

Topic Plan Year 1 Upper KS2 Yellow Pathway



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	We Have Lift Off!	Going to Battle	Continental Drift	Bright lights big city	The big dig	HLA has got talent
Creative Curriculum Opportunities	Trip to Leicester Space Centre	Re-enactments		Trip to London	Sutton Hoo	Whole School Talent Show
English	<p>Comic books – create a comic strip based upon a space theme introducing speech bubbles and onomatopoeia</p> <p>Space Poetry</p> <ul style="list-style-type: none"> - Using adjectives - Writing poems around a theme 	<p>Information texts</p> <ul style="list-style-type: none"> - How do we identify non fiction - Fact files about battles, grouping information with sub-headings 	<p>Stories from other cultures/continents</p> <p>Asian story – The Great Race</p> <ul style="list-style-type: none"> - Retelling in order - Change story elements and rewrite with appropriate structure <p>Oceania story – The Rainbow Serpent</p> <ul style="list-style-type: none"> - Creating a storyboard - Oral retelling 	<p>Play scripts – Great Fire of London</p> <ul style="list-style-type: none"> - Recognising features of a play script - Rehearse play - Perform play 	<p>Traditional Tales</p> <ul style="list-style-type: none"> - Snow White and the 7 Dwarves - Retell and suggest an alternative ending 	<p>Auto biographies</p> <ul style="list-style-type: none"> - Differences between autobiography and biography - Writing a simple auto biography about themselves <p>Suggested Books: Little People Big Dreams</p>
Maths	<p><u>Measuring mass, length and capacity</u></p> <p>Estimate & measure, volume, length and mass, convert measurements</p>	<p><u>Number, Place value and ordinal numbers</u></p> <p>Count in 2's, recognising odd and even, counting forward from a given number</p> <p><u>Time</u> Quarter to and past, ordering larger units of time, analogue and digital clocks</p>	<p><u>Positional language and direction</u></p> <p>Describe positions using simple coordinates, advanced prepositions</p> <p><u>Money</u> Giving change, begin to calculate money in pounds and pence</p>	<p><u>Addition, subtraction</u> Whole numbers up to 4 digits (formal and written methods), mental methods, use no bond knowledge 10 to 100</p> <p><u>Multiplication and division</u> Divide and multiply up to 3 digits, recognise multiplication facts (5,10), multiplication in any order</p>	<p><u>Statistics data handling</u> Interpret and construct line graphs to solve problems, mean as an average, interpret information in tables, simple tally charts</p> <p><u>Fractions and percentages</u> simplify fractions, compare and order, calculate simple percentages (100%, 50%)</p>	<p><u>2D , 3D shapes & angles</u></p> <p>Identify 3D and 2D shapes from representations, draw 2D shape, recognise right angles, identify different angles, compare shapes</p>

<p>Science</p>	<p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on the poles <p><u>Space</u></p> <ul style="list-style-type: none"> - Ordering planets in the solar system - What is it like on each planet? 	<p><u>Sound</u></p> <p>Link to sounds of battle</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases 	<p><u>Classification of Living Things</u></p> <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. 	<p><u>Light</u></p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by a solid object • find patterns in the way that the size of shadows change. 	<p><u>Rocks</u></p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. 	<p><u>Human body and growth.</u></p> <p>Recap growth</p> <p>Musculoskeletal system (simple)</p> <p>Cardiovascular system (simple)</p> <p>Movement</p> <p>Exercise</p> <p>Healthy lifestyle (PSHE)</p> <p>Name parts of the body including genitalia</p>
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<p>My World (History, Geography, RE)</p>	<p>History of the space race. Countries involved in space race. Why was this important? When did it happen?</p> <p>RE Faith, Value & Belief</p> <ul style="list-style-type: none"> - what is a belief? - what is a value? - do we all have the same values and beliefs? - how do they differ? - compare across religions 	<p>Significant battles in history. e.g. Battle of Hastings Create a timeline Plot on a map</p> <p>RE Right and Wrong</p> <ul style="list-style-type: none"> - religious stories about right and wrong - how would people act in different situations? - what would be right/wrong? - what happens if we do something right/wrong? 	<p>Continents Europe</p> <ul style="list-style-type: none"> - Mapping - Identification - Physical features - Human features <p>RE Humanism</p> <ul style="list-style-type: none"> - there is no god - creation through natural selection and genetic diversity - Science based 	<p>Geography: London History: Key event Great Fire of London</p> <ul style="list-style-type: none"> - Timelines - Causation - What could be done to prevent it <p>RE A Day in the Life</p> <ul style="list-style-type: none"> - modern day life for different religions - daily routines - prayer routines - commitments - clothing 	<p>Ancient history stone age, iron age, bronze age</p> <ul style="list-style-type: none"> - Features - How are they different? - Chronology <p>RE Religious Roles</p> <ul style="list-style-type: none"> - who shares messages from God? - how are messages shared? - roles of religious leaders e.g. vicar, rabbi 	<p>Important Historical figures / people of interest.