Yea	r 5 2020-21	A1	A2	Sp1	Sp2	Su1 Su2		
	Focus Texts	The Boy at the Back of the Class	The Jamie Drake Equation	Anglo-Saxon Boy	Warhorse	How to train your dragon	Suz	
1_	(F) fiction (NF) Non Fiction							
lish	Eccus Doom	Haikuu	Space rap/poem	List poetry	Rhyming verse	Sonnet Free verse		
🖺	Writing	Recount, Diary, Myths and Legends Neverager Persuadive letter, Neverager Neverage		Myths and Legends	Ptayscript, Persuasion letters	NCR, biography	Stories from other cultures, poems	
-	Genres usually dictated by topic/focus texts [1]	Newspaper report						
		Living things and their habitats.	Earth and space	Forces	Properties and changes of materials.	Animals includin	ng humans	
	Focus	Working Scientifically	Working Scientifically	Working Scientifically https://drive.google.com/open?id=1cafnspwN_Ol47mTzBOGHJ2tNb-JR_ZGd	Working Scientifically	Working Scientifically		
	Revision sheets	Imparish transposition of the Indoord Company	IIII DE LIGHTE LE	IMPORTATION OF THE INCIDENCE OF THE IMPORTATION OF	IMPRESSITE SPORGES CONTROL TO CON	III. C.		
	Assessment	https://drive.google.com/open?id=1MGMt3c7S4y2Sy_J8htEb12AgR3Vr2oFz https://drive.google.com/open?id=1LayhloHu7ML0h_ylahTub_7gl		https://drive.google.com/open?id=1rZXXkXOQfYsy_a6jqE_hlG8U_3q6YLe	https://drive.google.com/open2	https://drive.google.com/open?id=1C5zaL_SqBcbMTmaNvTP0Q1XLRiw0qceX		
		I know the differences in the life cycle of a mammal, an amphibian, an insect and a bird. I know the life process of reproduction in some plants and animals.	I know how the Earth moves and other planets relative to the sun in the solar system. I know how the moon moves relative to the Fauth	I know that unaffected objects fall to Earth because of the force of gravity. I know the effects of air resistance, water resistance and friction that act between moving	know names of everday materials and their properties including solubility, hardness, transparency, conductivity (electrical and thermal) and their resporse to magnets. It is now what happens when some solids are inside with a light and how to retrieve them. I know who mixtures may be separated using my knowledge of solids, liquids and gases. I know some changes are reversible changes.	I know the changes as a human develop to old age. I know the stages of the human life cycle.		
		I know the differences in the life cycle of a mammal, an amphibian, an insect and a bird. I know the life process of reproduction in some plants and animals. I know the life cycle of a fog. I know the fire or the stages of human reproduction.	Now his because more said over plants leaves to the Saint are such a system. I know how the moon moves relative to the Earth. I know the description of the shape of the Sun, Earth and Moon. I know how to explain the day and night and the apparent movement of the sun. I know the solar system and order of the plantes from the sun.	surfaces. I know that some mechanisms, including levers, pulleys and gears, allow a smaller force	I know what happens when some solids are mixed with a liquid and how to retrieve them. I know how mixtures may be seperated using my knowledge of solids, liquids and gases.	I know the stages of the human life cycle. I know the average gestation period for some animals and humans. I know what a gestation period is. I know some aspects which may affect the growth of a baby during the gestation period.		
		I know the order of sexual reproduction in plants. I know the way some plants disperse their seeds in different ways. I know that some plants reproduce asexually. I know with yall living things need to be able to reproduce.	I know the solar system and order of the planets from the sun. I know the composition of the different planets.	to have greater effect. I know the effects of force can alter on different objects.	I know some changes are reversible changes. I know some changes result in irreversible changes. I know some changes result in irreversible changes. I know the scientific name given to a material that allows heat to travel through it quickly.	I know some aspects which may affect the growth of a baby during the gestation period. I know about changes in puberty to boys and girls. I know some lifestyte choices that can affect life expectancy.		
