



Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.

	Autumn 1	Autumn 2	Spring 1	Spring 2 8	Summer 1	Summer 2
	Invaders	Rule Britannia	Climate and Culture	The World	l's Kitchen	Save our Trees!
Unit outcomes	Use atlases, pictures and the internet to establish routes taken by the invaders and discuss the issues they faced showing an understanding of causes and consequences of the end of the Roman occupation in Britain. Use observational skills to draw houses and artefacts, research skills to develop an understanding of life in an Anglo Saxon village. Develop knowledge of nets and structures to plan. Design and reproduce an Anglo Saxon settlement.	Where the Vikings came from and why they chose to settle in England. The significant figures and key events that took place during the Viking period. What life was like for sailors, warriors, children and criminals. The legacy of the Battle of Hastings and the Bayeux Tapestry. We will start the Europe unit in December	Key information about the countries that form Europe - flags, capital cities, landmarks etc About the climate and landscape, including mountain ranges and rivers of different European countries. The famous art and architechture that can be found in Europe. What the Euro is. Different modes of transport for travelling around Europe. The wide variety of languages spoken in Europe. The history of the Eurovision Song Contest and recognise some of the artists and music that it has represented.	How to use maps and atlases to countries around the world. How to extend their knowledge a local area and the United Kingdo South America.	locate continents, oceans and and understanding beyond the am to include Europe, North and	Locate rainforests of the world Understand the impact of deforestation and climate change on the environment and how we can act to promote change Know about the cultures of different rainforest tribes Identify endangered species of the rainforests and how they are adapted to their environments Explore rainforest artwork by famous artists - Henri Rousseau Use design technology to create products to help sustain nature Understand the term Fairtrade Recognise non-profit organisations that work to Save the Rainforest
Enrichment Experiences	Archaeological Dig	Viking Day	Europe Day	Chester Zoo Cooking-DT		Forest School Activities
British Values and SMSC	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect

English	<u>Tar Beach - Own version</u>	Odd and the Frost Giants	Selfish Giant - Own	The Matchbox Diary	Baker by the sea	<u>Westlandia</u>					
•	playscripts	Retellings - alternative	version narratives about	Biography	Job applications,	Non-chronological					
	Character descriptions,	perspective	kindness	Dialogue, diary entry, re-	advertisements, setting	reports					
	formal letters, book reviews,	Narrative recounts,	Letters, first person	telling (oral dictation), mini-	descriptions, letter in role	Retelling, character					
	dialogue (direct speech),	character and setting	recounts, diaries, letters,	autobiography, fact file		description, book review					
	retellings	descriptions, letters, short	posters, reports		<u>Jabberwocky</u>						
		explanations		The Lion and the unicorn	Nonsense poems	Pride: The story of Harvey					
	<u>Until I met Dudley -</u> Two		The Lion, the witch and	Own version historical	Performance poetry,	Milk and the Rainbow					
	explanation texts - formal	<u>Farther - Sequel stories</u>	the wardrobe	narratives	explanatory descriptions	Flag					
	and informal	Retellings, recounts	Own version narratives	Letters, diaries, character		Biographies of Harvey					
	Letters, short explanatory	(postcards), setting	(set in other worlds)	and setting descriptions,		Milk					
	paragraphs	descriptions, diary entries,	Poems, eyewitness reports,	non-chronological reports		Thought bubbles, speech,					
		instructions	an imaginary conversations,			simple leaflets					
			writing in role								
		<u>Winters Child -</u> Fantasy				<u>Varmints</u>					
		story sequels				Explanations					
		Postcards (recount),				Descriptive comparisons,					
		dialogue, setting				retellings, setting					
		descriptions as letters,				descriptions, poetry					
		retellings									
SPaG	Vocabulary, Grammar and Punct	uation									
	<ul> <li>Can Lise the present perfect form of vertes in contrast to the past tense?</li> </ul>										
	Can L use the present perfect form of verbs in contrast to the past tense?     Can L choose hours or pronouns appropriately for clarity and cohesion and to avoid repetition?										
	Can I choose nouns of	r pronouns appropriately for clarity	and cohesion and to avoid repetitio	on?							
	Can Luse conjunctions, adverbs and prepositions to express time and cause?     Can Luse fronted adverbials?										
