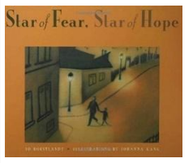
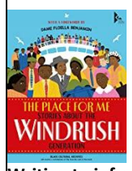
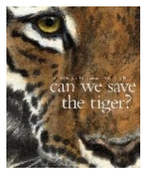
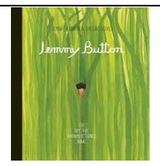
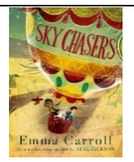
	Autumn term	Spring term	Summer term
R.E. Hinduism week Autumn Term Islam week Spring Term	**Loving** • The love and care of people • God's love is unconditional and never ending **Vocation and Commitment** • Commitment in life • The vocation to the priesthood and religious life **Expectations** • The meaning of expectation • Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus	**Sources** • A wide variety of books and the purpose for which they were written – Explore • The Bible as the story of God's love, told by the People of God **Unity** • What nourishes and what spoils friendship and unity • The Eucharist challenges and enables the Christian family to live and grow in communion every day **Death and New Life** • Loss and death bring about change for people • The Church's seasons of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life	**Witnesses** • The courage to be a witness • Pentecost: The Holy Spirit enables people to witness to the Easter message **Healing** • When people become sick and need care • The Sacrament of the Anointing of the Sick **Common Good** • Justice for the good of all • The work which Christians do for the common good of all
Maths	**Place Value** Numbers to 10,000 Numbers to 100,000 Numbers to 1 million Numbers to 10 million Compare and order any number Round numbers to 10, 100, 1000 Round any number Negative numbers **Addition and Subtraction** Add whole numbers with more than 4 digits (recap) Subtract whole numbers with more than 4 digits (recap) Inverse operations (addition and subtraction) (recap) Multi-step addition and subtraction problems (recap) Add and subtract integers **Multiplication and Division** Multiply 4d by 1d (recap) Multiply 2d (area model) (recap) Multiply 2d by 2d (recap) Multiply 3d by 2d (recap) Multiply up to 4d by 2d Divide 4d by 1d (recap) Divide with remainders (recap) Short division Division using factors Long Division (Coin card method)	**Decimals** Multiply decimals by integers Divide decimals by integers Division to solve problems Decimals as fractions Fractions to decimals **Percentages** Fractions to percentages Equivalent FDP Order FDP **Properties of Shape** Measure with a protractor Draw lines and angles accurately Angles on a straight line Angles round a point Vertically opposite angles Angles in a triangle Angles in special quadrilaterals Angles in regular polygons Draw shapes accurately Draw nets of 3-D shapes **Measurement :Perimeter / Area / Volume** Area of compound shapes **Statistics**	**Algebra** Find a rule Forming expressions Substitution Formulae Forming equations Simple one-step equations Two-step equations Find pairs of values Enumerate possibilities **Measurement :Perimeter / Area / Volume** Area of a triangle, parallelogram Volume of a cuboid **Number : Ratio** Ratio language Ratio and Fractions Ratio symbol Calculating ratio Calculating scale factors Ratio and proportion problems **Investigations generating and using generalisations and algebraic expressions** **Consolidation and themed projects**

	Factors (recap) Common Factors Primes to 100 Squares and cubes Order of operations Mental Calculations and estimation Reason from known facts **Decimals** Decimals up to 2dp (recap) Understand thousandths (recap) 3 decimal places Multiply by 10, 100, 1000 Divide by 10, 100,1000 **Percentages** Understand percentages (recap) Percentages of an amount (Coin card method) Percentages – missing values **Fractions** Equivalent fractions (recap) Simplify fractions Improper fractions to mixed numbers (recap) Mixed numbers to improper fractions (recap) Fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract fractions Add and subtract mixed numbers		Circles Read and interpret pie charts Pie charts with percentages Draw pie charts **Geometry : Position and Direction** The first quadrant Four quadrants Translations Reflections **Measurement : Converting Units** Metric Measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial Measures **Measurement :Perimeter / Area / Volume** Perimeter of compound shapes **Statistics** Read and interpret line graphs Draw line graphs Solve problems using line graphs Mean		
English	 **Star of Hope, Star of Fear by Jo Hoestlandt** **Writing to entertain** **Outcome** Flashback story Information text  **Writing to inform**	 **Can we save the tiger? by Martin Jenkins** **Writing to inform** **Outcome** Hybrid text - information and explanation	 **Selfish Giant by Oscar Wilde** **Writing to entertain** **Writing to inform** **Outcome** Classic fiction Explanation	 **Jemmy Button** **The Island by Jason Chin** **Writing to discuss** **Outcome** Journalistic Discussion	 **Manfish by Jennifer Berne** *Dolphin Song by Lauren St John* **Writing to inform** **Outcome** Biography /hybrid text	 **Transition Unit** *Sky Chasers by Emma Carroll* **Writing to entertain** **Outcome** Narrative Fiction Autobiography