	Knowledge	I know that some plants reproduce asexually. I know why all living things need to be able to reproduce.	I know the composition of the different planets. I know how many days it takes the Earth do complete a full orbit of the Sun. I know why the orbits of planets may be different.	I know which objects use a lever, pulley or gear system.	I know the scientific name given to a material that allows heat to travel through it quickly.	I know some lifestyle choices that can affect life expectancy.		
			I know why we can't see the moon during the day. I I know why I know the Earth is not flat. I know how the Earth's movement causes day and night.					
			I know how the Earth's movement causes day and night. I know how shadows are affected at different times of the day. I know why there are different seasons.					
		.*Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	and an	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bi Describe the life process of reproduction in some plants and animals.	ird.	
Science		Describe the life process of reproduction in some plants and animals."	System. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and right and the apparent movement	Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller	Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through			
S.			ose the local of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	fecognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	filtering, sleving and evaporating.			
00					materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes.			
	Skills				Galve reasons, based on evidence rorn comparative and air tests, for the particular uses or everyday imaterials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.			
	Working Scientifically	Filaming differed types of scientific enquiries to answer questions, including recognizing Taking measurements using a range of scientific equipment, with increasing accuracy at Flacoroting data and results of increasing complexity using scientific diagrams and labels. "Recording data and results of increasing complexity using scientific diagrams and tebels." Placing test results to make predictions to see full printer comparative and fair tebels. "Reporting and presenting findings from enquiries, including conclusions, causal relations "Identifying scientific evidence that has been used to support or refute ideas or arguments the control of the contr	and controlling variables where necessary. If precision, taking repeat readings when appropriate.					
	Objectives	"Using test results to make predictions to set up further comparative and fair tests. "Reporting and presenting findings from equities, including conclusions, causal relations!	classification keys, tables, scatter graphs, ball and line graphs. hins and explanations of and degree of frust in results in oral and written forms such as dis	splays and other presentations				
	To be taught alongside each focus.	*Identifying scientific evidence that has been used to support or refute ideas or arguments						
	focus.	Observing and comparing the life cycles of plants and animals in their local environment	Comparing the time of day at different places on the Earth through internet links and	Exploring falling paper cones or cup-cake cases, and designing and making a variety of	Carrying out tests to answer questions, for example, 'Which materials would be the most effective for	Research the gestation periods of other animals and comparing them with humans; by fire	nding out and recording the length and mass of a baby as it grows.	
		Observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for prohibitive and differences.	direct communication. Creating simple models of the solar system. Construction simple abadous places and supplies calibrated to show midday and the	parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different states. They might design and make producte that use lawer, culture, overse and/or engine and	Carrying out tests to answer questions, for example, Which materials would be the most effective for making a warm jacket, for wapping ice cream to stop it melting, or for making blackout curtains?' They might compare materials in order to make a witch in a circuit. They could observe and compare the changes that take place, for example, when burning different			
	Working Scientifically	They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.	Finding out why some people think that structures such as Stonehenge might have been	explore their effects.	They might research and discuss how chemical changes have an impact on our lives, for example, cooking,			
	Ideas	They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), companing how different animals reproduce and grow.			and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.			