</p> <ul style="list-style-type: none"> - Why were they important? - What jobs did they do? - Facts - How old are they? <p>Musician – Bob Marley Politician – Boris Johnson Inventor – James Dyson Professional – Florence Nightingale World Leader – Nelson Mandela Author – CS Lewis</p> <p>RE Weddings</p> <ul style="list-style-type: none"> - weddings from different cultures and religions to compare - relate to own experiences
<p>Creativity (Art, Music, Dance, Drama)</p>	<p>Colours lines and textures</p> <ul style="list-style-type: none"> - Use different textures (paper mache, collage, marbling) to create surfaces of planets and moons 	<p>Colours lines and textures</p> <ul style="list-style-type: none"> - Recreating ink battle drawings, how are lines and textures used? 	<p>Asian Art Techniques</p> <ul style="list-style-type: none"> - Batik - How does it work? - Using techniques - Creating art using batik 	<p>Artist focus</p> <ul style="list-style-type: none"> - Exploring light and dark and silhouettes - Skyline art - Van Gogh skyline 	<p>Process based art</p> <ul style="list-style-type: none"> - Charcoal - Create stone age wall art using charcoal - Basic lines and shapes to create drawings 	<p>Process based art</p> <ul style="list-style-type: none"> - Printing - Exploration of techniques and using different media - Poly printing using outlines of influential Figures

	<p>Music – Milestone 3</p> <p>To listen. To describe.</p> <p>Space music. Space odyssey. Star wars Look at instruments of the orchestra. Instrument groups. Children do own research (make posters, etc)</p> <p>Guess the instruments – listening activities. Comparing songs/instruments/styles of music.</p> <p>Ground Control to major Tom – space video. Ground control – David Bowie playing guitar. Compare this pop song to the orchestral versions. All links on O drive.</p> <p>Use Chordify to play along with the original song – ground Control. Use SOUNDBEAM – to create space soundscapes? - Kirsty can give training on this. Claire can provide training on Chordify website if needed.</p> <p>All resources on O drive or in folder in music room.</p>	<p>Music Milestone 3</p> <p>To perform. To create.</p> <p>Exploring vibrations – how sounds are made. Using drums to work as a team – like soldiers marching into battle. Create long and short sounds on different instruments.</p> <p>Experiment with dampening, diff materials, etc. create long and short sounds. Extension = Loud and quiet, etc. Then DRUM CIRCLE work. (use together in rhythm book and DVD) for ideas – located in music room. If you need help with this - please ask Claire.</p>	<p>Music Milestone 3</p> <p>To perform. To describe.</p> <p>Samba – Samba drumming. Watch clips of Samba drumming. Investigate where Samba is popular. Why is Samba used in Carnival, etc?</p> <p>Exploring rhythms and working together. See Samba book pack resources box in music room. Claire to give CPD in Samba drumming.</p>	<p>Music Milestone 3</p> <p>To perform. To create.</p> <p>SING – oranges and lemons – and do game. Talk about what this song is about. Look at London bridge is falling down on Chordify website.</p> <p>On tuned instruments. Create a composition based on the (rhythms) of the stations of the underground – using pentatonic boom whakers.</p> <p>I can offer support if needed. Claire.</p>	<p>Music Milestone 3</p> <p>To describe. To create.</p> <p>Exploring the layers of music. Drone, pentatonic scales, etc. ostinato, etc. Create own compositions. Use garage band.</p> <p>All resources on O drive or in folder in music room.</p>	<p>Music Milestone 3</p> <p>To perform.</p> <p>HLA has got talent. Talk about caring for voices – warming up, etc. (resources on O drive)</p> <p>Work on a group performance – with dance, too? Individual performances. Let class decide on group song and opportunity for individual songs (if they want too)</p>
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<p>Technology (DT, Food Tech, Computing)</p>	<p>Resistant materials</p> <ul style="list-style-type: none"> - Compare and contrast - Applications what would a rocket be made of if it is going into space? - NASA Design Project: Design a rocket to go into space <p><u>Multimedia Text and Images</u></p> <ul style="list-style-type: none"> - create different effects using different tools on a variety of programmes - use keyboard shortcuts - insert pictures and hyperlinks - Create a space race animation with sound, text and images (Online animation or stop motion) 	<p>Resistant materials</p> <ul style="list-style-type: none"> - Using properties to contribute to design and make process - Design and make a sword - Adding crest or emblem <p><u>Online Identity</u></p> <ul style="list-style-type: none"> - what is identity? - how are identities changed online e.g. avatar - why might people behave differently online? - how are social media and internet used for positive self-promotion? 	