	Can Lindicate percession by using the percessive apertraphe with plural pound?										
	Can Luca invorted common to pustuate direct concerb?										
	Can ruse inverteu commas to punctuate direct speech?										
	Learning the Grammar for Y4:										
	(4) Can I understand the grammatical difference between plural and possessive -s?										
	(4) Can I use the Standard Englis	sh forms for verb inflections (we we	ere instead of we was)?								
	(4) Can I use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)?										
	(4) Can I use fronted adverbials ?(Later that day, I heard the bad news)										
	(4) Can I use of inverted commas	s and other punctuation to indicate	direct speech (i.e. a comma after t	he reporting clause; end punctuation	on with inverted commas. The cond	luctor shouted, "Sit down!"					
	(4) Carl i use oi commas after fro										
	Handwriting										
	Can I use the diagonal	I and horizontal strokes that are ne	eded to join letters and understand	which letters, when adjacent to or	ne another, are best left un joined?						
	Can I increase the legi	ibility, consistency and quality of th	eir handwriting?	. ,	. , .						

	Spelling         • Can I use further prefix         • Can I spell further hon         meat/meet, medal/meet         • Can I spell words that         • Can I spell words that         • Can I place the posses         • Can I use the first two         • Can I spell at least 45         • Write from memory sir	xes and suffixes and understand ho hophones? (accept/except, affect/e ddle, missed/mist, peace/piece, pla are often misspelt ?(No Nonsense ssive apostrophe accurately in wor or three letters of a word to check words out of the 53 Year 4 statuton mple sentences, dictated by the tea	ow to add them? (No Nonsense Sp ffect, ball/bawl, berry/bury, brake/b in/plane, rain/rein/reign, scene/see Spelling) ds with regular singular plurals and its spelling in a dictionary? ry spelling list? acher, that include words and punct	elling) reak, fair/fare, grate/great, groan/gr n, weather/whether, whose/who's) in words with irregular plurals? uation taught so far.	rown, here/hear, heel/heal/he'll, kno	ot/not, mail/male, main/mane,
Maths	Number: Place Value (wks 1 to 4) Number: Addition and Subtraction (wks 5 to 7)	Measurement: Length and Perimeter ( <i>wks 8 to 9</i> ) Number: Multiplication and Division ( <i>wks 10 to 12</i> )	Number: Multiplication and Division (wks 1 to 3) Measurement: Area (wk 4) Number: Fractions (wks 5 to 9)	Number: Fractions ( <i>wks 5 to 9</i> ) Number: Decimals ( <i>wks 9 to</i> <i>11</i> ) Consolidation) ( <i>wk 12</i> )	Number: Decimals ( <i>wks 1 to 2</i> ) Measurement: Money ( <i>wks 3 to 4</i> ) Measurement: Time ( <i>wks 5 to</i> 6) <i>Statistics (wk 7</i> )	Geometry: Properties of Shape ( <i>wks 8 to 9</i> ) Geometry: Position and Direction ( <i>wks 10 to 11</i> ) Consolidation) ( <i>wk 12</i> )
	Place Value Can I count in multiples of 6, 7, 9, 25 and 1000? Can I find 1000 more or less than a given number? Can I count backwards through zero to include negative numbers? Can I recognise the place value of each digit in a four-digit number? Can I order and compare numbers beyond 1000? Can I identify, represent and estimate numbers using different representations? Can I round any number to the nearest 10, 100 or 1000? Can I solve number and practical problems that involve all of the above and with increasingly large positive numbers? Can I read Roman numerals to 100 (I to C) and know that over time,	Measurement: Length and Perimeter         Can I convert between different units of measure e.g. kilometre to metre?         Can I measure and calculate the perimeter of a rectangle (including a square)?         Can I estimate, compare and calculate a range of measures (e.g. cm, km, g and l).         Multiplication & Division Can I recall multiplication tables up to 12 × 12?         Can I use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1 or multiplying together three numbers?	Multiplication & Division         Can I recognise and use factor         pairs and commutativity in mental         calculations?         Can I multiply two-digit and three-         digit numbers by a one-digit         number using a formal written         layout?         Can I solve problems involving         multiplying and adding, including         using the distributive law to         multiply two digit numbers by one         digit, integer scaling problems and         harder correspondence problems         such as n objects are connected to         m objects?         Measurement: Area         Can I calculate the area of a         rectangular shape by counting the         number of squares?	Fractions Can I solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non- unit fractions where the answer is a whole number? Can I add and subtract fractions with the same denominator? <b>Decimals</b> Can I recognise and write decimal equivalents of any number of tenths or hundredths e.g. 1/10 = 0.1 and 23/100 = 0.23? Can I recognise and write decimal equivalents to ¼, ½, and ¾? Can I divide a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths?	Decimals Can I round decimals with one decimal place to the nearest whole number? Can I compare numbers with the same number of decimal places up to two decimal places? Can I solve measure and money problems involving fractions and decimals to two decimal places? Measurement: Money Can I estimate, compare and calculate a range of measures and money? Measurement: Time Can I convert between different units of measure [e.g: hour to minute]? Can I read, write and convert time	Geometry: Properties of Shape Can I compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes? Can I find acute and obtuse angles and order a set of given angles by size? Can I identify lines of symmetry in 2-D shapes presented in different orientations? Can I complete a simple symmetrical shape by using a specific line of symmetry? Geometry: Position and Direction Can I find the coordinates of a point on a grid? Can I describe movements between positions as translations of a given unit to the left/right and