	Key Vocabulary	Mammal, Reproduction, Insect, Amphibian, Bird, Offspring	Earth, Sun, Moon, Axis, Rotation, Day, Night, Phases of the Moon, star, constellation	Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys	rardness, Solubilty, Transparency, Conductivity, Magnetic, Filter, Evaporation, Dissolving, Mixing Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty		ment, Puberty	
	Topic	Autumn 1 Mayans	Autumn 2 The Saxons	Spring 1 The Saxons	Spring 2 Chronological study - Crime and Punishment	Summer 1 The Vikings	Summer 2 Local History - The Circus	
	Topic	Mayans I know where the Ancient Maya fit on a historical timeline.	The Saxons I know the Saxons were made up of three tribes - The Angles, Saxons and Jutes.	The Saxons	Chronological study - Crime and Punishment - I can reflect on what I have learnt about the history of crime and punishment in Britain.	The Vikings I know that the Vikings came from Scandanavia (Norway, Sweden and Denmark).	Local History - The Circus	
	Topic	Mayans I know where the Ancient Maya fit on a historical timeline.	The Saxons I know the Saxons were made up of three tribes - The Angles, Saxons and Jutes.	The Saxons	Chronological study - Crime and Punishment - I can reflect on what I have learnt about the history of crime and punishment in Britain I can recall key facts about crime and punishment in Britain from the Roman, Anglo-Saxon, Tudor and	The Vikings I know that the Vikings came from Scandanavia (Norway, Sweden and Denmark).	Local History - The Circus I can research Blackpool circus. I can use different historical sources to find information. I can identify how Blackpool circus has changed over time and give reasons	
	Topic	Mayans Lixnow where the Ancient Mays if on a Noticoust Imeries. Lixnow that the Mays often unked as farmers. Lixnow that the Mays often unked as farmers. Lixnow that the Mays often unked as farmers. Lixnow they were made up by many of put dates each with a different ruler. Lixnow the often unked from woven cotton or shal. Lixnow the rule wore feathers for headeriesse and status.	The Saxons Iknow the Saxons were made up of three these - The Angoles, Saxons and Jules. Iknow England was made up of S main kingdoms - Northumbria, Merciak, Wessex, Kent a liknow the Angolis Assons were freez people wite enjoyed fight. Iknow the Angolis Assons came from Cernany Denmust and the Netherlands. Iknow the Angolis Assons came from Cernany Cernany and the Netherlands.	The Saxons nd East Anglia.	Chronological study - Crime and Punishment - I can reflect on what I have learnt about the history of crime and punishment in Britain I can recall key facts about crime and punishment in Britain from the Roman, Anglo-Saxon, Tudor and	The Vikings Innow that the Vikings came from Scandansvia (Norsay, Sweden and Denmark), know they fest invaded Linddansvia (Norsay, Sweden and Denmark), know they fest die in order to spread their wealth. I know not all Vikings were warriors and some settled as farmers. I know the arrised they invaded were known as Dancelaw.	Local History - The Circus	
	Topic Knowledge	Mayans Incom when the Arcitect Maya (fine a final statement in the Maya used animate for food and clothing, I know the fall with sear of the market from where chost pass of the made from where chosts and the Maya used animate for food and clothing. I know the final statement in the made from where chosts or shall. I know the civil wore leasthers for headdresses and status. I know the final was call peetly.	The Saxons Iknow the Saxons were made up of three these - The Angoles, Saxons and Jules. Iknow England was made up of S main kingdoms - Northumbria, Merciak, Wessex, Kent a liknow the Angolis Assons were freez people wite enjoyed fight. Iknow the Angolis Assons came from Cernany Denmust and the Netherlands. Iknow the Angolis Assons came from Cernany Cernany and the Netherlands.	The Saxons nd East Anglia.	Chronological study - Crime and Punishment - I can reflect on what I have learnt about the history of crime and punishment in Britain.	The Vikings I know that the Vikings came from Scandanavia (Norway, Sweden and Denmark).	Local History - The Circus I can research Blackolor circus. I can use different historical sources to find information. I I can use different historical sources to find information. I I can use different sources about the circus and compare how they differ. I can compare different sources about the circus and compare how they differ.	