	Outcome Report writing – Information, recount and explanation hybrid text Writing outcome:					
Poetry	**Writing to entertain** **A Tiger in the Zoo** by Leslie Norris Outcome – Free verse which conveys a message		**Writing to entertain** The Sea by James Reeves Outcome – Narrative Poem A wide variety of poems are explored linking to the theme of the sea with an outcome of a narrative poem linked to a journey across the sea Text and poems used I am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Waters The Sea by James Reeves Outcome – Narrative Poem		**Writing to entertain** Sonnet Written at the Close of Spring by Charlotte Smith Outcome – Narrative Poem in the style of a sonnet **Sonnets: The View from a Hot Air Balloon**	
Guided Reading	**When we were Warriors by Emma Carroll** **Genre** – Fiction: historical **Mastery Focus** • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Make comparisons within and across books • Evaluate authors' language choice, including figurative language	**Into the Jungle by Katherine Rundell, Martha's Suitcase by The Literacy Company** **Genre** – Fiction: classic Information **Mastery Focus** • Identify and discuss themes and conventions • Summarise main ideas, identifying key details • Distinguish between fact and opinion	**The Happy Prince and Other Tales by Oscar Wilde** **Genre –** Fiction: classic **Mastery Focus** • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Evaluate authors' language choice, including figurative language • Make comparisons within and across books	**The Explorer by Katherine Rundell, Exploring the Amazon by The Literacy Company** **Genre** – Information, Fiction: contemporary **Mastery Focus** • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice, including figurative language	**Great Adventurers by Alistair Humphreys** **Genre** – Information **Mastery Focus** • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Distinguish between fact and opinion	**Sky Chasers by Emma Carroll** **Genre** – Fiction: adventure **Mastery Focus** • Identify and discuss themes and conventions • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Evaluate authors' language choice, including figurative language

	Ongoing skills: • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and reading for a range of purposes • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Participate in discussion about books • Ask questions to improve understanding • Explain and discuss understanding of reading • Provide reasoned justifications for views • Recommend books to peers **Core skills:** • Predict what might happen from details stated and implied (2e) • Explore meaning of words in context (2a) • Retrieve, record and present information (2b) • Ask questions to improve understanding

Geography	**Where does our energy come from?** • Describe the significance of energy. • Give examples of sources of energy and their trading routes. • Define renewable and non-renewable energy. • Discuss the benefits and drawbacks of different energy sources. • Describe the significance of the Prime Meridian. • Identify human features on a digital map. • Discuss how transport links have changed over time. • Locate UK cities on a map. • Use six-figure grid references to identify features on an OS map. • Consider and justify the location of energy sources. • Design and use interview questions. • Plot points on a sketch map.	**Brazil – comparison to UK** • Where is Brazil? Brazil's place on Earth and an identification of the human and physical features • Brazilian climate (using climate data for various locations) – compare to UK • Urbanisation and the effect on population • Rio de Janeiro – comparison of lifestyle to UK • Indigenous people of the Amazon rainforest and the threats facing them • What is life like in Brazil? (presentation)	**Can I carry out an independent fieldwork enquiry?** • Give examples of issues in the local area. • Identify questions to be asked to find the relevant data. • Justify which data collection method is most suitable. • Design an accurate data collection template. • Identify areas along a route that are best for data collection. • Discuss how to mediate potential risks. • Collect data at points located on an OS map. • Manage risks during a fieldwork trip. • Identify any outcomes from data collected. • Map data digitally. • Describe the enquiry process.
History	**What was the impact of WW2 on British people?** • Identify the causes of World War 2. • Identify the different phases in the Battle of Britain. • Make inferences and deductions about a photograph. • Describe how children may have felt when evacuated. • Evaluate the accuracy and reliability of sources. • Describe the impact WW2 had on women's lives.	**Unheard histories: Who should feature on the £10.00 banknote?** • Name the features of a banknote. • Make inferences about a person using a banknote. • Explain the significance of historical figures. • Make inferences from sources. • Apply criteria to decide if a person is historically significant and explain why. • Explain the significance of William Tuke. • Research important aspects of a person's life. • Explain what makes a person significant.	**What does the census tell us about our local area?** • Identify the type of information the census gives about people. • Use the census to make inferences about people from the past, providing supporting evidence for their statements. • Make observations from the census and identify changes between periods of time. • Identify the dangers of working in a textile mill. • Create questions to identify the thoughts and feelings of a Victorian working child. • Identify the key events of Mary's life and interpret her thoughts and feelings. • Extract information from the census to recreate the lives of people who lived in a household from the local area. • Extract information from the census and decide whether a family was rich or poor. • Describing change throughout time.

