

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>National &amp; School Events</b>		Black History Month Harvest Celebration	Anti-Bullying Week Road Safety Awareness Week Remembrance Day Christmas Children in Need	Number Day Safer Internet Day Children's Mental Health Week	Science Week Book Week Autism Awareness Week Red Nose Day	Mental Health Awareness Cultural Diversity Week	Sports Week Summer Fair
<b>Core Learning values:</b>		<i>Excellence</i>	<i>Resilience</i>	<i>Respect</i>	<b>British Values:</b> <i>Democracy</i> <i>Mutual Respect</i> <i>Individual Liberty</i> <i>The Rule of Law</i>	<i>Tolerance of those of different</i>	<i>Faiths &amp; Beliefs</i>
<b>Reading</b>	<b>Reading Threshold Concepts:</b> Reading widely and often Developing fluency Construct meaning Reading discussions Wider world	Unit 1: VRS- The London Eye Mystery  Unit 2: TOB- Cloud Busting	Unit 1: VRS- Street Child  Unit 2: TOB- The Brockenspectre	Unit 1: VRS- Cool!  Unit 2: TOB- The Unforgotten Coat	Unit 1: VRS- Sky Hawk  Unit 2: TOB- The Unforgotten Coat	Unit 1: VRS- The Boy in a Dress  Unit 2: TOB- The Promise	Unit 1: VRS- Ugly bugs  Unit 2: TOB- Curiosity
<b>Writing</b>	<b>Writing Threshold Concepts:</b> Communicate Spelling Organise information and ideas Vary sentence structures Handwriting Revise and evaluate	Memoirs Developed short stories Explanation texts		Advocacy Journalism Flash fiction Poetry-inspired by		Speech writing Developed short stories (Repeat a class project) Graphic novels	
<b>Maths</b>	<b>Threshold Concepts:</b> Fluency Reasoning Problem Solving	<b>Number:</b> Place Value to 100000 <b>Number:</b> Addition and Subtraction <b>Statistics:</b> Tables and line graphs <b>Number:</b> Multiplication and Division		<b>Measurement:</b> Area and perimeter <b>Numbers:</b> Fractions <b>Numbers:</b> Decimals and Percentages <b>Geometry:</b> Properties of Shapes		<b>Geometry:</b> Position and Direction <b>Measurement:</b> Converting Units <b>Measurement:</b> Volume <b>Numbers:</b> Roman Numerals	
<b>Science</b>	<b>Threshold Concepts:</b> Structures and function Cause and effect Variation, diversity and change Scientific processes and methods	<b>Properties and changes of materials -grouping and separating matters</b>  <b>Cause and effect</b> – separation of mixtures <b>Variation, diversity and change</b> – similarities and differences of materials <b>Scientific processes and methods</b> - group materials according to their properties (classification) – How does a nail in salt water change over time? (observation over time) – What material is the best insulator? (fair test) – investigate separating mixtures using sieving, magnets, filtering and evaporation (comparative test)	<b>Properties and changes of materials - types of change</b>  <b>Cause and effect</b> – effect of liquid on some materials <b>Variation, diversity and change</b> – reversible and irreversible changes <b>Scientific processes and methods</b> – How does a sugar cube in water change over time? (observation over time) - Is the solid soluble in water? (fair test)	<b>Forces</b>  <b>Structure and function</b> – mechanisms and their functions <b>Cause and effect</b> – the effect of mechanisms – the effect of forces on moving objects and those at rest <b>Scientific processes and methods</b> – How does the surface area of a parachute affect the time it takes to reach the floor? (fair test) - Research the work of Isaac Newton	<b>Living things and their habitat</b>  <b>Structure and function</b> – plant parts <b>Variation, diversity and change</b> – sexual reproduction in flowering plants - asexual reproduction in plants <b>Scientific processes and methods</b> – dissect and label a flower - Research and compare life cycles of mammals and birds, and insects and amphibians	<b>Animals including Humans</b>  <b>Structure and function</b> – How the body changes with age <b>Cause and effect</b> – The effects of aging <b>Variation, diversity and change</b> – changes in humans over time <b>Scientific processes and methods</b> – identification of the life stages of humans (classification) – Is there a pattern between gestation time and the size of the mammal? (pattern seeking)	<b>Earth and space</b>  <b>Structure and function</b> – solar system <b>Cause and effect</b> – the rotation of the Earth and day and night. <b>Scientific processes and methods</b> – Is there a pattern between the size of a planet and its rotation? (pattern seeking) - Research the planets in our solar system