	the numeral system changed to include the concept of zero and place value? Addition & Subtraction Can I add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate? Can I estimate and use inverse operations to check answers to a calculation? Can I solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why?	Fractions Can I recognise and show, using diagrams, families of common equivalent fractions? Can I count up and down in hundredths, recognising that hundredths arise when dividing an object by one hundred and dividing tenths by ten?		between analogue and digital 12- and 24-hour clocks? Can I solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days? <b>Statistics</b> Can I can collect continuous or discrete data and present and interpret it in a bar chart or time graph? Can I solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs?	up/down? Can I plot specified points on a grid and draw sides to create a shape?
Geography	Use atlases, pictures and the internet to establish routes taken by the invaders and discuss the issues they faced showing an understanding of causes and consequences of the end of the Roman occupation in Britain.				
		Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Human and Physical Geography: deso of: human geography, including: types of so and the distribution of natural resources and water. Map	scribe and understand key aspects wettlement and land use, trade links, s including energy, food, minerals	Local History Study?
		<u>Geography</u> : describe and understand key aspects of: physical geography, including: rivers and mountains. <u>Place Knowledge:</u> Understand geographical similarities and differences through the study of human and physical geography of a region of a			

			European country.			
	Geographical Skills and Fieldwork • Use maps, atlases, globes and digi • Use the 4 points of a compass, 4-fi	ital/computer mapping to locate countrie ital/computer mapping to socate countrie	es and describe features studied.	d Kinadom and the wider world.		<u> </u>
	Use fieldwork to observe, measure	record and present the human and phy	/sical features in the local area using a	range of methods, including plans and g	graphs.	
History						
	Britain's Settlement by Anglo Saxons and Scots	The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor				
	Electricity         identify common appliances that         construct a simple series electric basic parts, including cells, wire.         identify whether or not a lamp we based on whether or not a lamp we based on whether or not the lam battery         recognise that a switch opens a with whether or not a lamp lights         recognise some common conductors         with being good conductors         Animals, including humans         describe the simple functions or system in humans         identify the different types of tee functions         construct and interpret a variety producers, predators and prey.	t run on electricity cal circuit, identifying and naming its s, bulbs, switches and buzzers vill light in a simple series circuit, np is part of a complete loop with a nd closes a circuit and associate this s in a simple series circuit and insulators, and associate metals f the basic parts of the digestive eth in humans and their simple y of food chains, identifying	<ul> <li><u>Living things and their habitats</u></li> <li>recognise that living things ca</li> <li>explore and use classification name a variety of living things</li> <li>recognise that environments of sometimes pose dangers to living things</li> </ul>	n be grouped in a variety of ways keys to help group, identify and in their local and wider environment an change and that this can ving things.	States of matter         •       compare and group materials tare solids, liquids or gases         •       observe that some materials care cooled, and measure or resear happens in degrees Celsius (°         •       identify the part played by eval water cycle and associate the something vibrating         •       identify how sounds are made, something vibrating         •       identify how sounds are made, something vibrating         •       identify how sounds are made, something vibrating         •       recognise that vibrations from sear         •       find patterns between the pitch that produced it         •       find patterns between the volur. vibrations that produced it         •       recognise that sounds get faint source increases.	together, according to whether they hange state when they are heated or rch the temperature at which this 'C) aporation and condensation in the rate of evaporation with temperature. associating some of them with sounds travel through a medium to the of a sound and features of the object ne of a sound and the strength of the er as the distance from the sound
	Working scientifically           asking relevant questions and setting up simple practical enquered making systematic and careful gathering, recording, classifying           recording findings using simple           reporting on findings from enquered using results to draw simple compared	using different types of scientific enquiri uiries, comparative and fair tests observations and, where appropriate, to g and presenting data in a variety of wa e scientific language, drawings, labelled uiries, including oral and written explana ponclusions, make predictions for new va	ies to answer them aking accurate measurements using sta nys to help in answering questions I diagrams, keys, bar charts, and tables ations, displays or presentations of resu alues, suggest improvements and raise	andard units, using a range of equipme Its and conclusions further questions	nt, including thermometers and data log	ggers

- identifying differences, similarities or changes related to simple scientific ideas and processes
  using straightforward scientific evidence to answer questions or to support their findings.