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Year	5	20	20)-21	
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_	r 5 2020-21	A1 A2 Formal Elements of Art - Architecture			Sp1	Sp2	Su1 Su2 Every Picture Tells a Story			
	Focus	Colour, line, shape and form				ing, Painting, Art Appreciation	.,			
	Skills	Drawing a picture from observation, looking closely at details to be able to interpret them accurately. Composing a print from a larger observational drawing.			Useful, infamiliar Useful pregination and visualization to create an original piece of stress of Construct, continuous ties posted interest, adding best to a seed varying the size of the le- phanning and cessing a colapie then desiring and colouring if from desiring, and previously continuous to a continuous ties of continuous the continuous ties previously observables, and continuous the continuous ties continuous the continuous ties desired, suiting a seen Producing a fully amendated, detailed dirawing, communicating an idea.	etters for artistic effect.	Analysing famous artists' work Coulating and analysing creative work. undestanding that at can have both meaning and message. Using materials to create a symmetrical, abstract image. Using symbols to create a neutringlal message. Overlap symbols to create a neutringlal message. Using symbols to create a neutringlal message. Overlap symbols to create a neutringlal message. Overlap symbols to create a neutringlal message. Overlap symbols to create a neutringlal message.			
	Artists studied	Friedensreich Hundertwasser					Banksy, John Singer Sargent, Magdalene Odundo.	Bankey, John Singer Sargent, Magdalene Odundo.		
	Focus What could be healthier?					Moving dragon	Stuffed t	•		
	Strand		Fo	ood		Mechanisms	Textile	s		
	Assessed Skills	To understand whre food comes from. To understand the term healthy. To adapt a traditional recipe. To make a complete product. https://www.kapowprimary.com/subjects/d	esign-technology/upper-key-stage-2/year-5/6	ood what could be healther/	To design a moving dragon. To follow my design brief to make my moving dragon To use layers and spacers to cover the working of mechanisms To create a high quality product suitable for a target user https://drive.google.com/drivelu/0/folders/1GptXXAwRulqSQsQdGDPV3MMKSLVDFM		To design a stuffed toy To sew blanker stitch To create and add decorations to fabric To create and add decorations to fabric To use a blanker stitch to assemble the components of a stuffed toy https://drive.goode.com/drive/u/u/fidelers/1HOnvFVL.HCJLAu2HYshkl.F2wsNEgx3gH			
Τα	Key assessment questions	What ingredients go into a boligenee? do you know where ingredients come from? How do cattle first their way not on a ruppermarket shelves as beet? How do cattle first their way not on a ruppermarket shelves as beet? What ingredients do give appect to be included? Are any of them surprising? What ingredients did you appect to be included? Are any of them surprising? What ingright that specifient add to the receipe for acres in the receiper you have found? It is there a difference as to how you prepare or atone the two products? What ingright you remove?			disassemble, mechanism, deviated what is free difference, mechanism? Cary you combine structure and mechanisms? Cary you combine structure and mechanisms? What is the difference between mechanisms and structures? What is the difference between mechanisms and structures? How the structure of the structure o	ar?	Jacopolinoida, reojeniri, blankel attitut, combariline, applique, appendage, consistent New would you better your staffest by or What is drappe is the main body? What all stages is the main body? Nove is blanked attitut, but is marked. What attitute is the combard attitute is the combard of What attitute is the combard attitute is the combard of What appear and is to marked. What appear and is to marked. What appear and to do mark? What do you need to do mark? What how how the combard of the propage for that? What how how the combard of the propage for that? What how how the combard of the propage for that?			
	Focus	Programming in Scratch	App Design	App Design	Text based Programming and Data Handling	Programming with Sphero and Computer networks and the internet	Physical devices	Ebook creation and Music creation		
	Strand	Computer Science	Information Technology	Information Technology	Computer Science/Information Technology	Computer Science/Digital Literacy	Digital Literacy	Information Technology		
	Skills	by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.	Select use and combine a variety of software (including internet services). Collecting, analysing, evaluating and presenting data and information.	Design, with and debug programs that accomplish specific goals, including controlling or simulating ophysical systems. See prodems by deconjosing them into smaller parts: Use sequence, selection, and repetition in programs, work with variables and various forms of input and output.	Understand computer retends, including the internet how they can provide multiple services, such as the World Wilde Web, and the opportunities they offer for communication and collaboration.	Select, use and combine a variety of software (including internet services) or a range of digital divectors to design and crossed a range of organs, systems and confert that accomplish given goals. Select, use and combine a variety of selevans (including internet services) on a range of digital disvices to design and create a range of programs, systems and content that accomplish given goals.		
