6H - Curriculum Map 2025-26

Year 6	World War Two		Exploration and Evolution		The Tudors	
	Autumn 1	***Autumn 2***	***Spring 1***	***Spring 2***	***Summer 1***	***Summer 2***
Key Questions	What do we already know about the second world war and how it impacted the lives of children? How did Europe change throughout the war? How did life change in the Home Front in WWII? What impact did WW2 have on Walton on the Naze?	Where in the world did WII take place? What is a biome and what different biomes are there in Europe?	How do we classify animals? What prompted Darwin's Theory of Evolution? What are the differences between different continents and countries within them? Where is South America and Brazil? What is the climate like in South America? Life in South America today? Life and beliefs in Victorian Britain during Darwin's Life	Darwin's journey Evolution How have Darwin's theories impacted our world today? Life in Victorian Britain	What do we already know about the Tudor period? What impact did the Tudors have on our lives today? What was the Age of Exploration and what did these explorers find in the New World?	
Brilliant Beginnings	WWII art – the Blitz		Surprise – Tiger Picture		Who were The Tudors?	
Fabulous Finish	Making food based on WW2 rationing		William Morris - Animal printing		Our Year 6 Production	
Trips/visitors	Walk to the Naze to complete a Local History study Crucial Crew Tendring Ambassadors Project		Zoo trip - March		Residential Theatre trip to London Transition days	
Drivers	Global Citizenship Individuality Tolerance and Knowledge of the world Self-worth and Aspirations					

	Aspiration – for the children to aspire to travel and see the world. Seeing the impact of war on a local, continental, and global scale and feeling empowered to do something about it. Individuality – finding solutions to problems and using a reuse and recycle philosophy. Knowledge of the world – exploring geographical features of pre and post war Europe including UK, The history of WW2 and the way it changed European people. Understanding of different religions and how ignorance of difference contributed to deaths in WW2. Global Citizenship – One person's voice can change the world. Knowing their responsibilities and how to be a good friend. Raising awareness of anti-bullying.		Aspiration – for the children to aspire to travel and see the world. Researching South American countries. Individuality - Using their own ideas to create structures in D&T. Applying art techniques to own creative ideas. Knowledge of the world – exploring geographical features of South America. Map work of South America and the Galapagos. Understanding historical European events. Comparing where we live to other countries. Understanding of different religions. Global Citizenship – Keeping myself and others safe. How other cultures live in their communities.		Aspiration – How The Tudors understood the world Individuality – considering our own views on religion and whether this should be changed to suit our own person agenda Knowledge of the world – learning about how maps were decided upon and understanding the bias of the maps we use today. Global Citizenship – Look at the way of life during Tudor times and comparing it to how we and others around the world live today.	
Class Readers (Read to class by teacher)	Letters from the lighthouse – Emma Carroll The final Year – Matt Goodfellow		Holes Louis Sachar Darwin's Dragons L Galvin		Skellig – David Almond The First Year – Matt Goodfellow	
Reading Texts (Read by class during reading/English lessons)	Variety of short stories, non-fiction texts and extracts from larger books. These are linked to our learning across the curriculum and to introduce new authors and genres to the children at an age-appropriate level					
English Units and Talk for Writing Model texts.	**Diaries** **Narrative** **Story** **Letters from the lighthouse – Emma Carroll**	**Narrative** **Poetry** *Memories – Pie Corbett* **Non-Fiction** **Explanation Text – Biomes**	**Narrative** **Holes – Louis Sachar** **Non-Fiction** **Newspapers** **Persuasive leaflets**	**Narrative – adventure story/ suspense** **Darwin's Dragons**	**Explanation texts** **Non-Fiction** **Diary** **Letters** **Autobiography** *Henry VIII* **Historical fiction – Time travel**	**Poetry** **Emotions/personal poem** **Reviews**