Art & Design	Viking Art	ng Art European Artists- Van Gogh Trees and Nature									
	-Illuminated letters		Northern Lights		Observational Drawing						
	-Clay Viking Ships		C C		-						
	-Watercolours/Portraits										
	Pupils should be taught to:										
	<ul> <li>develop their techniques, include</li> </ul>	ing their control and their use of materia	als, with creativity, experimentation and	an increasing awareness of different ki	nds of art. craft and design.						
	<ul> <li>create sketch books to record th</li> </ul>	neir observations and use them to review	w and revisit ideas		nao or any oran and accigin						
	<ul> <li>improve their mastery of art and</li> </ul>	l design techniques, including drawing	nainting and sculpture with a range of n	naterials for example pencil charcoal	naint clavl						
	<ul> <li>about great artists architects and</li> </ul>	ad designers in history	painting and comptate with a range of h	iateriais [for example, perioli, enarceal,	paint, dayj						
		a acoignoro in motory.									
Music	Mamma Mia!	Glockenspiel Stage 2	Stop!	Lean on me	Blackbird	Reflect, Rewind and Replay					
Music	Anglo Saxon Songs		- ···F								
	Pupils should be taught to										
	<ul> <li>sing and play musically with incr</li> </ul>	reasing confidence and control.									
	<ul> <li>develop an understanding of mu</li> </ul>	develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.									
	<ul> <li>play and perform in solo and en</li> </ul>	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.									
	<ul> <li>improvise and compose music fit</li> </ul>	or a range of purposes using the inter-r	plated dimensions of music	aonig accaracy, nachoy, control and ox							
	listen with attention to detail and recall sounds with increasing aural memory.										
	<ul> <li>Instern with attention to detail and recall sources with increasing aural memory.</li> <li>Use and understand staff and other musical notations</li> </ul>										
	<ul> <li>use and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>										
	<ul> <li>appreciate and understanding of the history of music</li> <li>develop an understanding of the history of music</li> </ul>										
D&T	Electrical systems Textiles Structures Mechanical systems Food Digital World										
Dai											
	Torches Eastenings Pavilions Pneumatic Toys (V3) Adapting a region Electronic Charm (V3)										
	When designing and making munik should be taught to:										
	when designing and making, pupils should be laught to. Design										
	• use research and develop design criteria to inform the design of innovative functional, appealing products that are fit for purpose, aimed at particular individuals or groups										
	<ul> <li>generate develop weagn encode and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, nattern nieces and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, nattern nieces and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, nattern nieces and communicate their ideas through discussion.</li> </ul>										
	<ul> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>Make</li> </ul>										
	<u>INTRE</u> select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately										
	<ul> <li>select from and use a wider range of materials and components including construction materials textiles and ingredients according to their functional properties and aesthetic qualities</li> </ul>										
	Evaluate										
	<ul> <li>investigate and analyse a range of existing products.</li> </ul>										
	<ul> <li>Investigate and analyse a range of existing products.</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>										
	<ul> <li>evaluate their locas and products against their own design criteria and consider the views of others to improve their work.</li> <li>understand how key events and individuals in design and technology have belowd shape the world.</li> </ul>										
		manadalo in design and comology h									
	Technical knowledge										
	<ul> <li>apply their understanding of how</li> </ul>	v to strengthen, stiffen and reinforce mo	ore complex structures.								
