

**Whole Year Curriculum Map – Oak Class Year 5/6
2020 / 2021**

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Whole School Values and Theme	Christian Value across the Term	Faith	Compassion	Love	Forgiveness	Kindness	Respect	
	Whole School Theme	What A Wonderful World		Horrible Histories		Blank Canvas		
	Theme days, Trips, Visitors, Enrichment Activities	“The Ancient Kingdom of Benin” <ul style="list-style-type: none"> Father David/Rev Sandra: Creation v Evolution Debate 		“The Rise and Fall of the British Empire” <ul style="list-style-type: none"> History experience Day 		Art Inspiration – David Hockney Music Inspiration – British Composers <ul style="list-style-type: none"> Art Gallery Turner Contemporary (Margate) Deal Music and Arts Concerts 		
Forest School		FOREST SCHOOL – Weekly, Half Day Sessions throughout the Year						
Oak Class, Year 5/6	Maths (White Rose)	<u>Recovery/Catch Up</u> <ul style="list-style-type: none"> <u>Number</u> <ul style="list-style-type: none"> Place Value <u>Number</u> <ul style="list-style-type: none"> Addition & Subtraction <u>Number</u> <ul style="list-style-type: none"> Multiplication & Division 	<ul style="list-style-type: none"> <u>Number</u> <ul style="list-style-type: none"> Multiplication & Division <u>Number</u> <ul style="list-style-type: none"> Fractions 	<ul style="list-style-type: none"> <u>Number</u> <ul style="list-style-type: none"> Fractions (Yr 5) Ratio (Yr 6) <u>Number</u> <ul style="list-style-type: none"> Decimals and Percentages <u>Number</u> <ul style="list-style-type: none"> Decimals (Yr 5) Algebra (Yr 6) 	<ul style="list-style-type: none"> <u>Measurement</u> <ul style="list-style-type: none"> Converting Units <u>Measurement</u> <ul style="list-style-type: none"> Perimeter, Area and Volume <u>Statistics</u> 	<ul style="list-style-type: none"> <u>Geometry</u> <ul style="list-style-type: none"> Properties of Shape <u>Geometry</u> <ul style="list-style-type: none"> Position and direction 	<u>Consolidation and Investigations</u>	
	Literacy	Text	<u>Diary of an Edo Princess/The Boy Who Harnessed the Wind</u>	<u>The Boy Who Harnessed the Wind</u>	<u>The Wheel of Surya</u>	<u>The Wheel of Surya</u>	<u>Marsh and Me</u>	<u>Marsh and Me</u>
		Writing Genre	<u>Recovery</u> <u>Non-Narrative</u> <ul style="list-style-type: none"> Exposition (Darwin’s theory) Playscripts (Benin Creation Story) 	<u>Non-Narrative</u> <ul style="list-style-type: none"> Persuasive Writing (Return of Benin Bronzes) 	<u>Non-Narrative</u> <ul style="list-style-type: none"> Report/Recount (British Empire) 	<u>Non- Narrative</u> <ul style="list-style-type: none"> Balanced Argument (Independence or Empire?) 	<u>Non-Narrative</u> <ul style="list-style-type: none"> Biography (the life of a British artist) 	<u>Non-Narrative</u> <ul style="list-style-type: none"> Procedure (writing and composing music)

		<p><u>Narrative</u></p> <ul style="list-style-type: none"> Poetry Traditional Tales (Just So Stories) 	<p><u>Narrative</u></p> <ul style="list-style-type: none"> Historical narrative (character and setting description) 	<p><u>Narrative</u></p> <ul style="list-style-type: none"> Diary (life in India during the British Empire) 	<p><u>Narrative</u></p> <ul style="list-style-type: none"> Poetry 	<p><u>Narrative</u></p> <ul style="list-style-type: none"> Writing a story from a picture 	<p><u>Narrative</u></p> <ul style="list-style-type: none"> Description (inspired by Vaughan Williams, The Lark Ascending)
	R.E. (Understanding Christianity)	<p><u>Creation</u></p> <p>Creation and science: conflicting or complementary?</p>	<p><u>Gospel</u></p> <p>What would Jesus do?</p> <p><u>Christmas</u></p>	<p><u>Islam</u></p> <p>What does it mean to be a Muslim in Britain today?</p>	<p><u>Salvation</u></p> <p>What difference does the resurrection make for Christians?</p>	<p><u>Is it better to express your beliefs in arts and architecture or in charity and generosity?</u></p>	<p><u>Kingdom of God</u></p> <p>What kind of King is Jesus?</p>
	History	<p><u>Non-European Society: Benin (West Africa) c. AD 900-1300</u></p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British History know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind 	<p><u>Non-European Society: Benin (West Africa) c. AD 900-1300</u></p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British History know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind 	<p><u>British Empire</u></p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 address and devise historically valid questions about change, cause, similarity and difference, and significance 	<p><u>British Empire</u></p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 address and devise historically valid questions about change, cause, similarity and difference, and significance 	<p><u>20th Century Artists</u></p>	<p><u>20th Century Composers</u></p>
	Geography	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America 	