Science

Living Things and their Habitats

- Living things can be grouped according to characteristics.
- The two main groups are animals and plants.
- Other living things include fungi and micro- organisms (such as mushrooms, yeast and bacteria).
- Carl Linnaeus devised a formal classification system for all living things, which is still used today.
- Animals can be divided into two main groups: vertebrates (animals with backbones) and invertebrates (animals without backbones).
- Vertebrates can be divided into five main groups: Fish, Reptiles, Amphibians, Birds and Mammals.
- Each vertebrate group has distinctive characteristics.
- Branching keys are useful for classifying things, using descriptions of features or characteristics.
- Some animals can be hard to classify when they appear to have features from more than one group.
- Invertebrates can be divided into many groups. These groups include insects, slugs & snails (molluscs), spiders (arachnids) and worms.
- Plants can be divided broadly into two main groups: flowering plants and non-flowering plants
- Flowering plants reproduce with seeds which are protected by a flower or fruit.

Non-flowering plants include conifers, ferns, and mosses.

Electricity

- 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
- answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors

identify the effect of changing one component at a time in a circuit

Light

- We see things because light travels from a light source into our eyes.
- Light travels in straight lines.
- The idea that light travels in straight lines can explain how non- luminous objects are seen.
- All surfaces reflect some light.
- Shiny surfaces reflect light better than matt surfaces.
- Light can pass through transparent objects and materials but is blocked by opaque ones
- The idea that light travels in straight lines explains why shadows have the same shape as the objects that cast them.
- That the size of a shadow depends on the relative position of the light source and the object.
- The size of the Sun's shadow changes throughout the day.
- The Sun rises in the East and sets in the West.
- The Sun is highest in the sky in the middle of the day.

Animals Including Humans

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans
- explore and answer questions that help them to understand how the circulatory system enables the body to function.
- how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Inheritance and Evolution

- Identify inherited characteristics in living things
- recognise that living things produce offspring of the same kind, but Know that variation occurs within offspring as well as across a species
- Identify inherited characteristics in living things
- Understand the implications of key physical aspects of an environment for living things.
- Recognise the role fossils have in the development of evolutionary theory
- Learn more about the work of Anning, Darwin and Wallace
- Examine how the fossil record helps us understand evolutionary relationships
- Understand what a cladogram is and how it shows evolutionary relationships
- Research and present evolutionary information on a specific animal.

