Skerton St Luke's CE Primary School Curriculum Map – 2018 -2019



Name: Miss Thompson Class: Year 5

National Curriculum Objectives

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|---|--|--|---|
| Class Topic | A Kingdom United | Food, Glorious Food | Earthlings | Inventors and Inventions | Amazon Adventure | Faster, Higher, Stronger |
| Storytellin g/ Novel | Beowulf by Michael Morpurgo | Charlie and the Chocolate Factory by Roald Dahl | Cakes in space by Philip Reeve and Sarah McIntire. | The Butterfly Lion by Michael Morpurgo | The Explorer by Katherine Rundell | Hercules: The Twelve Labours [a Greek Myth] by Paul D.Storrie and Steve Kurth |
| | Fantastic Book Awards Novel – Llama United, The Team with an Impossible Dream | Fantastic Book Awards Novel – The Polar Bear Explorers Club | Fantastic Book Awards Novel – The Secret Diary of John Drawbridge – Medieval Knight in Training | Fantastic Book Awards Novel – The Tale of Angelio Brown | Fantastic Book Awards Novel – The Jewelled Jaguar | Fantastic Book Awards Novel – The never ending Birthday |
| Literacy Units Fiction and non-fiction | Legends from the British Isles Persuasion | Stories with historical settings Films and play scripts Classic narrative poetry. | Science fiction stories Information booklets Poems with a structure | Novel as a theme Magazine: information text hybrid | Stories from other cultures Debate | Myths Reports Poems with figurative language |
| Cross Curricular Writing opportunit ies | Play scripts Letters | Recipes Instruction texts Poetry | Space Journals Explanation Text | Explanation texts Adverts | Descriptive writing Information booklets | Play scripts |

| Local Link | Lancaster Priory | Skerton St Lukes Church | | | Finding nature spots in the schools outdoor learning space. | Lancaster university sports centre. |
|--|---|---|---|---|--|---|
| National Link | Looking at how the UK has been built up over time. | Traditional foods of the UK | The History of the Manchester industry business. | British inventors and the area they grew up in. | Nature reserves around the UK | The Olympics stadium that was built in London for the 2012 Olympics and how it has been used after. |
| Global Link | Looking at the countries that were once part of the British Empire. | Focusing on countries that provide the UK with Fairtrade foods. | Focus on NASA in America, the Russian Space station and the Chinese Space station. | Looking at the countries where famous inventors have come from. (Henry Ford – American, Albert Einstein – German, Thomas Edison – American, The Wright Brothers – American, Alexander Bell – Scottish and Leonardo Di Vinci) | Looking at the Amazon forest and Life in the rich and poor areas of Rio. | Where and when the Olympics began. Look at the country that the next Olympics will be in. |
| Enrichmen t: Visits/ visitors | Visit to the priory for a signing workshop. | Visitor in for a baking afternoon. | Museum of Science and industry – Manchester | Space Man visit in school and a class sleepover. | Animal Visitors in school – Monty's Mini Beast Tour. | Ancient Greece day in school. A range of activities followed by an Ancient Greek banquet. |