<b>Art</b>	<b>Threshold Concepts:</b> Develop ideas- Media Master techniques - Visual Element Take inspiration from the greats	<b>Media: Sculpture</b> <b>Pattern and Sound</b>  Artistic process - To explore other means of 2D or 3D structure and apply knowledge of joining and constructing To research work of an artist and explore their own ideas in their designing process Master technique in designing and using materials to create patterns (colour, texture, shapes, and space) Take inspiration from the greats: Theresa Webber, Sarah Morris and Wassily Kandinsky		<b>Media: Drawing</b> <b>Greek Columns</b>  Artistic process - Drawing accuracy with appropriate effects such as blend, smudge, and tone Master technique of using different materials to create an effect and apply knowledge of scale and proportion (line, shape, tone and value) Take inspiration from the greats: Architectural Greek Columns around the world		<b>Media: Painting</b> <b>Rural Landscape</b>  Artistic process – Consider colour for purpose for example choosing certain colours to express mood and atmosphere by demonstrating mixing techniques Master technique of showing light/dark effects, textures, tones, accuracy and master their own style (colour, value, shape, texture) Take inspiration from the greats: Sarah Fosse, David Hockney, Henri Matisse, Andre Derain and Wayne Thiebaud and Natalia Baykalova	
<b>DT</b>	<b>Threshold Concepts:</b> Health & Well-being Master process of design and be Innovative Take inspiration from design throughout history and draw upon core disciplines	<b>Electrical circuits - Animated Greeting Cards.</b> <b>MASTER PROCESS OF DESIGN AND BE INNOVATIVE</b> <b>Designing</b> - review knowledge of electrical circuits. Recognise how to translate these into a flatter surface. Recognise how electrical connections can be made and broken. Explore different ways of creating switches and how they function. Consider the purpose of greeting on card and imagery that supports this aesthetically.		<b>Food &amp; Nutrition - Pizza (All about the Base)</b> <b>MASTER PROCESS OF DESIGN AND BE INNOVATIVE</b> <b>Designing</b> - Review learning from bread making unit in Y4. Identify the difference in processes and flavourings. <b>Making</b> - Develop fluency in manipulating dough and improve technique in kneading. Understand the impact of kneading and how the dough changes. Add additional ingredients to the dough base as well as toppings.		<b>Mechanisms - Fairground Rides</b> <b>MASTER PROCESS OF DESIGN AND BE INNOVATIVE</b> <b>Designing</b> - Investigate how pulleys and gears work - cause and effect. Research the everyday structures which use these mechanisms and their key functions. <b>Making</b> - Develop skills in building pulley and gear systems. Embedding mechanisms within structures. Ensuring efficient control	

		<p><b>Making</b> - Be able to replicate a simple circuit into a greeting card product. Make design decisions as to what type of switch will work best within the product. Apply science knowledge in electrical circuits. Develop fluency in building 'flat' circuits and be able to troubleshoot when circuits do not work.</p> <p><b>Evaluating</b> - Test the final product for functionality and effective animation. Evaluate against user criteria and whether the card is attractive to potential buyers.</p> <p><b>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES</b></p> <p>Research how greeting cards have come about in history and their purpose and role in society. Consider whether it has changed over time and why. Discuss the implication of web based communications and the use of greeting cards in the future.