Maths Units	Investigating number Place Value, Decimals. Addition and subtraction methods	Multiplication and division Fractions and Measure	Decimals and Percentages Algebra	Pattern in shape, statistics and sequence Ratio and Proportion	Revision of topics prior to SATs	Maths projects and real life application
	Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. **Round any whole number to a required degree of accuracy.** Use negative numbers in context and calculate intervals across zero. **Solve number and practical problems that involve the above.** Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. **Solve problems involving addition, subtraction, multiplication and division.** Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. **Identify common factors, common multiples and prime numbers**. **Perform mental calculations, including with mixed operations and large numbers**.	Multiply multi-digit numbers up to four digits by a 2-digit whole number using the formal written method of long multiplication. **Divide numbers up to four digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination **Compare and order fractions** Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions **Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (Y5)** Multiply simple pairs of proper fractions, writing	Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. **Solve problems which require answers to be rounded to specified degrees of accuracy.** Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. **Multiply 1-digit numbers with up to 2 decimal places by whole numbers.** Use written division methods in cases where the answer has up to 2 decimal places. **Solve problems involving addition, subtraction, multiplication and division.** Use simple formulae **Generate and describe linear number sequences.** Find pairs of numbers that satisfy an equation with two unknowns. **Calculate possibilities of combinations of two variables.** Express missing number problems algebraically.	Solve problems involving similar shapes where the scale factor is known or can be found. **Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts**. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. **Solve problems involving the calculation of percentages and the use of percentages for comparison.** Recognise that shapes with the same areas can have different perimeters and vice versa. **Recognise when it is possible to use formulae for area and volume of shapes**. Calculate the area of parallelograms and triangle. **Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units.** Interpret and construct pie charts and line graphs and	All objectives from the year so far. One revision lesson for each topic.	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Recognise, describe and build simple 3-D shapes, including making nets.

		the answer in its simplest form. **Divide proper fractions by whole numbers**. Associate a fraction with division and calculate decimal fraction equivalents. **Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles**. Draw given angles, and measure them in degrees **Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.** Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.	**Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.** Solving problems involving unequal sharing and grouping using knowledge of fractions and multiples.	use these to solve problems. **Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.** Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. **Interpret and construct pie charts and line graphs and use these to solve problems**.		

Science	**Animals including Humans** - Pupils should be taught to: - 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. **Focus on how people kept fit and healthy during the war.**	**Living things and their habitats.** - All living things, classification of plants and animals from the rainforest. Describe how living things are classified into broad groups to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. - Give reasons for classifying plans and animals based on specific characteristics. **Focus on animals of the Arctic and Antarctic- for animal adaptations**	**Evolution and Inheritance** - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**Light** - 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 - use the idea that light travels in - straight lines to explain why shadows have the same shape as the objects that cast them	**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

History	**Local history study - Walton on the Naze during WW2** - What sort of place Walton during WW2 - What impact did WW2 have on the population of Walton. - What changes took place during WW2 with a focus on coastline war defences. - Why were children evacuated to Walton on the Naze? - Analysing of sources to consider the experiences of evacuees. - Through the studying of primary and secondary sources we will looking at the	**British History – Famous Expedition** We be studying the life and theories of Charles Darwin, looking at the countries he visited and how he came to his conclusions. We will also be studying the lives and culture of the Victorian population to find out about the beliefs of people and how they may have reacted to Darwin's theories, recognising that not everyone would have shared the same feelings and views. We will also link sources and work out how conclusions were arrived at. **Skills** • Place current study on timeline in relation to other studies	**British History – Events that had a lasting impact – The Tudors** We will develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. We will look at the impact of religious change within our country and how the creation of the Church of England has had a long lasting impact on our country. We will research the changes within the Tudor Dynasty and how they came to be in power.
	impacts of ratioing, the blitz, evacuation, propaganda and coastal defences as a local history study. **Skills** • Place current study on timeline in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a timeline Find • out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and • feelings Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know • key dates, characters and events of time studied	• Use relevant dates and terms • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research • Select and organise information to produce structured work, making appropriate use of dates and terms.	**Skills** • Place current study on timeline in relation to other studies • Use relevant dates and terms • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account • Select and organise information to produce structured work, making appropriate use of dates and terms.