PSHE/RSE		**M1 Unit 1&2: Me, My Body, My Health** Community, friendships, families, puberty, appropriate boundaries, personal hygiene, making healthy choices	**M1 Unit 3: Emotional Wellbeing** Body image, peer pressure, peculiar feelings, emotional changes **M1 Unit 4: Life Cycles** Menstruation, Bereavement **WHOLE SCHOOL:** British Values Week	**M2 Unit 1&2: Personal Relationships** Peer pressure and strategies to avoid it, consent and bodily autonomy, self care	**M2 Unit 3: Keeping Safe** What things should we share/not share? Cyberbullying, types of abuse, impacted lifestyles, making good choices, giving assistance **WHOLE SCHOOL:** Enterprise Week	**M3 Unit 1&2: Living in the wider world** Catholic Social teaching, the common good, dignity of the person, stewardship, social relationships, making a difference to the world
Art & Design	**Drawing:** **Make My Voice Heard** • Collect a good range of imagery, adding annotated notes and sketches. • Make relevant comparisons between different styles of art. • Use tools effectively to explore a range of effects. • Respond to the meaning of a spirit animal through drawing. • Generate symbols that reflect their likes and dislikes with little support. • Create a tile that is full of pattern, symbols and colours that represents themselves. • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through a tonal drawing. • Understand the impact of using techniques for effect. • Participate in a discussion that examines the similarities and	**Painting and mixed media:** **Artist study** • Understand a narrative and use descriptive language to tell a story. • Suggest ideas for the meaning behind a picture. • Identify different features within a painting and use the formal elements to describe it. • Be creative and imaginative in finding their own meaning in a painting. • Use their own art or personal experiences to justify their ideas. • Read a picture well and see beyond the first glance, analysing and evaluating it successfully. • Reflect on personal experiences to convey through their own piece of abstract art. • Contribute to discussions to either the class, group or talk partner. • Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.			**Craft and design:** **Photo opportunity** • Explain how a new image can be created using a combination of other images. • Understand what photomontage is and recognise how artists use photography. • Select relevant images and cut them with confidence and a level of control. • Demonstrate a competent knowledge of effective composition, discussing their ideas. • Use recording devices and available software with confidence. • Demonstrate a confident understanding of Edward Weston's style through their artistic choices. • Discuss the features of a design, e.g. explaining what is effective about a composition. • Select a suitable range of props, considering the design brief and their initial ideas. • Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. • Use editing software to change their image, reflecting an artist's style. • Choose a suitable painting	**Sculpture & 3D:** **Making memories** Discuss the work of artists that appreciate different artistic styles. Create a sculpture to express themselves in a literal or symbolic way. Reflect verbally or in writing about creative decisions. Suggest ways to represent memories through imagery, shapes and colours. Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. Competently use scissors to cut shapes accurately. Talk about artists' work and explain what they might use in their own work. Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. Successfully translate plans to a 3D sculpture. Work mostly independently, experimenting and trying new things. Identify and make improvements to their

	differences between different styles of art. • Form their own opinions about what art is, justifying their ideas. • Identify a cause and decide what message they want to convey. • Understand artist's choices to convey a message. • Review sketchbook and creative work to develop a drawn image. • Review and revisit ideas to develop their work.	• Select an appropriate artist. • Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. • Generate an idea for a final piece, demonstrating some inspiration from their chosen artist. • Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. • Experiment and revisit ideas, drawing on creative experiences. • Work in a sustained way to complete a piece, making evaluations at each stage.			and suggest appropriate ways to recreate it photographically with props. • Set up a composition and think about a space that will provide good lighting levels. • Take a portrait that is focused and appropriately framed. • Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. • Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. • Create a final painting or drawing with tonal differences that create a photo-realistic effect.	work. Produce a completed sculpture demonstrating experimentation, originality and technical competence. Competently reflect on successes and personal development.
Design & Technology		**Structure:** **Playgrounds** • Create five apparatus designs, applying the design criteria to their work. • Make suitable changes to their work after peer evaluation. • Make roughly three different structures from their plans using the materials available. • Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas. • Secure their apparatus to a base. • Make a range of landscape features using a variety of materials which will	**Digital World:** **Navigating the World** • Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief. • Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen. • Identify errors (bugs) in the code and suggest ways to fix (debug) them. • Self and peer evaluate a product concept against a list of design criteria with basic statements. • Identify key industries that use 3D CAD modelling and why. • Recall and describe the name and use of key	**Food:** **Come Dine with Me** • Find a suitable recipe for their course. • Record the relevant ingredients and equipment needed. • Follow a recipe, including using the correct quantities of each ingredient. • Write a recipe, explaining the process taken. • Explain where certain key foods come from before they appear on the supermarket shelf.	**Electrical Systems:** **Steady hand game** Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works). State what they like or dislike about an existing children's toy and why. Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys. Identify the components of a steady hand game. Design a steady hand game of their own according to their design criteria, using four different perspective drawings. Create a secure base for their game, with neat edges, that relates to their design. Make and test a functioning circuit and assemble it within a case.	**Mechanical Systems:** **Automata Toys** • Prepare wood for assembly by measuring, marking and cutting each piece • Assemble an automata frame component and supports with the help of an exploded-diagram • Explore the relationship between cam profiles and follower movement, to inform a design decision • Apply the housing and finishing touches to an automata frame Evaluate design and outcome

		enhance their apparatus.	tools used in Tinkercad (CAD) software. • Combine more than one object to develop a finished 3D CAD model in Tinkercad. • Complete a product pitch plan that includes key information.			