</p>		<p><b>Evaluating</b> - Taste tasting product and evaluating against user criteria. Make suggestions for adaptations/modifications for another type of user.</p> <p><b>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES</b></p> <p>Research the idea behind pizzas and their origins. Reflect on how, and if, the product has changed over time and consider the taste profiles for different audiences and why they have come about.</p> <p><b>HEALTH &amp; WELL-BEING</b></p> <p>Ensure there are clear expectations on how to operate safely To handle food safely Ensure that the Safe Preparation Skills Adult Guidance is followed. Discussion of food allergies and intolerances.</p>		<p>and performance of mechanisms. Gain fluency in manipulating materials and use appropriate equipment safely and accurately.</p> <p><b>Evaluating</b> - Test product against user criteria and evaluate whether product successfully functions as expected. Make suggestions for variations and adaptations in design for alternative structures.</p> <p><b>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES</b></p> <p>Research and explore the history behind fairground rides and their different functions. Consider the use of materials of choice and how this has changed over time.</p>	
<b>Computing</b>	<p><b>Threshold Concepts:</b> Code Connect Communication Collect</p>	<p><b>We are Game Developers (5.1)</b> <b>Programming</b> <b>Internet Secure</b></p> <p><b>Code</b> - Create use of multiple variables including time and scores Plan and break a complex task into smaller parts Explore import/edit pictures and use other useful functions of Scratch <b>Connect</b> - Explore personal choices of how much time should be spent online and on what (impact of violent video games) <b>Communicate</b> - Predict, describe, evaluate and explain to others from the view of game developers and audience. <b>Collect</b> - Recognise the importance of multiple variables</p>	<p><b>We are Cryptographers (5.2)</b> <b>Computational Thinking</b> <b>Internet Alert</b></p> <p><b>Connect</b> - Understanding of how encryption works on the web. <b>Communicate</b>- Explain and understand the need for private information to be encrypted <b>Collect</b>- Attempt encrypting and decrypting messages in simple ciphers</p>	<p><b>Safer Internet Day activities</b> <b>Digital Literacy</b> <b>Internet Sharp</b></p> <p><b>Connect</b> - Understand phishing hooks Importance of communicating respectfully and kindly How to protect personal information Exploring impact of weak passwords and unsafe websites <b>Communicate</b> - Explain impact of positive online community Explain the negative impact of phishing hooks Discuss effects of leaked personal information <b>Collect</b>- Explain the purpose of encryption</p>	<p><b>We are Artists (5.3)</b> <b>Creativity</b> <b>Internet Kind</b></p> <p><b>Connect</b> - Develop an appreciation of the links between geometry and art <b>Communicate</b> - Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from <b>Collect</b>- Explore use of different tool</p>	<p><b>We are Web Developers (5.4)</b> <b>Computer networks</b> <b>Internet Secure</b></p> <p><b>Connect</b> - Develop their research skills to decide what information is appropriate. Explore validity and authenticity of information. <b>Communicate</b> - Develop and refine their ideas and text collaboratively Critically analyse others work with view of end goal <b>Collect</b> - Develop their understanding of e-safety and responsible use of technology.</p>	<p><b>We are Bloggers (5.5)</b> <b>Communication/Collaboration</b> <b>Internet Brave</b></p> <p><b>Connect</b>- How to share safely <b>Communicate</b>- Discerning content online and evaluating the appropriateness <b>Collect</b>- Gage the material appropriate for the target audience</p>