Geography	**Place knowledge –** We will be using atlases to locate the countries involved in World War Two as well as identifying major UK cities and counties The changing land use in cities and the countryside between the 1940s and the modern day will be investigated. The land use will also be considered when discussing why it was the cities bombed during the blitz and not the countryside. Comparison of rural/urban locations and their human and physical characteristics- following the journeys of evacuees in the war. Where did they come from? Where did they evacuate to? How was life different in the countryside compared to the cities? **Skills progression** **Geographical enquiry** • Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale, contrasting and distant places • Collect and record evidence unaided	**Human/Physical geography and Locational knowledge –** Use global maps to locate countries Darwin visited in Europe, South America, Australia and Africa including identification if major cities, environmental regions and physical and human characteristics. Identify position and significance of longitude, latitude and equator and the Greenwich meridian and time zones. Understand geographical similarities and difference between a region of the UK and a region of South America. Use atlases to find out about other features of places. (e.g. mountain regions, volcanoes, weather patterns) **Skills progression** **Direction/Location** • Use 8 compass points confidently and accurately. • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and	**The importance of Maps** **Skills progression** **Scale/Distance** • Use a scale to measure distances. • Draw/use maps and plans at a range of scales. **Geographical enquiry** • Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. **Representation** • Use/recognise OS map symbols; Use atlas symbols. • Investigate places with more emphasis on the larger scale, contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it **Perspective** • Draw a plan view map accurately.
	• Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it **Map knowledge** • Confidently identify significant places and environments **Style of map** • Use OS maps. • Confidently use an atlas. • Recognise world map as a flattened globe.	longitude on atlas maps. **Drawing maps** • Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity. **Map knowledge** • Confidently identify significant places and environments **Style of map** • Use OS maps. • Confidently use an atlas. • Recognise world map as a flattened globe. **Scale/Distance** • Use a scale to measure distances. Draw/use maps and plans at a range of scales.	**Map knowledge** Confidently identify significant places and environments **Style of map** Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.

Art & Design	**Drawing -** Begin to use a pencil at different angles to show different tones. Use hatching and cross hatching to show tone and texture in my drawings. Start to select the most suitable drawing materials for the type of drawing they want to produce. (Biomes Jars) To explain the ideas behind the images in the art sketchbook. Showing variety of different shaped lines to indicate movement in drawings. (seascapes)Develop shading to show shadows reflections on 3D shapes. (Kandinsky) Study other artists' drawings and have experimented with some of these styles. Choose appropriate techniques to convey the meaning. Drawings of still life include shadows and reflections. – Self portraits Collage and texture – The Blitz Pictures **Exploring and developing ideas (ONGOING)** • Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. **Drawing** • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own work. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.	**Symmetrical patterns –** paper patterns and symmetry (link to Maths). Follow a design brief to achieve an effect for a particular function. **Drawing and Painting-** Colour palettes linked to the work of Frida Kahlo. To create a striking effect using colour and pattern. Choosing appropriate materials. **Rousseau –** jungle pictures – layer and texture **William Morris -** Printing **Skills** **Exploring and developing ideas (ONGOING)** • . **Textiles/Collage** • Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work. • Adapt their work according to their views and describe how they might develop it further. **Painting** • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).	**Sculpture-** Clay- Develop skills in using clay inc. slabs, coils, slips, etc to produce 3d object. Create surface patterns and textures in clay and also produce intricate patterns and textures in clay. Join clay adequately and construct a simple base for extending and modelling other shapes. (Sculpture of an animal) **Skills** **Exploring and developing ideas (ONGOING)** **Printing** • Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently. **3D form** • Develop skills in using clay inc. slabs, coils, slips, etc. • Make a mould and use plaster safely. • Create sculpture and constructions with increasing independence. **Breadth of Study** • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions

Computing (Purple Mash)	Unit 6.2 Online Safety Unit 6.3 Spreadsheets	Unit 6.1 Coding	Unit 6.7 Blogging	Unit 6.8 Binary	Unit 6.6 Networks	Unit 6.4 Quizzing
D & T	**Construction**- Use a wide range of methods to strengthen, stiffen and reinforce, complex structures and can use them accurately and appropriately. Apply their understanding of computing to program, monitor and control their product. Apply their knowledge of materials and techniques to refine and rework their product to improve it's functional properties and aesthetic qualities. Use technical knowledge, accurate – Air raid shelters Skills **Developing, planning and communicating ideas.** • **Communicate their ideas through detailed labelled drawings** • **Develop a design specification** • **Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways** • **Plan the order of their work, choosing appropriate materials, tools and techniques** **Working with tools, equipment, materials and components to make quality products (inc- food)**		Develop Skills to problem solve during the making process (3D Topographical maps of the Galapagos) **Food-**. Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills. Roots to Food **Skills** **Developing, planning and communicating ideas.** **Communicate their ideas through detailed labelled drawings** **Develop a design specification** **Working with tools, equipment, materials and components to make quality products (inc- food)** • **Select appropriate tools, materials, components and techniques** • **Assemble components make working models** • **Use tools safely and accurately** • **Construct products using permanent joining techniques** • **Make modifications as they go along** • **Pin, sew and stitch materials together create a product** • **Achieve a quality product**		**Textiles-** Apply their knowledge of materials and techniques to refine and rework their product to improve it's functional properties and aesthetic qualities. Use technical knowledge, accurate skills to problem solve during the making process (sewing). **Skills** **Developing, planning and communicating ideas.** • Communicate their ideas through detailed labelled drawings • Develop a design specification • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways • Plan the order of their work, choosing appropriate materials, tools and techniques **Working with tools, equipment, materials and components to make quality products (inc- food)** **Evaluating processes and products** • Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests • Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved	

Music	Scheme- Active music **Singing games** To sing with clear dictation, sense of phrase and steady pulse. Respond to rests and play rhythmic phrases on an untuned percussion. Coordinate bouncing and catching a ball to a pulse. Use dance and actions to accompany a song, sing in rounds and coordinate actions to a pulse while singing. Tendring Ambassadors - Ukrainian / African Music Workshops World War II Songs	Scheme- Active music **instrumental** To play repeated pattern , 4 and 8 beat rhythm and patterns on tuned and untuned percussion. Accompany chanting with instrumental patterns. To count and play together showing control and accuracy. Create melodic layers of sound with ostinatos and learn the new rhythm ta -a-or j and recognize syncopated rhythms Sea shanties - Chicken on a raft / John Kanana	Scheme- Active Music **Rhythm and pulse** • To keep a steady pulse and create clapping routines, while playing chanting games. To pass on a tap steadily around the circle while singing and to show awareness. Be inventive with rhythm End of term production

RE	**Human & Social Science - How and why does religion being peace and conflict** Review and research different religious beliefs of peace. Examine the connection between religion and conflict. Investigate the motives, actions and impact of activists promoting peace. Identify the different ways in which religious numbers express their desire for peace. Construct a balanced argument which examines both viewpoints and expresses a personal conclusion.	**Theology - How do Buddhists explain the suffering in the world** Examine and outline the principle beliefs of the Buddhist religion. Investigate the stages of the Eightfold Pathway. Explain the concepts of Karma and Reincarnation in Buddhism and assess how this impacts behaviour. Design and crate a Jakata Mandala which provides moral guidance.	**Philosophy – What does it meant to be Human – Is being happy the greatest purpose in life** Explore different beliefs about what causes and affects happiness. Examine a philosophical ideology of happiness. Compare Humanist and Christian beliefs about the meaning and purpose of life. Assess contrasting beliefs and use evidence to support or counter an argument.	**Theology - Creation or science - conflicting or complementary** Compose a poem which explores the awe and wonder of creation. Examine and analyse the Biblical Creation Story. Research and compare theological and scientific theories of creation. Investigate the beliefs of acclaimed scientist regarding theology and science. Plan and present a cohesive argument that addresses a complex question.	**How do beliefs shape identify for Muslims?** Examine the social history of Islam and how it has shapes Muslim beliefs today. Summarise how the fundamental aspect Islamic faith shape the views and actions for Muslims. Interpret the views of Islamic scriptures. Investigate the role of the mosque to Islamic identity.	
French	Unit 19 Notre école (Our school) Subjects Likes and dislikes Telling time	WWII link unit Reading and writing connected to WWII experiences	Goldilocks and the three Bears	At the week-end Hobbies and sports New language Numbers 71–99	The Tudors Numbers over 100	Eating and ordering at a restaurant