Computing	**Digital Citizenship** • Make responsible choices when sharing online • Know when and how to get help • Critically evaluate and reject inappropriate representations online • Be kind and respect others online • Protect digital personality • Know how to capture evidence of bullying online • Common systems that regulate age-related content • Promote health and wellbeing with regards to using technology	**Computer Science (Variable)** (Consolidation of algorithms, program, sequence, repeat and selection/conditional) • Know the difference between an algorithm and a program • Plan and program using repeat • Plan and program a quiz selection • Predict the outcome of the program and the implications or reordering the code • Debug code when the outcome is not as expected • Have an awareness of abstraction when programming	**Computer Science (Variable)** (Introduction to variable) • Plan a program for a quiz using a variable • Have an awareness of abstraction when programming • Predict the outcome of the program and the implications of reordering the code • Debug code when the outcome is not as expected • Plan and program a game which includes repeat, selection/conditional and a variable for a younger audience • Transfer skills between different software	**Digital Literacy** Tinkercad To recognise that you can work in there dimensions To identify that digital 3D objects can be modified To recognise that objects can be combined in a 3D model To create my own 3D digital model	**Digital Creativity** To explore, review and evaluate existing websites. To consider the purpose and audience of a webpage. To consider fair use and copyright when using images. To create a webpage with a site name, logo, header and appropriate layout. To plan the structure of a website and use hyperlinks. To reference the work of others on their website.	**Data Handling** To create an excel spreadsheet to help them plan a class party. To use formulae involving multiplication in a spreadsheet. To use formulae involving division, subtraction and addition in a spreadsheet.

MFL Spanish

Phonetics

Children will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.

Presenting Myself

- Revising Spain & Spanish speaking countries, numbers 1-10 and 'how are you?
- Saying your name & asking someone their name. Numbers 11 to 20.
- Numbers 10 to 20 listening exercise and 'how old are you?
- 'Where do you live?' and further number work
- Nationality, soy..., individual presentations, Class Spanish ID cards activity

My family

- Tell somebody the members, names and various ages of either their own or a fictional family in Spanish.
- Continue to count in Spanish, reaching 100, enabling students to say the age of various family members.
- Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish.
- Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).

The Date

- Remember, recall and spell the 7 days of the week.
- Remember, recall and spell the 12 months of the year.
- Remember, recall and spell numbers 1-31.
- Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.
- Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is.

Do You Have A Pet?

- the nouns and article for eight common pets
- "Tengo" (I have…) plus the connective "y" (and).
- "que se llama" (that is called).
- "No tengo…" (I do not have…)
- the connective "pero"

My Home

- Types of home and different locations
- rooms of the home plus "en mi casa hay…" (in my home there is/are…) "en mi casa no hay…" (in my home there is not…/there are no…")
- longer spoken or written passage in including personal details (such as their name and age etc.).

Clothes

- Repeat and recognise the vocabulary for a variety of clothes in Spanish.
- Use the appropriate genders and articles for these clothes.
- Use the verb LLEVAR in Spanish with increasing confidence.
- Say what they wear in different weather/situations.
- Describe clothes in terms of their colour and apply adjectival agreement.
- Use the possessives with increased accuracy.

Music

Developing Melodic Phrases How does music bring us together?

Understanding Structure and Form How does music connect us with our past?

Gaining confidence through performance How does music improve our world?

Exploring notation further How does music teach us about our community?

Using chords and structure How does music shape our way of life?

Respecting each other through composition How does music connect us with the environment?

- **Use musical vocabulary when talking about the songs.**
- **Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)**
- **Sing a harmony part confidently and accurately**
- **Create simple melodies using up to five different notes and simple rhythms**
- **To know and identify four music genres and know the musical characteristics for that genre.**
- **To know three well-known musicians**
- **The historical context of the songs. What else was going on at this time, musically and historically?**
- **To choose a song and be able to talk about Its main features**
- **To know, read and play the notes A, B, C, D, E, F, G,**

P.E.