<b>History / Geography</b>	<p><b>History Threshold Concepts:</b> Contribution to the Wider World Achievements Civilisation Education Medicine Hierarchy Technology Empire</p> <p><b>Geography Threshold Concepts:</b> Investigate Space &amp; Location Investigating Patterns &amp; Changes Investigating Scale &amp; Size Investigating Sustainability</p>	<p><b>Geography</b> <b>Investigating Our World</b> <b>Investigating Space and location</b></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>Investigating Patterns and Change</b> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Investigating scale and size</b> Analyse and compare a place, or places, using aerial photographs.</p>	<p><b>History</b> <b>It's All Greek to Me</b> <b>Civilisation</b> - Key features of this period <b>Contribution to the wider world</b>- Britain <b>Achievements</b> - of the ancient Greeks e.g. alphabet, mathematics, buildings, Alexander the Great <b>Beliefs &amp; religion</b> - gods and goddesses <b>Education</b> - The value they put on education. Philosophers, mathematicians, doctors. <b>Medicine</b> - What did they use for illness or disease? <b>Hierarchy</b> - How was their society structured e.g. Kings, military leaders. <b>Technology</b> - Language, writing, medicine, architecture. <b>Empire (Military)</b> - Power and comparisons of military</p>	<p><b>Geography</b> <b>The United Kingdom</b> <b>Investigating Space and location</b></p> <p>Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy) Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.</p> <p><b>Investigating Patterns and Change</b> Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy) <b>Investigating scale and size</b> Analyse and compare a place, or places, using aerial photographs. atlases and maps. Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. <b>Investigating Sustainability</b></p>	<p><b>History</b> <b>Walk Like an Egyptian</b> <b>Civilisation</b> - Key features of this period <b>Contribution to the wider world</b>- Britain <b>Achievements</b> - education, architecture, mathematics, hygiene, medicine. <b>Beliefs &amp; religion</b> - Gods and goddesses, afterlife, creation stories, <b>Medicine</b> - What did they use for illness or disease? Mummification and the afterlife, knowledge of the human body and organs. <b>Hierarchy</b> - Pharaohs, government officials, scribes, merchants, artisans, farmers, slaves <b>Technology</b> - hieroglyphics, farming, shadoof, pyramids, pyramids, mathematics, mummification, architecture, paper, toothpaste, ships, make up.</p>	<p><b>Geography</b> <b>Sow, Grow and Farm</b> <b>Investigating Space and location</b></p> <p>Explain how the topography and soil type affect the location of different agricultural regions. Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics. Explain how the climate affects land use.</p> <p><b>Investigating Patterns and Change</b> Identify important features of a settlement site. Identify environmental changes and patterns . Research and describe different farming practices in the UK and how these can have positive and negative effects on natural habitats. Describe how soil fertility, drainage and climate affect agricultural land use.</p> <p><b>Investigating scale and size</b> Use compass points, grid references and scale to interpret</p>	<p><b>History</b> <b>London's Calling (WW2)</b> <b>Civilisation</b> - Key features of this period <b>Contribution to the wider world/ Britain</b> - How did WW2 affect our lives today? <b>Achievements</b> - Winning WW2, success of the military, land army, women's rights <b>Beliefs &amp; religion</b> - Mostly Christian in Britain, experience of Jewish children in Germany, discrimination because of religion. <b>Education</b> - Evacuees experiences, school diaries from Vicarage. <b>Hierarchy</b> - How was their society structured e.g. King, military leaders, Prime Ministers and leaders. <b>Technology</b> - Planes, ships, trains, weapons, industry, role of women. <b>Empire (Military)</b> - Power and comparisons of military, contribution of women to the military effort, Black and Asian experiences during the war.</p>