| properties - comparative / fair tests of everyday materials. Materials - reversible and irreversible changes. -Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. -know that some materials will dissolve in liquid to from a solution, and describe how mixtures might be separated, including through filtering, sieving and evaporating. -give reasons, based on evidence from comparative and fair tests, for the particular uses of otsets are reversible changes. -describe the the substance from a solution, and changes of state are reversible changes. -describe the the arth side of the earth, and other solar system. -describe the mood relative to the earth. -describe the sun earth and moon as approximately substance from a solution, might be separated, including through filtering, sieving and evaporating. -give reasons, based on evidence from comparative and fair tests, for the particular uses of overyday materials -demonstrate that dissolving, mixing and changes. -explain that some changes result in | 0 | | | | | |
|--|---------|--|---------------------------------------|---------------------------------------|---------------------|--------------------|
| of everyday materials. Materials – reversible and irreversible changes. -Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. -know that some materials will dissolve in liquid to from a solution, and describe how to recover a substance from a solution. -use knowledge of solids, liquids and gases to describe how mixtures might be separated, including through filtering, sieving and evaporating. -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials -demonstrate that dissolving, mixing and changes of state are reversible changes. -explain that some changes result in | Science | Standalone unit on material | Earth and space | Forces and | Life cycle | Animals including |
| Materials – reversible and irreversible changes. -Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. -know that some materials will dissolve in liquid to from a solution, and describe how to recover a substance from a solution, and describe how to recover a gases to describe how mixtures might be separated, including through filtering, sieving and evaporating. -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materialsearth, and other planets, relative to the sun in the solar system. -describe the mood relative to the earth.unsupported objects will fall towards the earth acting between the earth and the manmal, an each and moon as approximately substance from a solution, agases to describe how mixtures might be separated, including through filtering, sieving and evaporating. -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials -demonstrate that dissolving, mixing and changes of state are reversible changes. -explain that some changes result inearth, and other planets, relative to the earth and moon as approvimately substance from comparative and fair tests, for the particular uses of everyday materialsearth, and other planets, relative to the earth and moon as apparent movement of the substance from comparative and fair tests, for the particular uses of everyday materialsearth and other planets and changes of state are reversible changes. -explain that some changes result inearth, and other planets and the earth and moon as apparent <br< th=""><th></th><th></th><th></th><th>• •</th><th>0</th><th>0</th></br<> | | | | • • | 0 | 0 |
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| -Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. -know that some materials will dissolve in liquid to from a solution, and describe how to recover a substance from a solution. -use knowledge of solids, liquids and gases to describe how mixtures might be separated, including through filtering, sieving and evaporating. -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials -demonstrate that dissolving, mixing and changes of state are reversible changes. -explain that some changes result in | | | · · · · · · · · · · · · · · · · · · · | | | |
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| response to magnets. -know that some materials will dissolve in liquid to from a solution, and describe how to recover a substance from a solution. -use knowledge of solids, liquids and gases to describe how mixtures might be separated, including through filtering, sieving and evaporating. -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials -demonstrate that dissolving, mixing and changes of state are reversible changes. -explain that some changes result in | | solubility, transparency, conductivity | movement of the | • • • | cycles of a | changes as |
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| dissolve in liquid to from a solution, and describe how to recover a substance from a solution. -use knowledge of solids, liquids and gases to describe how mixtures might be separated, including through filtering, sieving and evaporating. -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials -demonstrate that dissolving, mixing and changes. -explain that some changes result in | | response to magnets. | the earth. | falling object. | amphibian, an | into old age. |
| and describe how to recover a substance from a solution. use knowledge of solids, liquids and gases to describe how mixtures might be separated, including through filtering, sieving and evaporating. give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials demonstrate that dissolving, mixing and changes of state are reversible changes. explain that some changes result in | | -know that some materials will | -describe the sun | -identify the | insect and a bird | -Describe the life |
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| -use knowledge of solids, liquids and gases to describe how mixtures might be separated, including through filtering, sieving and evaporating. -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials -demonstrate that dissolving, mixing and changes of state are reversible changes. -explain that some changes result in | | and describe how to recover a | approximately | resistance, water | process of | reproduction in |
| gases to describe how mixtures might be separated, including through filtering, sieving and evaporating. -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials -demonstrate that dissolving, mixing and changes of state are reversible changes. -explain that some changes result in | | substance from a solution. | spherical bodies | resistance and | reproduction in | some plants and |
| might be separated, including through filtering, sieving and evaporating. -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials -demonstrate that dissolving, mixing and changes of state are reversible changes. -explain that some changes result in | | -use knowledge of solids, liquids and | -use the idea of | friction, that act | some plants and | animals. |
| through filtering, sieving and evaporating.night and the apparent-recognise that some-give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materialsnight and the apparent-recognise that some-demonstrate that dissolving, mixing and changes of state are reversible changes. -explain that some changes result innight and the apparent-recognise that some-demonstrate that some changes result innight and the apparent-recognise that some-demonstrate that dissolving, mixing and changes of state are reversible changes. -explain that some changes result innight and the apparent-recognise that some-demonstrate that dissolving, mixing and changes result innight and the sun across the skyrecognise that mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | | gases to describe how mixtures | the earth's rotation | between moving | animals. | |
| evaporating.apparentsome-give reasons, based on evidencemovement of themechanisms,from comparative and fair tests, forsun across theincluding levers,the particular uses of everydaysky.pulleys and-demonstrate that dissolving, mixingsmaller force toand changes of state are reversiblehave a greaterchanges.effect. | | might be separated, including | to explain day and | surfaces. | | |
| -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials -demonstrate that dissolving, mixing and changes of state are reversible changes. -explain that some changes result in | | through filtering, sieving and | night and the | -recognise that | | |
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| the particular uses of everyday materials -demonstrate that dissolving, mixing and changes of state are reversible changes. -explain that some changes result insky.pulleys and gears, allow a smaller force to have a greater effect. | | -give reasons, based on evidence | movement of the | mechanisms, | | |
| materialsgears, allow a-demonstrate that dissolving, mixing and changes of state are reversible changes.smaller force to have a greater effectexplain that some changes result ineffect. | | from comparative and fair tests, for | sun across the | including levers, | | |
| -demonstrate that dissolving, mixing and changes of state are reversible changes. -explain that some changes result in | | the particular uses of everyday | sky. | pulleys and | | |
| and changes of state are reversible changes. -explain that some changes result inhave a greater effect. | | materials | | gears, allow a | | |
| changes. -explain that some changes result in | | -demonstrate that dissolving, mixing | | smaller force to | | |
| changes. -explain that some changes result in | | and changes of state are reversible | | have a greater | | |
| -explain that some changes result in | | changes. | | _ | | |
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| the formation of new materials, and | | the formation of new materials, and | | | | |
| that this kind of change is not usually | | | | | | |
| reversible | | • | | | | |