Netball

Declarative Knowledge: Displaying factual knowledge

- Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise

Dance

Declarative Knowledge: Displaying factual knowledge

Outdoor and Adventurous Activities (OAA)

Declarative Knowledge: Displaying factual

Athletics

Declarative Knowledge: Displaying factual knowledge

- Understand appropriate

Rounders

Declarative Knowledge: Displaying factual knowledge

	joints and muscles. • Recognise and evaluate performances providing constructive feedback. Understand how to improve in different physical activities and sport.	• Share ideas in small groups, working together to create a routine incorporating different elements. • Use imagination to develop dances to music and develop	**knowledge** • Understand elements and scaling confidently. • Identify what they have done well and adapt plans for future challenges. • Plan strategies to complete tasks. Choose sensible skills and approaches for the challenge.	pace judgement for the running distance to be covered. • Understand the appropriate throwing and jumping technique to achieve maximum distance and • height. • Share and discuss athletic techniques with others. • Compare their performance with previous ones and demonstrate improvement to achieve their • personal best. • Be able to describe the importance of being physically fit and explain how their body reacts and feels • when taking part in different activities and undertaking different roles.	• Develop an understanding of how to improve in different physical activities and sports. Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.
	Procedural Knowledge: Can practically demonstrate how to apply their knowledge • Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. • Work effectively as a team. • Use a variety of tactics to keep possession of the ball, applying the principles of attacking. • Use the defending principles in game situations, including marking, tracking, and covering, to gain possession. •	**Procedural Knowledge: Can practically demonstrate how to apply their knowledge** • Move in a way that reflects the music. • Perform dances in both canon and unison, with clarity and confidence. • Explore and practice movement ideas inspired by a stimulus. • Explore, improvise, and combine movement ideas fluently and effectively. • Perform movements to an audience with rhythm and confidence.	**Procedural Knowledge: Can practically demonstrate how to apply their knowledge** • Build confidence during team activities. • Takes part in orienteering events, such as picture orienteering and control orienteering, with success. • Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a • route to the controls. • Develop map reading and map building skills. • Develop physical fitness and be able to describe its importance in orienteering	**Procedural Knowledge: Can practically demonstrate how to apply their knowledge** • Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. • Work effectively as part of a team. • Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.	**Procedural Knowledge: Can practically demonstrate how to apply their knowledge** • Perform skills with accuracy, confidence, and control. • Participate in competitive games, modified where appropriate. • Retrieve, intercept, and stop a ball when fielding. • Use skills and tactics to outwit opponents when fielding and batting. Work as part of a team that covers the areas to make it hard for the batter to score runs. Use tactics that involve bowlers and fielders working together.

P.E.	**Football** **Declarative Knowledge: Displaying factual knowledge** • Understand the positions in a team and the roles they play; and choose different formations to suit the • needs of the game. • Identify and evaluate parts of your game where you're performing well, and parts that can be improved. • Recognise exercise and activities that help strength, speed and stamina.	**Gym** **Declarative Knowledge: Displaying factual knowledge** • Work effectively as part of a team, recognising success, and give constructive feedback. • Create short warm up routines that follow basic principles.	**Rugby** **Declarative Knowledge: Displaying factual knowledge** • To understand the rules of the game and participate in full games. • Understand the importance of keeping in a line in both attacking and defending plays.	**Cricket** **Declarative Knowledge: Displaying factual knowledge** • Learn how to evaluate and recognise your own success and areas for improvement. • Develop an understanding of how to improve in different physical activities and sports.
	Procedural Knowledge: Can practically demonstrate how to apply their knowledge • Apply the attacking and defending principles in game situations. • Use different skills to keep possession of a ball as part of a team. • Develop control whilst performing skills at speed. Change speed and direction to get away from a defender. • Adapt games and activities making sure everyone has a role to play.	**Procedural Knowledge: Can practically demonstrate how to apply their knowledge** • Combine and perform gymnastic actions, shapes, and balances more fluently and effectively. • Explore, improvise, and combine movement ideas fluently and effectively, using skills in different ways, performing confidently, with clarity and a sense of rhythm. • Use combinations of dynamics using the space effectively. • Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence.	**Procedural Knowledge: Can practically demonstrate how to apply their knowledge** • Incorporate the rules of the game into small sided games like passing backwards. • To pass and catch the ball whilst running at different speeds. Keep control of the ball when running and passing, ensuring passing is accurate. • Carefully consider the best way to score a try and win the game, remembering to find and use space when running. • Successfully remove tags in accordance with the rules.	**Procedural Knowledge: Can practically demonstrate how to apply their knowledge** • Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. • Bowl using an overarm technique, beginning to vary speed and length of delivery. • Use skills and tactics to outwit opponents when fielding, bowling, and batting. • Work as part of a team that covers the areas to make it hard for the batter to score runs. • Use tactics that involve bowlers and fielders working together.