<p>Cooking</p> <p>Following more complex recipes from different continents</p> <p>Hygiene practices</p> <p><u>Managing Online Information: What Can I Trust?</u></p> <ul style="list-style-type: none"> - buying and selling online – risks and benefits - how are people encouraged to buy things e.g. in-app purchases, advertising, pop-ups - belief vs opinion vs fact online - misinformation vs disinformation - being sceptical - hoaxes 	<p>Cooking</p> <p>Making more complex traditional London recipes.</p> <ul style="list-style-type: none"> - Consider how these can be made more healthy <p><u>Photographs and Soundscapes</u></p> <ul style="list-style-type: none"> - capture still images - manipulate/edit images - capture and edit sounds e.g. volume, duration and speed - layer up sounds to create a soundscape based upon a city picture 	<p>Textiles</p> <ul style="list-style-type: none"> - Advanced sewing techniques <p>Properties and uses of textiles – design and make a tool belt. What fixings are you going to use?</p> <p><u>My Digital Diet</u></p> <ul style="list-style-type: none"> - what do I consume online? - how much is too much time? What things do I spend my time on? - can I limit my time? how? - how does screen time effect sleep? - top tips for healthy balance - PEGI ratings, parental warnings - strategies to limit the impact of tech on my health e.g. night shift mode, breaks, posture, sleep, diet and exercise - self-regulation <p>Story Book: Webster's Bedtime</p>	<p>Textiles</p> <p>Application of techniques and properties in design and make process</p> <p>Design and make a tshirt to perform in using different techniques (tie dye, painting, drawing)</p> <p><u>Algorithms and Debugging</u></p> <ul style="list-style-type: none"> - who makes and designs video games? - simple algorithms and programming (Purple Mash) - problem solving - write a program - predictions
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PE	<p>Circuits</p> <ul style="list-style-type: none"> - Developing flexibility - Strength and technique 	<p>Football Skills</p> <ul style="list-style-type: none"> - Dribbling - Shooting 	<p>Dance linked to continents topic</p> <ul style="list-style-type: none"> - Mixed styles & improvisation 	<p>Gymnastics</p> <ul style="list-style-type: none"> - Sequencing and linking movements together 	<p>Orienteering linked to The Big Dig topic</p> <ul style="list-style-type: none"> - Planning - Direction applying mathematical skills 	<p>Basketball Skills</p> <ul style="list-style-type: none"> - Passing and receiving
PSHE/Citizenship	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> - Promoting mental wellbeing - Recognise the feelings of others - Identify what makes me feel good - Effect of feelings on behaviour - Identify we don't all feel the same - How to share feelings appropriately - Emotional vocabulary - Our feelings and bodies can be hurt by words/ actions - How does bullying make you feel? 	<p>Basic First Aid</p> <ul style="list-style-type: none"> - How to call for help - Recovery position - Dressings 	<p>Drugs, Alcohol and Tobacco</p> <ul style="list-style-type: none"> - The law - Ill effects on health - Drugs awareness 	<p>Hazards in the Home</p> <ul style="list-style-type: none"> - Electrical safety - Hazardous substances - Warning labels - Ways to keep safe - Who can help? 	<p>Changing Bodies</p> <ul style="list-style-type: none"> - Facts about puberty - Physical and emotional changes - My body/consent and staying safe - Personal hygiene - How to respond if physical contact feels unsafe 	<p>Careers</p> <ul style="list-style-type: none"> - My talents - My strengths - My interests - My types of jobs <p style="text-align: center;">-</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	South American Adventure	Robots and machines	Time Traveller Uk Eras 60's 70's 90's etc	Extreme earth	My imagination	Farm to fork
Creative Curriculum Opportunities		Computing Museum Trip Cambridge	School STEM event		Author Focus Day	Farm/Tesco visit
English	Myths and Morals <ul style="list-style-type: none"> - Features of myths - Exploring meanings - Rewriting in the form of a storyboard 	Author focus – Sean Taylor Robot Rumpus & Robomop <ul style="list-style-type: none"> - Similarities between texts - Exploring types of language and own interpretations 	Diaries and letters <ul style="list-style-type: none"> - Features of a diary - Features of a letter Write and send a letter to British Museum to inform them of a discovery Instructions Fictional instructions – how to use a time machine	Newspapers <ul style="list-style-type: none"> - Basic features – headline, story, picture - Creating captions to go with pictures Weather poems <ul style="list-style-type: none"> - Using imagery & onomatopoeia in poems 	Roald Dahl James & The Giant Peach <ul style="list-style-type: none"> - Retelling - Creating own stories based upon this one 	Persuasive Vocabulary <ul style="list-style-type: none"> - Creating a poster to eat more fruit and vegetables