_	vocabulary	variables, inputs, conditions, loops, sensing.	adjust, icons, duplicate, hyperlinks	adjust, icons, duplicate, hyperlinks	text based, digital commands, functions, inputs, cells, copy, paste, formulae, totals, averages, min/max	Inputs, loop, debug, outputs, random variables, Internet, cloud computing, blogging	Inputs, outputs, debug, simulation	Format links, hyperlinks, navigations, live loops		
	Focus	Siki	nism	Christianity	Sikhism	Christianity	Sikhism Christianity			
		How far would a Sikh go for his/ her religion	?	Is the Christmas story true?	Are Sikh stories important today?	How significant is it for Christians to believe God intended for Jesus to die?	What is the best way for a Sikh to show commitment to God?	What is the best way for a Christian to show commitment to God?		
2	Link to Discovery RE planning Assessments				titos litrire poogle comfileid (y silosPygofHAMMcZyYYnZLFx, gOIR) vies? asestating		https://dne.google.com/file/d1Mavco14JXX6F1jci4Act6Ef1gerisSediview/usgrehaning https://dne.google.com/file/d1Mavco14JXX6F1jci4Act6Ef1gerisSediview/usgrehaning https://dne.google.com/file/d1Mavco14JXX6F1jci4Act6Ef1gerisSediview/usgrehaning			
[Topic	Bein	g Me	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing me		
PSE	Focus	I can compare my life with other popels in my country and explain why we have rules, inghts and responsibilities to try and make the school and the wider community a fair place.			I can compare my hopes and dreams with those of young people from different cultures.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohor imisuse is unhealthy.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stard up for myself, regoldes and to resist peer pressure.			
•	Vocabulary	rights, responsibilities, value, rules		bullying, culture, racism, conflict	jobs, careers, aspirations, responsibility, communication	and now smoking and aiccnoi misuse is unneariny. smoking, alochol, substances, first aid, tobacco, emergency	relationships, characteristic qualities, attraction relationships, characteristic qualities, attraction relationships, characteristic qualities, attraction puberly, growing, sperm, egg, conception, fertilisation, relationships			
	Strand (NC)	COMPOSING - Improvise and comp	ose music for a range of purposes using the in	ter-related dimensions of music. PERFORMING - Play and perform in solo and ensemble of	ontexts, using their voices and playing musical instruments with increasing accuracy. fluen	icy, control and expression. LISTENING -Listen with attention to detail and recall sounds with increasing aura	I memory. Appreciate and understand a wide range of high-quality live and recorded music of	frawn from different traditions and from great composers and musicians.		
	,	Pitch pentationic patterns. Duration 2.3.4 Dynamics. strong contrasts. Tempo: comparing templ. Timbre: orchestral family limbres. Texture: weaving parts. Structure: Re improvince within a group using medical one of hybrine phrases. Suggest improvement to my own work and that of others. Record spector for yomogonisty process. Compose music which meets specific criteria. Best or the process of the process o		unds Explain why! think music is successful or unsuccessful. Contrast the work of a famous composer with another, and explain my preferences.	Use notation to record groups of pitches-chords. Breathe in the correct place when singing.	Maintain my part whilst others are performing their part.	Choose the most suitable tempo for a piece of music.			