		<p>atlases and maps.</p> <p>Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy)</p> <p>Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.</p> <p><b>Investigating Sustainability</b></p> <p>Globalisation and the advantages and disadvantages of it using terminology such as; economies of scale, investment, fair trade, less developed countries, barriers to entry and monopolies etc.</p> <p>Children suggest ways that people can improve the production of products without compromising the needs of future generations.</p> <p>Children explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.</p>		<p>Suggest the ways that people can improve the production of products without compromising the needs of future generations.</p> <p>Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.</p>		<p>maps, including Ordnance Survey maps, with accuracy.</p> <p><b>Investigating Sustainability</b></p> <p>Explain how too much carbon dioxide can be detrimental for the UK as well as the global community.</p> <p>Explain innovative ways in which we can reduce our carbon footprint</p>	<p>Educational visit - Army Museum</p> <p>Workshop- London Blitz WW2</p>
<b>Music</b>	<p><b>Threshold Concepts:</b></p> <p>Performing</p> <p>Composing</p> <p>Notating</p> <p>Appreciation</p>	<p><b>Graphic Scores</b></p> <p><b>Vocal styles</b></p> <p>Composing and performing music including in small groups.</p> <p>Appreciating and describing different vocal styles in music.</p> <p>Notating compositions using a graphic score.</p>	<p><b>Beater Technique</b></p> <p><b>Consecutive notes</b></p> <p>Performing music including in large and small groups.</p> <p>Appreciating and describing different styles of music and recognising particular sounds and combinations of sounds.</p> <p>Notating and reading traditional pitch and rhythm sounds.</p>	<p><b>Dotted Rhythm</b></p> <p><b>Q &amp; A, Phrasing</b></p> <p>Performing music including in large groups.</p> <p>Appreciating and describing a fusion of styles in music.</p> <p>Notating different rhythm including the dotted minim.</p>	<p><b>Musical Fusion</b></p> <p><b>Garage Band</b></p> <p>Composing music using technology.</p> <p>Appreciating and describing music and musical structure.</p> <p>Performing music created back to class and explain why and how choices were created.</p>	<p><b>Improvisation</b></p> <p><b>Patriotism – Music since 1900+</b></p> <p>Composing music including ‘on the spot’ improvisation</p> <p>Appreciating, describing and comparing musical style including music from the time of The Andrew Sisters.</p> <p>Notating- The structure of 12 Bar Blues and Partner Songs.</p>	<p><b>Performing / Antiphony</b></p> <p><b>Composition 1960+</b></p> <p>Composing music in small groups.</p> <p>Appreciating and describing musical character including use of tempo.</p> <p>Perform music that passes between groups.</p> <p>Performing in a singing competition as a class</p>
<b>PSHE</b>	<p><b>Threshold Concepts:</b></p> <p>Identity</p> <p>Relationships</p> <p>Changes</p>	<p><b>Being Me in My World</b></p> <p><b>Identity</b> - Play an active role as a citizen</p> <p><b>Relationships</b>- Explain how the action of one person can affect another</p> <p><b>Wellbeing</b> - Understand the consequences of choices they make to help them to lead to positive outcomes</p>	<p><b>Celebrating Difference</b></p> <p><b>Relationships</b>- Identify discriminatory behaviour and learn to be respectful to people with different culture</p> <p><b>Wellbeing</b> - Discuss happiness and material wealth</p>	<p><b>Dreams and Goals</b></p> <p><b>Identity</b> - Identify dream job and how to get there</p> <p><b>Relationships</b>- Compare their hopes and dreams with those of young people from different cultures</p> <p><b>Wellbeing</b> - Identify ways they can help others through forms of charity</p>	<p><b>Healthy Me</b></p> <p><b>Identity / Wellbeing</b> - Respect and value their own body making the right, healthy choices to keep their body and mind healthy</p> <p><b>Relationships</b>- Explore their own and others responsibility to keep themselves and each other safe and identify the causes of anti-social behaviour</p>	<p><b>Relationships</b></p> <p><b>Identity</b> - Identify and apply strategies to manage their feelings</p> <p><b>Relationships</b>- Compare different types of friendship and feelings associated with them</p> <p><b>Wellbeing</b> - Understand what it means to be safe online, stand up for themselves and resist peer pressure</p>	<p><b>Changing Me</b></p> <p><b>Identity</b> - Understand that their body might change at different times compared to their friends</p> <p><b>Wellbeing</b> - Puberty – understand the changes in their body as they grow up and the importance of personal hygiene</p>
