

Cirencester Primary School Curriculum Map 2025-26 Year 5/6

Subject	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Class Book for Writing						
Year group specific enhancement activities						
English writing genres	<ol style="list-style-type: none"> 1. To inform and persuade: tourist brochure on Skellig Michael 2. Diary 3. Poetry (Rosetti) 	<ol style="list-style-type: none"> 1. Biography (Darwin) 2. Science report (Chiffox - adaptation) 	<ol style="list-style-type: none"> 3. Shakespeare: playscript and balanced argument 4. Diary TED 	<ol style="list-style-type: none"> 5. Poetry 6. Suspense story 7. Witness statement 		
History coverage			<p><u>National Curriculum</u></p> <p>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century – crime and punishment.</p> <p>(can refer to previous planning see below)</p> <p>What does the treatment of criminals tell us about past societies?</p> <p>L1: What is a crime and how has this changed over time?</p> <p>L2: How was stealing punished at different times?</p> <p>L3: How was murder punished at different times?</p> <p>L4: Why did Anglo-Saxons use <i>wergild</i> to punish criminals?</p> <p>L5: Why were there so few prisons in medieval England?</p> <p>L6: Were all highwaymen social criminals?</p> <p>L7: Why did Robert Peel create a police force?</p> <p>L8: Are modern trials fairer than earlier trials?</p>			<p><u>National Curriculum.</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 ▪ a significant turning point in British history, the Battle of Britain

<p>Geography coverage</p>	<p><u>National curriculum 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 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 	<p><u>National Curriculum Human and physical geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: the water cycle 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>National curriculum Locational knowledge</u></p> <ul style="list-style-type: none"> 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>Our connected world: Year 5</p>	
<p>Science coverage</p>	<p><u>Living things and their habitats</u></p>	<p><u>Evolution and inheritance</u></p>	<p><u>Animals including humans</u></p>	<p><u>Light</u></p>	<p><u>Electricity</u></p>	<p><u>Looking after the environment</u></p>
	<ol style="list-style-type: none"> Classify living organisms. Understand the kingdoms of life. Classify living things using the Linnaean system. Identify the characteristics of different types of microorganisms. Investigate asexual reproduction through spore dispersal. Classify and describe a living organism. 	<ol style="list-style-type: none"> Understand how offspring vary and are not identical to their parents. Learn about animal adaptations. Learn about plant adaptations. Explore what we can learn from fossils. Explore the theory of evolution. Explore human evolution. 	<ol style="list-style-type: none"> Understand the functions of the heart and its role in the circulatory system. Identify and compare blood vessels. Explore blood. Learn how the body transports water and nutrients. Investigate what affects your heart rate. Learn about the impact of drugs and alcohol on the body. 	<ol style="list-style-type: none"> Explore how light travels. Explore reflection. Explore reflection and explain how it can be used to help us see. Investigate how shadows can change. Investigate how we can show why shadows have the same shape as the object that casts them. Investigate how we see objects. 	<ol style="list-style-type: none"> Describe the parts of an electrical circuit. Explore voltage and its effect on an electrical circuit. Apply knowledge to identify and correct problems in a circuit. Investigate what affects the output of a circuit. Build a set of traffic lights. Apply knowledge of conductors and insulators. 	<ol style="list-style-type: none"> Learn about climate change. Explore ways to reduce how much rubbish is sent to landfill. Explore ways to reduce energy consumption. Explore what happens when fuels are burnt. Explore the outcomes of COP26. Compare data associated with the weather.