	Skills (Mrs Fard)	Undestinated when to use varying volumes, pitch and expression in the voice to postery an Petrom deep or more consistent of the production of the control of		Compose and perform hybrino phrases witch may include vocal sounds Reflection may composition dynamics, temporal of timble largest improvements to my work-performance and that of others. Interest with the province of the p	Compose needed and hightimic phrases interpret musical includion, conclusion minima membrane interpretation membrane interpret	Sing expressively combining dynamics, tempo and pitch. Understand without lower sharp dynamic to use variety ordinary behand expression in the voice. Take part in three part interments and descentil and descentil descentiles and descentiles and descentiles and descentiles. The preform merclede is not memory and notition. Lead a group in performance. He produce the produce of the	Focus - Masic From Around the World Identify mixed addy prifer job prases Limptone mixed and religion and propriate phases Improvince using appropriate mixed prases. Relification my compositions dynamics, lempo and sharle Sing appressive youthing dynamics, lempo and pitch. Understand when to use verying volumes, pitch and expression in the voice to portray and Table part in 10 mixed. Table part in 10 mixed and religion and descarted Participation of the propriate participation of the propriate Lead as group in performance. Sing a song moving and and response propriate propriate propriate processing a song moving and are deposing processing and propriate processing and processing pr	Music and schenbology Compose medical can dry flymine phrases Rediect on my composalisms dynamine; bernpro and direlare Rediect on my composalisms dynamine; bernpro and direlare Share compositions is my sunfo; particulared and shall of others Share compositions. Identify the segmatures. Identify the segmatures of the segmature of t		

Ye	ear 5 2020-21	A1			•	Sn1		Cn2		S::1		Su2	
- 1				A2		Sp1		Sp2		Su1		Su2	
	Focus	Written and spoken conversations Les Bases Halloween		Mon Corps (body) Noel (Christmas) - christmas card competition		Les passe-temps (free-time, hobbies)		La nourriture francaise (french food) Paques (Easter)		Les villes de la France (Towns of France)		Le petit chaperon rouge (Little Red Riding Hood)	
<u> </u>	Objectives	ectives I can hold a simple conversation with 4 exchanges. I can understand the context of words.		I can hold a short conversation. I can understand a short story. I can write / understand 3 sentences about a	a topic.	I can hold a conversation about my hobbies. I can understand and write full sentences		I can understand a short story and make notes. I can use my knowledge of grammar to speak correctly. I can learn about french culture.		I can use my knowledge of grammar to have a conversation. I can understand a short story about a place in France.		I can understand a short story and make notes. I can reenact part of the story in french.	
-	Key Vocabulary / Grammar	ary /		Jade/les j'ai, cher bisous		Je joue au je fais du		Je prefere manger Je n'aime pas manger		Je prefere car c'est adjectives: jolie, tranquille, grande, interessant, fantastique		Identifying key words in order to infer meaning about new words. Following a narrative. identify colours, instructions, animals, numbers, body parts	
	Strand	Gymnastics	Swimming	Inv games	Swimming	Net wall games	Swimming	OAA	Dance	Inv games	Athletics	Striking + Fielding Games	Athletics
	Focus	Sequences		5 principles of attack		Badminton				Netball	Track	Cricket	Field
н	Skills	change of level, speed and direction. I can choose body shapes and balances	I can swim between 25 and 50m and keep- swimming for 30 to 45 seconds using aids and support. I can use a variety of basic arm and leg actions when on my front and my back. I can swim on the surface and lower myself under the water.	games. I identify and use tactics to help my team keep the ball and take it towards the oppositions goal. I can mark opponents and help others in	I can swim between 50 and 100m and keep swimming for 45 to 90 seconds. I can use three strokes, swimming on my front and back. I can control my breathing. I can swim conditionally on the surface of the water and under the water.	can use forehand and backhand shots increasingly well in the game I play. I can use the volley in a game when the opportunity airese. I can choose and use some tactics within a game. I can play cooperatively with a partner. I can apply rukes consistently and fairly.	I can swim further that 100m. I can swim further) and confidently for over 90 seconds. I can use all three strokes with control, breathing so that the pattern of my swimming los not interrupted. I can perform a wide range of personal survival techniques confidently.	can solve challenges and problems set in a familiar environment. It can work cooperatively to put strategies and solutions into action. It can take on different roles given to me. It can follow instructions and safety rules. It can recognise when a solution has been successful.	rhythm in my dance to express themselves int he style o dance I use.	I can combine and perform skills more	I can demonstrate a range of simplet jumping skills in different activities.		throwing actions with some accuracy and control.

[1] This coverage will replace the 'writing genre coverage list'								