

#### Life Cycles

- How a baby grows and develops in its mother's womb
- About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life
- Some practical help on how to manage the onset of menstruation

- That our bodies are created by God, so we should take care of them and be careful about what we consume
- How they can come under pressure when it comes to drugs, alcohol and tobacco
- That they are entitled to say no for all sorts of reasons, but not least in order to protect their God given bodies
- That the recovery position can be used when a person is unconscious but breathing
- That DR ABC is a primary survey to find out how to treat life threatening conditions in order of importance

# Art Design Technology

#### **Drawing- Posters**

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.

#### **Express yourself**

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.

### Food Technology-Wartime Food

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.

# Sculpture (Armature) Human Form

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.

### **Digital Art- Cityscapes**

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.

PE    Pance   Dance   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 to create and motifs. Perform with confidence, using a range of movement patterns and actions of a chosen dance style. Use dramatic expression in dance movements to create a good for health, finess and wellbeing. Single of stalls of required style in relation to the stimulus, se, guising various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move represents to move and defending. Work as a game workers to theirs during and accurately in dance movements. Move represents to move and defending. Work as a game of composition from scoring. Show a change of pace and timing in their movements. Move represents the members of the storing a game.    Page   Dance	DF.	Louing		Courses		Mitnoss			
Spanish   House: Roath Hashanah, Yom Kippur	RE	Loving		Sources	Witness				
Note: Note: Rooms and Outside (garden, garage, etc.)				•		S .			
House: Description and rooms consolidation   House: Bedroom – Items in my bedroom + prepositions on the more Town: Tourist Guide – veather in offer to and About: Troorist Guide – veather in offer to and About: Troorist Guide – veather in offer to and About: Troorist Guide – veather in offer to and the activities you can define french'/Spanish towns and the activ		Expectations		Death and New Life		Common Good			
House: Bedroom - Ideal bedroom House: Redroom - Ideal Bedroom		Rosh Hashanah, Yom Kippur							
House: Bedroom – Items in my bedroom + prepositions     House: Bedroom – Items in my bedroom + preposition in time of the preparation of time town, frequent in the preparation of the defending with the preparation of time town, and the activities you can defectively.  Indestand the importance of arming up and cooling down. Carry out warm ups and cool downs safely and effectively. Demonstrate strong and contexts and well-being. Now ways they can become healthier. Prow and catch accurately in dance sequence. Apply knowledge of skills on a datack or defence. Apply knowledge of skills of the preparation to the ball of the preparation of the ball of the preparation of them town,	Spanish	House		Home Town		Out and About			
House: Bedroom – Ideal bedroom     Home Town: Tourist Guide – research a Spanish town (and 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 a throughout a dance sequence. Combine flexibility, techniques and movements and vellbeing, and vellbein		<ul> <li>House: Rooms and Outside (ga</li> </ul>	arden, garage, etc.)	Home Town: Places in tl	he town	Out and About: Arrang	ing to	meet including	
House: Bedroom – Itens in my bedroom + prepositions     House: Bedroom – Itens lederoom + prepositions     Home Town: Tourist Guide – research a Spanish     town/rejoin     Home Town: My Ideal Town      Territory Games     Understand 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 of movements and motifs.     Perform with confidence, using a range of movement patterns.     Demonstrate strong and controlled movements of create a fluent sequence.     Combine flexibility, techniques and movements to create a fluent sequence.     Combine flexibility, techniques and movements to create a fluent sequence.     Combine flexibility, techniques and movements to create a fluent sequence.     Combine flexibility, technique and movements to create a fluent sequence.     Move appropriately and with the required style in relation to the able to stam to develop fielding strategies to prevent the stimulus, e.g. using various levels, ways of travelling and motificated rules to play a game successfully.     Move frythmically and a controlled movements.     Move rhythmically and a controlled from the free to start a game of the proposition from scoring.     Follow and create of a fluent sequence.     And verible				Home Town: Where I liv	ve – full description	consolidation of time			
House: Bedroom – Ideal bedroom  * House: Bedroom – Ideal bedroom  * Home Town: My Ideal Town  * Home Town: My Idea		· · · · · · · · · · · · · · · · · · ·		· ·		Out and About: Consolidation of Home Town, Free			
House: Bedroom — Ideal bedroom      Home Town: My Ideal Town      Home Town: An Idea Town      Home Town: My Ideal Town		House: Bedroom – Items in m	y bedroom + prepositions	· ·		Time and Out and About			
Territory Games 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 and actions donnements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluents 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 outrolled. Communicate plans to strategies to prevent the opposition from scoring. Follow 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 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 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 a fuent sequence. Amove appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and accurately mad ance sequences.  Move rhythmically and accurately mad ance sequences.  Move rhythmically and accurately mad ance sequences.  Move rhythmically and accurately in dance s				Home Town: Tourist Gu	ide – research a Spanish	Out and About: What you like to do in what			
PE  Dance Identify and repeat the movement patterns and actions of a chosen dance style. Use dramatic expression in dance movements the effectively. Use dramatic expression in dance movements 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. Move aphropriately 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 accurately in dance sequences. Move aphropriately 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 accurately in dance sequences. Move aphropriately 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. Move aphrhimically and accurately in dance sequences. Move rhythmically and accurately in dance sequence. Move rhythmically and accurately in dance sequences. Move rhythmically and accurately in dan				town/region					
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		Improvise with confidence, still	game.	complicated rules to play a	Think ahead and create a	in a game situation, and		standing vertical	
demonstrating fluency across Perform and apply a game successfully. plan of attack or defence. link these together jump.		demonstrating fluency across			'	link these together		jump.	
		their sequence.	1	T		-		Maintain control at	
			techniques confidently,					each of the different	
Lead others during a game. defending. Work as a team best pass in a game				Lead others during a game.	defending. Work as a team	best pass in a game			

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

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.

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.

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.

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

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.

stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height

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

variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong

Perform and apply a

distance of their

throws.

understanding of tactics and composition. Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate

improvements.