| countries and ke features – research -name and loca countires and cities in the united kingdom geographical regions and the identifying huma and physical characteristics, key topographic features, and land-use patterns; and understand how some of these aspects have chancged over time. -understand geographical similarities and differnaces through the stud of human and physical geography of a region of the | maps to focus on Europe (including the location of Russia) and r North and South America, concentrating on their al environmental regions, key physical and human charcteristics, countries and major cities. human geography, including types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals | compass, four and six figure grid references, symbols and key to build 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. | including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | Basin, rainforest -locate the worlds 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 charcteristics, countries and major cities. | -Use maps, atlases, globes and digit/computer mapping to locate countries and describe features studied. |
|--|--|--|--|---|---|
| | and water. | | | | |

| History | Continue to | A local History | -the | Early Islamic | -a study of an | Ancient Greece |
|---------|---------------------------|-----------------|--------------------|-----------------------------|--------------------|--------------------------------|
| _ | develop | Study | achievements of | civilization – | aspect or theme | (including sport) |
| | chronologically | | the earliest | Baghdad c | in British history | |
| | secure | | cizilizations – an | AD900 | that extends | -Ancient Greece |
| | knowledge and | | overview of | | pupils' | A study of |
| | understanding of | | where and when | -a non-european | chronological | Greek life and |
| | British, Local and | | the first | society that | knowledge | achievements |
| | world History. To | | civilisations | rovides contrast | beyond 1066. | and their |
| | note connections, | | appeared and a | with Brisitsh | | influence on the |
| | contrasts and | | depth study of | history – one | | western world. |
| | trends over time | | one of the | study chosen | | |
| | and develop the | | following: Ancient | from: early | | |
| | appropriate use | | Sumer, The Indus | | | |
| | of historical | | Vally, Ancient | civilisation, | | |
| | terms. Etc. | | Egypt, The | including a study | | |
| | Duite in le | | Shang Dynasty of | of Baghdad c | | |
| | Britain's | | Ancient China | AD900, Mayan | | |
| | settlement by | | | civilisation c.AD | | |
| | Anglo-Saxons and Scots | | | 900, Benin (west | | |
| | (including place | | | Africa) c. Ad 900- 1300. | | |
| | names.) | | | 1300. | | |
| | names.j | | | | | |
| | | | | | | |
| | The Viking and | | | | | |
| | anglo saxon | | | | | |
| | struggle of | | | | | |
| | England to the | | | | | |
| | time of Edward | | | | | |
| | the Confessor. | | | | | |
| | | | | | | |
| | | | | | | |