Maths	<u>Number, place value</u> Count in multiples read write and order, count forward backward in steps of 10, negative numbers, rounding to 10	<u>Multiplication and division</u> Identify multiples of 2 and 10, multiply and divide up to 3 digits <u>Fractions</u> Equivalence, add and subtract fractions	<u>Time</u> Read time to the hour, half, quarter to and past, order larger time periods applying place value skills <u>Money</u> Add and subtract money £ and p and give change	<u>Shapes 2D, 3D</u> Compare geometric shapes, identify right angles, identify lines of symmetry as a shape property <u>Statistics and data</u> Interpret data from bar charts and time graphs, solve sum and difference problems from charts	<u>Addition and subtraction</u> Applying different methods, more and less <u>Algebra and number puzzles</u> Find missing numbers, find answers using the inverse	<u>Measuring length, mass and capacity</u> Measure and calculate perimeter and area by counting squares, estimate and compare different measures

<p>Science</p>	<p><u>Nutrition and Movement</u></p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p><u>Electricity and Circuits</u></p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals 	<p><u>STEM</u></p> <ul style="list-style-type: none"> - Innovations and inventions linked to each time period 	<p><u>States of Matter</u></p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p><u>How Plants Work</u></p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p><u>Food and Digestion</u></p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey.
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		with being good conductors.				
The World (History, Geography, RE)	<p>South America</p> <ul style="list-style-type: none"> - Physical features - Human Features - Weather & climate - Animals - Food and culture - Biomes <p>Location of biomes and characteristics of biome and inhabitants</p> <p>RE Creation Stories</p> <ul style="list-style-type: none"> - what is creation? - what stories are there? - are the stories all the same? 	<p>History of Robots</p> <ul style="list-style-type: none"> - Leonardo Da Vinci – first robot design - 1930 first robot toy - 1977 Star Wars Movie C3P0 R2D2 - 1998 Lego robotics - who works with robots now? Who builds robots? <p>RE Christmas</p> <ul style="list-style-type: none"> - what do I celebrate and how? - Christmas story - compare and contrast Christmas celebrations across religions - non-religious view 	<p>UK history</p> <p>Key events from each era (60, 70, 80, 90)</p> <ul style="list-style-type: none"> - Compare and contrast - Add on to a timeline - how have jobs changed over the last decades? <p>RE Rites of Passage (link to time) and ceremonies</p> <ul style="list-style-type: none"> - celebrating birth - coming of age - end of life 	<p>Geography extreme weather</p> <ul style="list-style-type: none"> - Features and description <p>Historical storms</p> <ul style="list-style-type: none"> - How does this impact people and animals? - weather reports <p>RE Prayer and Worship</p> <ul style="list-style-type: none"> - where do people pray? - how do they pray? - what other ways to people worship? <p>Hawaiian religion worship volcanoes</p>	<p>Energy and resources.</p> <p>Become a developer: Create your own imaginary town for James to live in.</p> <ul style="list-style-type: none"> - What does it need? - Why? - Ecologically friendly <p>RE Symbols</p> <ul style="list-style-type: none"> - what symbols appear throughout religious stories? - what symbols are associated with each religion? - why are symbols used? 	<p>Geography – food around the world.</p> <ul style="list-style-type: none"> - Compare and contrast - Why are things grown in different areas? <p>History of farming in the UK and compare to other countries</p> <p>RE Food and Fasting</p> <ul style="list-style-type: none"> - religious rules about food - giving up food - fasting - food offerings - feasting

Creativity (Art, Music, Dance, Drama)	Process based art - Using colours, lines and shapes - Latin American art	Process based art - Shading techniques using colour - Robot art	Artist focus Art from eras, re-create style and own interpretations - Popart (60's) - Richard Prince Photography (80's)	Weather Art - Use of watercolours - Wax resist techniques	Constructing and sculpting - Combining media and materials to create an imaginary place for James to live	Artist Focus Giuseppe Arcimboldo - Fruit representation portraits - Using materials to create a visual