PSHCE	Beginning and Belonging MMR14 BB56 • *Ground Rules / class charters* • *Responsibilities* • *Belonging* • *New experiences* • *Managing emotions* • *Calming down*	My Emotions MMR15 ME56 Anti-bullying MMR17 AB56 • *Types of bullying including bullying related to race. religion or culture* *Homophobic bullying* • *Physical, mental and emotional wellbeing*	Working Together Cit9 WT56 • *Self perception and self evaluation* *Developing skills* *Steps towards goals* *The world of work* *Effective communication* • *Chairing group discussions* *Negotiation and debate* *Problem solving and*	Managing Change MC56 *Range of changes* *Coping with loss* *Emotions involved* *Sources of support* *Bereavement and family change* *Friendship change* *Transition between schools* *Outcomes of change* *Coping with challenges*	Drug Education HSL22 DE56 *Legal and illegal drugs* *Effects of drug use* *Essential use of medicines* *Misuse of substances* *Staying safe around risky substances* *Influence of friends and*	Relationships and Sex Education

	• *Problem solving* • *Network of support* • How do we make sure we feel safe in our class and school? • How do we build good relationships in our class? • How do we make new people feel welcome and valued? • How do I feel when I do something new? • Which ways to calm down work for me? • How do I solve problems? Who can I talk to when I need help? How can I help and support other people? Healthy Lifestyles HSL21 HL56	• *Peer pressure* *Roles in bullying* *Strategies for dealing with bullying including assertiveness* *Cyberbullying* *Community cohesion* *Sources of support* Can I define bullying? Do I understand why a person or group of people may feel the need to have power over another person or group of people? • Can I respond to bullying and seek support where necessary? How can bullying affect people's behaviour and wellbeing? How might people's responses to bullying improve or worsen a situation.	*perseverance* *Influence of the media* *Evaluation* What are my strengths and skills and how are they seen by others? What helps me learn new skills effectively? What would I like to improve and how can I achieve this? How could my skills and strengths be used in future employment? What are some of the jobs that people do? How can I be a good listener to other people? How can I share my views effectively and negotiate with others to reach agreement? How can I persevere and help others to do so? How can I give, receive and act on sensitive and constructive feedback? Financial Capability	*Managing risk* *Supporting others* What different changes do we or might we experience? How will I feel if I lose something or someone or if things change? How have I been affected by changes I have already experienced? How are my friendships and relationships changing? In what different ways do people grieve? How might I or other people behave when we are living through change? How might I feel when I move to another school?	*media Reliable information* *First aid* What do I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others? How does drug use affect the way a body or brain works? How do medicines help people with a range of illnesses? What does misusing a drug mean? What are some of the laws about drugs? What risks should I look for around substances?	

PE Under Review	**Invasion Games – Football** Know when to defend and what defence skills could be used. Seize an opportunity to score, sometimes quite quickly. Play small sided competitive games Pass a moving ball **Health and Fitness** To understand the importance of keeping fit and healthy (links to science and PSHE) To follow instructions and push themselves to improve **End of KS expectations** Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Invasion Games – Tag Rugby** Know when to defend and what defence skills could be used. Seize an opportunity to score, sometimes quite quickly. Play small sided competitive games Pass a moving ball **Dance** Create & perform dances in a variety of styles consistently Be aware of & use musical structure, rhythm & mood & can dance accordingly Use appropriate criteria & terminology to evaluate performances **End of KS expectations** Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending Pupils should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment Through dance, develop flexibility, strength, technique, control and balance	**Swimming** To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water **End of KS expectations** Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m. To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke) Perform safe self-rescue in different water-based situations.	**Gymnastics** Select a suitable routine to perform to different audiences, bearing in mind who the audience is. Transfer sequence above onto suitably arranged apparatus & floor Perform 6-8 part floor sequence as individual, pair & small group Demonstrate 3 paired or group balances in sequence using various skills/actions **End of KS expectations** Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics	**Competitive Games – Rounders** Apply rounders rules consistently in conditioned games Play small sided games using standard rounders pitch layout Use a range of tactics for attacking and defending in the role of bowler, batter and fielder **End of KS expectations** Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending	**Athletics** Investigate running styles and changes of speed. Practise throwing with power and accuracy. Throw safely and with understanding. Demonstrate good running technique in a competitive situation. Explore different footwork patterns. Understand which technique is most effective when jumping for distance. Utilise all the skills learned in this unit in a competitive situation. **End of KS expectations** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other and evaluate their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.