| Music | Listening to and performing a range of music from around the UK including anthems. -Listen with attention to detail and recall sounds with increasing aural memory. | -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | Listening to high quality recorded music and how musical elements can be used to create effects, i.e. film music. -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. | -Develop an understanding of the history of music. | -Develop an understanding of the history of music. | Creating – improve, develop and perform rhythmic compositions using graphic notation. -Use and understand staff and other musical notations. -Improvise and compose music for a range of purposes using the inter-related dimensions of music. |
|--------|---|--|---|---|---|---|
| Art/DT | -create sketch books to record their observations and use them to review and revisit ideas. | Food – food from another culture, variety of cooking techniques. -create sketch books to record their observations and use them to review and revisit ideas. -know about great artists, architects and designers in history. | Drawing and painting developed into abstract textures paintings. -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. | Mechanical Systems – Cams, Pulleys and gears -know about great artists, architects and designers in history. | 3D textiles – using gussets, using patterns, joining with seam allowance, combining fabrics Painting developed into printmaking/ collage and digital art -to improve their mastery of art and design | Figure drawing developed into 3D sculpture -know about great artists, architects and designers in history. -to improve their mastery of art and design techniques, including drawing, painting and sculpture |

| | | | -know about great artists, architects and designers in history. | | techniques, including drawing, painting and sculpture with a range of materials. -know about great artists, | with a range of materials. |
|----------|-----------------------------|--------------------------|---|------------------------------------|--|-----------------------------|
| | | | | | architects and designers in | |
| | | | | | history. | |
| Computin | IT – data | DL / CS – | IT – Modelling | CS – | IT – Multimedia | CS – |
| g | handling | collaboration / | | programming / | | programming |
| | | networking | E-safety – | computational | E-safety – | |
| | E-safety – | | establish and | thinking | establish and | E-safety – |
| | establish and | E-safety – | reinforce | | reinforce | establish and |
| | reinforce | establish and | messages about | E-safety – | messages about | reinforce |
| | messages about | reinforce | using technology | establish and | using technology | messages about |
| | using technology | messages about | safely, | reinforce | safely, | using technology |
| | safely, respectfully and | using technology safely, | respectfully and responsibility. | messages about using technology | respectfully and responsibility. | safely, respectfully and |
| | responsibility. | respectfully and | -use technology | safely, | -use technology | responsibility. |
| | -use technology | responsibility. | safely, | respectfully and | safely, | -use technology |
| | safely, | -use technology | respectfully and | responsibility. | respectfully and | safely, |
| | respectfully and | safely, | responsibly; | -use technology | responsibly; | respectfully and |
| | responsibly; | respectfully and | recognise | safely, | recognise | responsibly; |
| | recognise | responsibly; | acceptable/unacc | respectfully and | acceptable/unacc | recognise |
| | acceptable/unacc | recognise | eptable | responsibly; | eptable | acceptable/unacc |
| | eptable | acceptable/unacc | behaviour; | recognise | behaviour; | eptable |
| | behaviour; | eptable | identify a range of | acceptable/unacc | identify a range of | behaviour; |
| | identify a range of | | ways to report | eptable | ways to report | identify a range of |
| | ways to report | identify a range of | concerns about | behaviour; | concerns about | ways to report |
| | concerns about | ways to report | | identify a range of | | concerns about |