	understand and use mechanical	I systems in their products for example	gears pulleys cams levers and linka	resl							
	<ul> <li>understand and use electrical st</li> </ul>	stems in their products [for example s	pries circuits incornorating switches hu	lbs huzzers and motors]							
	anderstand and use electrical sy	nouting to program monitor and control	I their products	103, 5422513 and motorsj.							
	<ul> <li>apply their understanding of con</li> </ul>	nputing to program, monitor and control	n inem producis.								

	<u>Cooking and Nutrition</u> understand and apply the princip prepare and cook a variety of pr understand seasonality, and kno	oles of a health edominantly sa ow where and l	thy and varied diet. savoury dishes using a ran how a variety of ingredien	ge of cooking to ts are grown, re	echniques. eared, caught and proce	essed.				
RE	BELIEVING Why is Jesus inspiring to some people? (Christians)         EXPRESSING Why do some people think journey? (Christians, Hindu Non-religious)				LIVING What does it mean Britain today? (Hind	to be a Hindu in lu)	LIVING What can we about what i (Christians, religious)	e learn from religions s right and wrong? Hindus, Jewish, Non-	LIVIN How what (Jewi	<b>IG</b> do family life and festivals show matters to Jewish people? ish)
Computing	Computing systems and	Creating m	nedia – Audio	Programmi	ng A – Repetition	Data and informat	tion – Data	Creating media – Photo		Programming B – Repetition
	<u>networks – The Internet</u>	eaiting		in snapes		logging		eaiting		<u>in games</u>
	To describe how networks physically connect to other networks	To identify digitally rec	that sound can be corded	To identify the programming	nat accuracy in g is important	To explain that data over time can be us answer questions	a gathered sed to	To explain that digital images can be changed	ges	To develop the use of count- controlled loops in a different programming environment
	To recognise how networked devices make up the internet	To use a di record sour	o use a digital device to ecord sound       To create a program in based language         o explain that a digital ecording is stored as a file       To explain what 'repeate a file		program in a text- age	To use a digital dev collect data automa	vice to atically	To change the composition an image	n of	To explain that in programming there are infinite loops and
	To outline how websites can	To explain recording is			/hat 'repeat' means	To explain that a da	ata logger	To describe how images can cour be changed for different uses		count controlled loops
	be shared via the World Wide Web (WWW)	To explain that audio can be loc changed through editing		To modify a loop to produ	count-controlled uce a given	collects 'data points sensors over time	s' from	To make good choices wh	ien	To develop a design that includes two or more loops which run at the same time
	To describe how content can	changed th	irougir cutting	outcome		To use data collect	ed over a	selecting uncrent tools		which full at the sume time
	be added and accessed on the World Wide Web (WWW)	To show the audio can b	nat different types of be combined and ether	To decompo small steps	ose a task into	long duration to find information	d	To recognise that not all images are real		To modify an infinite loop in a given program
	To recognise how the content of the WWW is created by	To evaluate	e editing choices	To create a count-contro	program that uses olled loops to	To identify the data answer questions	needed to	To evaluate how changes improve an image	can	To design a project that includes repetition
	people	made		produce a gi	iven outcome	To use collected da	ata to			To create a project that
	To evaluate the consequences of unreliable content					answer questions				includes repetition
	Pupils should be taught to: design, write and debug program use sequence, selection, and re use logical reasoning to explain understand computer networks i use search technologies effectiv select, use and combine a varied analysing evaluating and prese	ns that accomp petition in prog how some sim including the ir rely, appreciate ty of software ( ning data and	nplish specific goals, incluo grams; work with variables nple algorithms work and t internet; how they can prov te how results are selected (including internet service d information	ling controlling s and various fo to detect and co vide multiple se l and ranked, and s) on a range o	or simulating physical s orms of input and output prect errors in algorithm rvices, such as the worl nd be discerning in eval f digital devices to desig	ystems; solve problems is and programs. Id wide web; and the op luating digital content. gn and create a range o	s by decomposir portunities they f programs, sys	ng them into smaller parts. offer for communication and co tems and content that accompli	llaborati ish giver	ion. n goals, including collecting,