	Music – Milestone 3 To perform (using voice and instruments) To recognise different styles of music and different musical instruments and the sounds they make. Samba drumming 2. Texture of music.	Music – Milestone 3 To perform (using voice and instruments) Playing Christmas songs. Learning notes and note values. Glocks/chime bars, etc. Use chordify.	Music – Milestone 3 To perform (using voice and instruments) To listen Singing songs from different decades. 60,70,80,90s. could dress up and be filmed? In that decade clothing! Singing in 2 parts – harmony, etc. 60s – I'm a believer 70s – we will rock you (could make a pop video?) 85 – Look at LIVE AID 90s Oasis – Wonderwall	Music – Milestone 3 To listen To describe music To create and compose music https://www.youtube.com/watch?v=LsOglIWGJRxc link to over an hour of extreme music. You can choose what clips you listen to. Please don't let the children see the pic – just do the listening. IDEAS for this clips of music. Paint a picture of the colours the music makes you feel. Create a dance to go with the music. Tell the story that you see when you hear it. Write a class poem – and perform it (over the music) Add heartbeat drums over the top of one piece? Create own extreme music in garage band.	Music – Milestone 3 To perform (using voice and instruments) To recognise different styles of music and different musical instruments and the sounds they make. Body percussion. Tribal groove DVD in resources box in music cupboard.	Music – Milestone 3 To perform (using voice and instruments) To listen To describe music To create and compose music Cup rhythms and cup song performance. Cup song. In a café. Sounds in a restaurant/café.

<p>Technology (Computing, DT, Food Technology)</p>	<p><u>Online Relationships</u></p> <ul style="list-style-type: none"> - respectful online interactions - harmful people - positive people - online communities - impulsive communication - reporting problems - risks and benefits - online reputation – how is information used to make a judgement about a person? <p>Story Book: Webster's Email</p> <p>Textiles</p> <ul style="list-style-type: none"> - Variety of different stitches - Joining materials (use inspiration from South American clothing and patterns) 	<p><u>Film Trailers:</u></p> <ul style="list-style-type: none"> - evaluate trailers - plan a trailer - record footage - organise and order clips - use iMovie trailer templates to record – link to Star Wars - who makes films? <p>Textiles</p> <p>Applying skills learnt in design and make process</p> <ul style="list-style-type: none"> - Design and make a Christmas stocking 	<p><u>Staying Safe on Apps</u></p> <ul style="list-style-type: none"> - who can I share my information with? - what if I feel pressured? - passwords; different ones, lost, stolen - connected devices - how do I keep my info safe? - how do apps read my private information? - app permissions and increasing privacy on apps <p>Cooking</p> <ul style="list-style-type: none"> - Following more complex recipes - Recipes for an audience linked to different time periods 	<p><u>Multimedia Text and Images</u></p> <ul style="list-style-type: none"> - word processing for purpose - organise and present word processed information appropriately (font, spell check) - self-evaluate <p>Resistant materials</p> <ul style="list-style-type: none"> - Compare and contrast - Applications of materials to create a storm shelter - Considerations relating to materials for the storm shelter 	<p><u>Coding and Programming</u></p> <ul style="list-style-type: none"> - exploring simple programming (2Code/Scratch) - changing backgrounds, adding sounds and basic commands <p>Resistant materials</p> <ul style="list-style-type: none"> - Using properties to contribute to design and make process - Design and make a simple vehicle to transport the peach 	<p><u>Online Bullying</u></p> <ul style="list-style-type: none"> - where and how does online bullying take place? - what are the rules? - can I recognise the signs? - when do I need to do or say something? - identify a range of ways to report concerns home and school including blocking, helpline services <p>Cooking</p> <ul style="list-style-type: none"> - Healthy eating - Design and make a healthy meal - Where does the food come from?
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PE *Weekly Clubbercise	Invasion Games - Sending and receiving objects	Dance linked to Robots and Machines - Composition and performance	Passing and Shooting Skills - Netball and basket ball, simple games	Orienteering linked to Extreme Earth	Athletics Skills - Throwing (pull and push throw) with control - Efficiency and accuracy	Batting and Bowling Skills - Kwik Cricket
PSHE/Citizenship	Families - Features of family life - Different types of families - LGBTQ+ - Know how to respond if family life makes me feel unhappy	Friendships - Managing conflict - Managing feelings - Resolution - Asking for help - Self-respect - Respect of others - Good relationships	Mental Wellbeing - Coping with loss and change - Positive and negative effects on mental health - Self-care	Environmentally Friendly - How to look after my environment	The Working World - What is work? - What kind of work do people do? - What skills do workers need?	Healthy Eating - Mental and physical benefits - Health promotion - Food groups - Balanced meals