| o stant and | | content cred | | content and | content and |
|---------------------------------------|--------------------|--------------|--------------------|-------------|--------------------|
| content and | concerns about | content and | ways to report | content and | content and |
| contact. | content and | contact. | concerns about | contact. | contact. |
| -select, use and | contact. | | content and | | -design, write and |
| combine a variety | -understand | | contact. | | debug programs |
| of software | computer | | -design, write and | | that accomplish |
| · · · · · · · · · · · · · · · · · · · | networks | | debug programs | | specific goals, |
| services) on a | including the | | that accomplish | | including |
| range of digital | internet; how they | | specific goals, | | controlling or |
| services to | can provide | | including | | simulating |
| | multiple services, | | controlling or | | physical systems; |
| a range of | such as the world | | simulating | | solve problems |
| programs, | wide web; and | | physical systems; | | by decomposing |
| systems and | the opportunities | | solve problems | | them into smaller |
| content that | they offer for | | by decomposing | | parts. |
| accomplish given | communication | | them into smaller | | -use sequence, |
| goals, including | and collaboration. | | parts. | | selection, and |
| collecting, | | | -use sequence, | | repetition in |
| analysing, | | | selection, and | | programs; work |
| evaluating and | | | repetition in | | with variables |
| presenting data | | | programs; work | | and various forms |
| and information. | | | with variables | | of input and |
| | | | and various forms | | output. |
| | | | of input and | | -use logical |
| | | | output. | | reasoning to |
| | | | -use logical | | explain how |
| | | | reasoning to | | some programs; |
| | | | explain how | | work with |
| | | | some programs; | | variables and |
| | | | work with | | various forms of |
| | | | variables and | | input and output. |
| | | | various forms of | | |
| | | | input and output. | | |

| PE | Swimming and | Swimming and | Swimming and | Swimming and | Swimming and | Swimming and |
|----|---------------------|---------------------|-----------------------------------|---------------------|-----------------------------------|---------------------|
| | Water Safety | Water Safety | Water Safety | Water Safety | Water Safety | Water Safety |
| | -Swim | -Swim | -Swim | -Swim | -Swim | -Swim |
| | competently and | competently and | competently and | competently and | competently and | competently and |
| | proficiently over a | proficiently over a | proficiently over a | proficiently over a | proficiently over a | proficiently over a |
| | distance of at | distance of at | distance of at | distance of at | distance of at | distance of at |
| | least 25 metres. | least 25 metres. | least 25 metres. | least 25 metres. | least 25 metres. | least 25 metres. |
| | -Use a range of | -Use a range of | -Use a range of | -Use a range of | -Use a range of | -Use a range of |
| | strokes effectively | strokes effectively | strokes effectively | strokes effectively | strokes effectively | strokes effectively |
| | -perform safe | -perform safe | -perform safe | -perform safe | -perform safe | -perform safe |
| | self-rescue in | self-rescue in | self-rescue in | self-rescue in | self-rescue in | self-rescue in |
| | different water- | different water- | different water- | different water- | different water- | different water- |
| | based situations. | based situations. | based situations. | based situations. | based situations. | based situations. |
| | Invasion games | Invasion games | Dance | Gymnastics | Striking and | Orienteering |
| | with Martin | with Martin | -Perform dances | -Develop flexibly, | fielding | -Take part in |
| | Powell | Powell | using a range of | strength, | -Use running, | outdoor and |
| | -Use running, | -Use running, | movement | technique, control | jumping, throwing | adventurous |
| | jumping, throwing | jumping, throwing | patterns. | and balance | and catching in | activity |
| | and catching in | and catching in | compare their | - compare their | isolation and in | challenges both |
| | isolation and in | isolation and in | performance with | performance with | combination. | individually and |
| | combination. | combination. | previous ones | previous ones | compare their | within a team. |
| | -Play competitive | -Play competitive | and demonstrate | and demonstrate | performance with | Athletics |
| | games, modified | games, modified | improvement to | improvement to | previous ones | -Develop flexibly, |
| | where | where | achieve their | achieve their | and demonstrate | strength, |
| | appropriate and | appropriate and | personal best. | personal best. | improvement to | technique, control |
| | apply basic | apply basic | | | achieve their | and balance |
| | principles suitable | principles suitable | | | personal best. | - compare their |
| | for attacking and | for attacking and | | | | performance with |
| | defending. | defending. | | | | previous ones |
| | - compare their | - compare their | | | | and demonstrate |
| | performance with | performance with | | | | improvement to |
| | previous ones | previous ones. | | | | achieve their |
| | | | | | | personal best. |