PE         Health and Fitness         Dance - Toy Slovy         Swimming         Swimming         Swimming         Swimming         Rhythmic Gymnastics           Games - Basketball         Games - Hockey         Games - Hockey         Games - Hockey         Games - Hockey         Athletics         Athletics           Public bound continue to agapt advance of advances and control to use them to althread advances and appenness of nonvennes. They should continue control to the advance advance and appenness.         Athletics           Public bound continue to agapt advance of advances and control to any advance advances of nonvennes. They should control to advance advances and appenness.         Athletics           • use nonving, Immaing, threading and catching in location and in combination 1 play compatible games. modified where appropriet advances and provides advances and provides advances.         Control to advances advances advances advances advances and provides advances.           • use nonving, Immaing, threading and catching in location and in combination 1 play compatible controls.         Control to advances advances advances advances advances advances.           • use nonving, threading advances advances advances advances advances advances advances advances advances.         Control to advances advances advances advances advances.           • use nonving, threading advances advances.         Control to advances advances advances advances.           • use nonving, threading advance advances advances advances advances advances a		use technology safe	ely, respectfully and respo	nsibly; recognise accepta	ble/unacceptable behaviou	ır; identify a range of wa	ays to report concerns about	content and contact.					
MPL         Language Angels) Production games and about the starting in the starting have built for the starting and the starting in the start in the start in the starting in the starting in the starting in	PE	Health and Fitness	Dance –		Swimming	Swimm	ing	Swimming	Rhythmi	c Gymnastics			
Bases/bits         Games - Hocky         Games - Hocky         Met Games - Randorest         Met Games - Randorest         Met Games - Hocky         Athletics           Papels shuld contine to apply and develop a understanding of how to improve in different pysical advises and space and b ink flowen to mate actions and requises them or note acting and space and b ink flowen to mate acting and space and pysical advises and space and b ink flowen to variable and recognise their comesces of movement. They should analy communicating, collaborating and apply basic principles subble for attacking and developing in backing and developing indevelop flowels prevelop agents, modified where approache for example, bachninon, bastevalie, index flowels, fuencing, and apply basic principles subble for attacking and developing indevelop flowels prevelop agents, modified where approache for example, bachninon, bastevalie, index flowels, fuencing, and apply basic principles subble for attacking and developing indevelop flowels previous ones and demonstrate improvement to achieve their personal best.           Swimming and were stelly - Al schools must provide summing instruction either in they stage 1 or key stage 2. In particular, pupils should be taught to:			Toy Story										
Desketball         Lenkings         Lenkings         Lenkings           Pople structure         They should advelop a drader page of skills, learning how to use that in different ways and is link filten to make actors and sequences of movement. They should analy communicating, collaborating and completing with each fully. They should alwelop an usckess individually of how to improve in different ways and is link filten to make actors and recognise that on usccess.           Pople structure         - use mmming, imming in forming and scalubing in factor and in combine in place paragebile games, control and balance for example, litrough athetics and generation, lassificant and incompare their participation and scaluble and incompare their participation and use and recognise that on our advelop in advelopment platens           - use mmming, imming in memoring and scalubing and definding i develop flexibility, strength, factuage, control and balance for example, litrough athetics and generation, lassificant and incompare their participation, desketball, cickel, football, flockey, neltial, rounders and tennis], and generation and evelope andeevelope and evelope andevelope and evelope andeve		Games –	Games –		Gymnastics	Dance -	_	Net Games –	Athletics				
Part Sector       Inspection of the sector of		Basketball	HOCKEY	der range of skills learni	ng how to use them in diffe	Rainfore	est Iom to make actions and soo	I ENNIS	v should enjoy communic	ating collaborating and			