	<p style="text-align: center;">Science</p>	<p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> identifying scientific evidence that has been used to support or refute ideas or arguments reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations 	<p><u>Forces (Yr 5 focus)</u></p> <ul style="list-style-type: none"> 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 moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments 	<p><u>Animals, including Humans (Yr 5 focus)</u></p> <ul style="list-style-type: none"> describe the changes as humans develop into old age <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> identifying scientific evidence that has been used to support or refute ideas or arguments reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments 	<p><u>Light</u></p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments 	<p><u>Living Things and Their Habitats (Yr 5 focus)</u></p> <ul style="list-style-type: none"> describe the life process of reproduction in some plants and animals <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> identifying scientific evidence that has been used to support or refute ideas or arguments reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
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	Art & Design	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas (ongoing) to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 		<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	David Hockney <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history 	Music as Inspiration <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
	Computing	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output
	Design & Technology	Cooking and Nutrition <ul style="list-style-type: none"> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	Design <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, 	Cooking and Nutrition <ul style="list-style-type: none"> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed <p>Technical Knowledge</p> <ul style="list-style-type: none"> understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing 	Cooking and Nutrition <ul style="list-style-type: none"> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed <p>Technical Knowledge</p> <ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <p>Design</p> <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, 	Design <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, 	Cooking and Nutrition <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their

			<p>including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped to shape the world 	<p>including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped to shape the world 	<p>own design criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped to shape the world
Languages	French	<p>All Around the Town</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding (ongoing) engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures 	<p>All Around the Town</p> <ul style="list-style-type: none"> describe people, places, things and actions orally and in writing explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words appreciate stories, songs, poems and rhymes in the language 'Mon Beau Sapin' song 	<p>Family and Friends</p> <ul style="list-style-type: none"> present ideas and information orally to a range of audiences broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<p>Family and Friends</p> <ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	<p>Our School</p> <ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<p>Our School</p> <ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
	Music (Including Trumpet/Cornet lessons)	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions 	<p><u>Delvia Derbyshire and Ralph Vaughan Williams</u></p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions

		<ul style="list-style-type: none"> use and understand staff and other musical notations 	<p>and from great composers and musicians</p> <ul style="list-style-type: none"> use and understand staff and other musical notations 	<p>and from great composers and musicians</p> <ul style="list-style-type: none"> use and understand staff and other musical notations 	<p>and from great composers and musicians</p> <ul style="list-style-type: none"> use and understand staff and other musical notations 	<p>and from great composers and musicians</p> <ul style="list-style-type: none"> use and understand staff and other musical notations 	<p>recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> use and understand staff and other musical notations improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music
	PE	<p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games where appropriate and apply basic principles suitable for attacking and defending 	<p><u>Basketball</u></p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games where appropriate and apply basic principles suitable for attacking and defending 	<p><u>Dance</u></p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns compare performances with previous ones and demonstrate improvement to achieve their best 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance compare performances with previous ones and demonstrate improvement to achieve their best 	<p><u>Kwik Cricket</u></p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games where appropriate and apply basic principles suitable for attacking and defending 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance compare performances with previous ones and demonstrate improvement to achieve their best
	PSHE (JIGSAW)	<p><u>Jigsaw Recovery</u></p> <p><u>Being Me</u> (Year 5 focus)</p>	<p><u>Celebrating Differences</u> (Year 5 focus)</p>	<p><u>Dreams and Goals</u> (Year 5 focus)</p>	<p><u>Healthy Me</u> (Year 5/6 focus)</p>	<p><u>Relationships</u> (Year 6 focus)</p>	<p><u>Changing Me</u> (Year 6 focus)</p>