<b>Spanish</b>	<p><b>Threshold Concepts:</b></p> <p>Speaking – Communicating Idea</p> <p>Reading – Showing Understanding</p> <p>Writing – Expressing Ides</p> <p>Grammar- Applying Structures</p> <p>Appreciation</p> <p>Culture</p>	<p><b>Vocabulary: Counting to 100 in 10's</b></p> <p>Expressions of annoyance</p> <p>Time to the quarter to the hour</p> <p>Describing likes/dislikes</p> <p>Expressing feelings and desires using ‘tengo’ and ‘quiero’</p> <p><b>Grammar:</b></p> <p>Verb infinitives</p> <p>Conjunction – pero</p> <p>Using ‘agreeing’ adjectives and adverbial phrases to describe (masc/fem/pl)</p> <p><b>Cultural:</b></p> <p>Comparing cultural foods</p> <p>Know some facts about Cuba</p> <p>Spanish song</p> <p>Spanish poems and stories</p>	<p><b>Vocabulary:</b></p> <p>Number pattern to 99</p> <p>Expressing disagreement/joy</p> <p>Question words – quién, qué, como, cuantos, donde, qué</p> <p><b>Grammar:</b></p> <p>‘Agreeing’ adjectives – mas/fem/pl</p> <p>Sentences using nouns, verbs, adjectives and adverbial phrases</p> <p>Preposition and article combining (‘at’)</p> <p>Pronouns to replace nouns</p> <p>Using 1<sup>st</sup> person + infinitive to indicate future action</p> <p><b>Cultural:</b></p> <p>Practising words in a rap</p> <p>Cuban foods</p> <p>Spanish songs</p> <p>Cuban artist</p>	<p><b>Vocabulary:</b></p> <p>Numbers dictation</p> <p>Expressions of surprise</p> <p>Time to 5 minutes</p> <p>Question words – ¿Por qué? and ¿Adónde?</p> <p>Composing questions for given answers</p> <p>Unscrambling verbs</p> <p><b>Grammar:</b></p> <p>First person singular for movement</p> <p>1<sup>st</sup> person simple future tense</p> <p>Word order – revision</p> <p><b>Cultural:</b></p> <p>Facts about Cuba</p> <p>Comparing foods</p> <p>Singing in a group</p> <p>Comparing Cuba and Spain</p>			

<p><b>RE</b></p>	<p><b>Threshold Concepts:</b>  <b>Belonging and Identity</b>  <b>Self-Reflection</b>  <b>Change</b>  <b>Celebration</b>  <b>Tolerance</b></p>	<p><b>What inner forces affect how we think and behave?</b>  <b>Self-reflection-</b> To understand that sometimes temptation has consequences. To also understand that rebelling can cause problems</p>	<p><b>How is Christmas celebrated around the world?</b>  <b>Belonging and Identity-</b> To understand that different parts of the world have different Christmas traditions  <b>Celebrations-</b> To understand how Christmas is celebrated differently in different parts of the world</p>	<p><b>Why is Muhammad and the Qur'an important to Muslims?</b>  <b>Self-reflection-</b> To understand that Muhammad was a role model to Muslims  <b>Celebration-</b> To understand how Muhammad had his revelation   <b>Place of Worship- Mosque</b></p>	<p><b>How do Christians try to follow Jesus' example?</b>  <b>Self-reflection-</b> To understand what it means to be thankful/ grateful</p>	<p><b>Should all creatures be treated equally? or Peace or Thankfulness</b>  <b>Self-reflection-</b> To understand that sometimes temptation has consequences. To also understand that rebelling can cause problems or  <b>What is thankfulness?</b>  <b>Self-reflection-</b> To learn about religious and non- religious thoughts about power or thankfulness in human life.</p>	<p><b>What do religions and worldviews believe about God?</b>  <b>Belonging and Identity-</b> To understand what it means to believe in God. To also understand who God is</p>