•• use running, jurpling     throwing and catching in isolation and in combination   play competitive gampopriate [for example, hadmiton, haskethall, cricket, football, hockey, nebiall, rounders and lennis], and     apply blasic principles suitable for sitacking and defending   develop flexibility, aftengh, technique, control and balance [for example, through athletics and gampatics]     endorm darket and adventuace activity challenges both individually and within a team   compare their performances with previous ones and demonstrate improvement to achieve their personal best.     Semming and valer selfs]     endorm darket and provides winning jurplication within a team   compare their performances with previous ones and demonstrate improvement to achieve their personal best.     Semming and valer selfs]     endorm safe self-endery [for example, front cent, backstoke and breastorke]     endorm safe self-endery [for example, front cent, backstoke and breastorke]     endorm safe self-endery [for example, front cent, backstoke and breastorke]     endorm safe safe floxing [for example, for a distance of a lensal 2 meres     use a mange of strikes effectively [for example, front cent, backstoke and breastorke]     endorm safe safe floxing [for example, for a distance of a lensal 2 meres     use a nange of strikes effectively [for example, for and the best selfing, cound and meaning of words.     endore the adaptit is:         endore the adaptit is:         esplore the patients and source of language and show understanding by joining in and responding.         esplore the patients and source of language and show understanding by apple selficies and informations on that obser or admitian and help*         especies admitistic and there is admited in the selfing.         especies admited and words and prevates and informations and there solf allowed and understand then the responding.         especies there exists and them the instruges.         especis admited and there indicates and there selficies (source and th		competing with each other Pupils should be taught t	er. They should develop a bloc to:	n understanding of how to	o improve in different physi	cal activities and sports	and learn how to evaluate a	nd recognise their own suc	ccess.	ting, conaborating and			
apply base principles suitable for attacking and detrolling idevicing freezings, strength, lechnique, control and balance for example, mough attaletes and gymnastes)         • perform dances suitable for attacking and detrolling idevicing freezings, strength, lechnique, control and balance for example, mough attaletes and gymnastes)         • take part in outdoor and adventuruus activity challenges both individually and within a team 1 compare their performances with previous ones and demonstrate improvement to achieve their personal best.         Swimming and water safety - All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: <ul> <li>use a mange of strokes effectively for example, infort crawt, backstroke and broaststrokel</li> <li>perform safe self-rescue in different water-based siluations.</li> </ul> MFL       (Language Angels)       (Language Angels)       (Language Angels)         Note the point the particular strength in the call of the compare their personal data.       (Language Angels)       (Language Angels)         1       (Language Angels)       (Language and show understanding by joining in and responding.       (Language and show understanding by joining in and responding.         • steps kin mathenes, suiting and and any transfer structures.       • develop accurate provincialistic and any structures.       • develop accurate provincialistic and any structures.         • develop accurate provincialistic and any structures.       • develop accurate provincialistic and any structures.       • develop accurate provincialistic and an		<ul> <li>use running, jumpir.</li> </ul>	ng, throwing and catching	in isolation and in combine	ation I play competitive ga	mes, modified where ap	propriate [for example, badn	ninton, basketball, cricket,	football, hockey, netball, r	ounders and tennis], and			
Procession         Constraints         Constraints <thconstraints< th=""> <thconstraints< th="">         &lt;</thconstraints<></thconstraints<>		<ul> <li>apply basic principle</li> <li>perform dances usi</li> </ul>	es suitable for attacking a ing a range of movement i	nd defending II develop fle patterns	exibility, strength, technique	e, control and balance [f	or example, through athletics	s and gymnasticsj					
Swimming and water safety - All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: <ul> <li>swim competently, confidently and proficiently over a distance of at least 25 metrs</li> <li>use a range of stokes effectively (I canguage Angels)</li> <li>perform safe self-rescue in different water-based stuations.</li> </ul> <ul> <li>(Language Angels)</li> <li>Phonetics lesson 2 (C)</li> <li>At the Cafe (I)</li> <li>MY Home (I)</li> <li>Goldilocks (I)</li> <li>Clothes (I)</li> <li>Clothes (I)</li> <li>The Olympics (</li></ul>		<ul> <li>take part in outdoor</li> </ul>	r and adventurous activity	challenges both individua	lly and within a team 🛚 com	pare their performances	s with previous ones and der	monstrate improvement to	achieve their personal be	st.			
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nuberty	frie	iendships, icluding online	hurtful behaviour; managing confidentiality; recognising risks online	differences and similarities; discussing difference sensitively	community; shared responsibilities	and used	about money; using and keeping money safe	balanced lifestyle; oral hygiene and dental care	emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	household products; drugs common to everyday life
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