<p><b>PE</b></p>	<p><b>Threshold Concepts:</b>  <b>Movement</b>  <b>Tactics &amp; Strategies</b>  <b>Personal &amp; Social Skills</b>  <b>Leadership</b>  <b>Healthy Life Style</b></p>	<p><b>Gymnastics</b>  <b>Movement -</b> Create, practise and refine longer, more complex sequences, including changes in level, direction and speed.  <b>Personal &amp; Social Skills -</b> Understanding the need to warm up and work on body strength and flexibility. Being able to suggest ideas for warm-up activities.  <b>Healthy Lifestyle –</b> Developing strength and recognising the benefits of exercise.  <b>Leadership -</b> Make simple judgements about performances and suggest ways in which they could be improved</p>	<p><b>Basketball (Invasion Games)</b>  <b>Movement –</b> Being able to move with the ball and have close control at the same time. Continue to create space with fluency and good decision making.  <b>Personal &amp; Social Skills –</b> Keeping possession of the ball as a team and getting into positions to score. Recognising your behaviour can affect other people and take responsibility for this.  <b>Healthy Lifestyle –</b> Knowing how to lead warm-up activities that use exercises helpful for invasion games.  <b>Leadership -</b> Pick out things that could be improved from their performances and suggest ideas and practices to make them better.  <b>Tactics &amp; Strategies -</b> Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</p>	<p><b>Dance (The Hakka)</b>  <b>Geography Curriculum Link</b>  <b>Movement –</b> Creating a narrative through movement. Linking movements to support this narrative.  <b>Personal &amp; Social Skills –</b> Using facial expressions and body language to express emotions clearly.  <b>Healthy Lifestyle -</b> Children recognising their emotions and how their body feels when still and when exercising  <b>Leadership –</b> Leading a small group and understanding each individual's role in a dance routine.   <b>Orienteering</b>  Cross curricular - Geography</p>	<p><b>Rounders (Striking and fielding)</b>  <b>Movement –</b> Making the right decisions when moving in to a space or playing area.  <b>Tactics &amp; Strategies -</b> choose skills and tactics to suit the situation in a game.  <b>Healthy Lifestyle -</b> Warm up and be aware of what is happening to their bodies.   <b>Tennis (Net and wall games)</b>  <b>Movement –</b> Understand that strength, speed and stamina are all important in invasion games and these help support movement in a game situation.  <b>Personal &amp; Social Skills -</b> Keeping possession of the ball as a team and getting into positions to score.  <b>Healthy Lifestyle -</b> Knowing the importance of doing warm-up routines.  <b>Leadership -</b> Watch and describe others' performances as well as their own, and suggest simple ways in which to improve.  <b>Tactics &amp; Strategies -</b> Suggest different ways in which tactics could be employed.</p>	<p><b>Tag Rugby (Invasion Games)</b>  <b>Movement –</b> Being able to move with the ball and have close control at the same time. Continue to create space with fluency and good decision making.  <b>Personal &amp; Social Skills –</b> Keeping possession of the ball as a team and getting into positions to score. Recognising your behaviour can affect other people and take responsibility for this.  <b>Healthy Lifestyle –</b> Knowing how to lead warm-up activities that use exercises helpful for invasion games.  <b>Leadership -</b> Pick out things that could be improved from their performances and suggest ideas and practices to make them better.  <b>Tactics &amp; Strategies -</b> Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</p>	<p><b>Athletics/ Sports Day</b>  <b>Movement –</b> Show good control, speed, strength and stamina when running, jumping and throwing;  <b>Personal &amp; Social Skills -</b> Recognising your behaviour can affect other people and take responsibility for this.  <b>Healthy Lifestyle –</b> Developing strength, speed and stamina giving a better opportunity to be the best they can be individually and for their team.  <b>Leadership –</b> Take ownership of decisions and behaviour and have a positive attitude.  <b>Tactics &amp; Strategies –</b> Devise a plan of how to get the best out of their performance and this will impact their team in a positive way</p>