<p>Computing coverage</p>	<p>Project Evolve: internet safety</p> <p>Project A: How can I respect others' boundaries online? Project B: How can I report online bullying in different contexts?</p> <p>Networks: L1: Why are internet addresses important? L2: What are the key parts of data packets? L3: Why does sharing information online help others? L4: What is the best way to work together? L5/ L6: How do we communicate responsibly using technology?</p>	<p>Programming unit- Variables in games. L1: What are variables? L2: Why are variables used in programming? L3: How can I improve my game using variables? L4: How can I design an algorithm to create a program? L5: How can I test the code I have written? L6: How can I improve and share my game?</p>	<p>Spreadsheet unit L1: What is a spreadsheet? L2: How do we modify spreadsheets? L3: What is a formula? L4: How do we calculate and duplicate on a spreadsheet? L5: How can I plan an event using a spreadsheet? L6: How can I present data?</p>	<p>L1: Introduction to 3D Modelling L2: Modifying 3D shapes L3: Make your own name badge L4: Making a desk tidy L5: Planning a 3D model L6: Making your own 3D model</p>	<p>L1: OS How does email/social media/gaming and phones support an individual or community? L2: OS How does email/social media/gaming and phones negatively impact an individual or community? L3: OS What measure can we put in place so we can enjoy these platforms? L4: IT What are filtering and monitoring tools? L5: IT How do filtering and monitoring tools affect their use of the school network and internet?</p>	<p>Unit on web page creation. L1: What makes a good website? L2: How would you layout your webpage? L3: Copyright or CopyWRONG? L4: How can I add content to my web page? L5: What is a navigation path? L6: What is the implication of linking content owned by others?</p>
<p>Music coverage</p>	<p><i>All animals make sounds, humans however have dominated all sounds to recreate the natural sounds around us. Units of global classics.</i> L1: What are the inter-related dimensions of music? L2: Who are famous classical composers? (Knowledge of classical composers: Mozart, Beethoven, Strauss, Pachabel, Tchaikovsky, Brahms) L3: What similarities are there between classical composers? (comparing classical composers: Mozart, Beethoven, Strauss, Pachabel, Tchaikovsky, Brahms) L4: How are instrument families organised in an orchestra?</p>	<p>Singing(live v recorded) L1: What challenges do audiences face while watching live performances? L2: How can we control our voices to sing in a small group? L3: Is it possible to have powerful music if an element of the inter-related dimensions is absent?</p>	<p>Whole class instrumental inc Notation (Ukulele) L1: What is notation? L2: What 5 notes can we play a melody with? L3: How can time signatures determine various note durations?</p>	<p><i>Link to someone who has experienced crime as a victim. How can music support them? Write supportive song lyrics</i> L1: How can music support someone's feelings in times of hardship? L2: What choices of instruments would create a supportive piece of music? L3: What are the benefits and drawbacks of recording compositions on paper?</p>	<p><i>Music and its global reach. Link to computing and music platforms (digital composition)</i> L1: How has the use of music and music changed over time? L2: How does music get spread across the globe? L3: How has music been influenced by important global events through time?</p>	<p><i>This term will be musical preparation for the performance Singing</i> L1: How can we control our voice to sing the entire scale? L3: What makes a good musical performance (solo and ensemble)? L4: What vocabulary can we use to appraise and evaluate the music for various purposes?</p>
<p>Art coverage</p>	<p>National Curriculum to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, with a range of materials to learn about great artists.</p>	<p>National Curriculum to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing. To lean about great artists.</p>	<p>National Curriculum to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for</p>	<p>National Curriculum to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing. To learn about great artists.</p>	<p>National Curriculum to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques.</p>	<p>National Curriculum to create sketch books to record their observations and use them to review and revisit ideas • 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]</p>

	<p><u>Optional planning – (you do not have to follow this planning, please feel free to amend and adapt)</u></p> <p>Generating designs from natural forms.</p> <p>Botanical Printmaking inspired by Angie Lewin</p> <p>Lino or poly-tile printing inspired by Angie Lewin</p>	<p><u>Optional planning – (you do not have to follow this planning, please feel free to amend and adapt)</u></p> <p>Introduction to Zentangle Drawing self-portraits.</p> <p>Zentangle Self-Portraits</p> <p>Explore the work of Alana Dee Haynes.</p>	<p>example, pencil, charcoal, paint, clay]</p> <p><u>Optional planning – (you do not have to follow this planning, please feel free to amend and adapt)</u></p> <p>Explore Social Issues Through Graffiti Art.</p> <p>Explore the work of Banksy.</p> <p>Creating graffiti inspired art.</p>	<p><u>Optional planning – (you do not have to follow this planning, please feel free to amend and adapt)</u></p> <p>Exploring the effect of tone.</p> <p>Sketching Inspired by M.C. Escher</p> <p>Exploring the work of Peter Randall-Page.</p>	<p><u>Optional planning – (you do not have to follow this planning, please feel free to amend and adapt)</u></p> <p>A short optional unit designed to run alongside sats. Children return to Zentagle as a simple and effective tool for creating calm.</p>	<p>about great artists, architects and designers in history.</p> <p><u>Optional planning – (you do not have to follow this planning, please feel free to amend and adapt)</u></p> <p>Children could choose one of the following topics or follow their own interests.</p> <p>Spiders & Symbols – Inspired by Louise Bourgeois</p> <p>Skateboard Art and Design. Self-expression through skateboard deck art.</p> <p>Creating tiger art based on the work of contemporary young artist. Mia Pensa (age 23)</p>
DT coverage			<p><u>National Curriculum : Technical knowledge unit.</u> (can refer to pervious planning see below)</p> <p><u>Moving History Book</u></p> <p>L1 Identify the history of moving books. (Identify who the product was made for, when it was created and what is its purpose)</p> <p>L2 How do we use questionnaires and surveys to determine the best design? (gather the views of others)</p> <p>L3 Within our design, how can we include levers and linkages, and how would they work? (explain how each component of a product works together for the final product)</p> <p>L4 Planning and Making the Moving History Book (record a step by step plan on how to make moving book, tools, templates, prototype)</p> <p>L5 What could we use to strengthen our structures to ensure longevity? (using different materials to strengthen)</p>			<p><u>National Curriculum</u></p> <p><u>Cooking and nutrition</u></p> <p>(after Sats)</p> <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.

			L6 Why is it important to evaluate the individual component parts? (evaluation of individual components)			
MFL coverage	<p>This term teachers can choose lessons from the 'core vocabulary' and 'grammar explained' in the teaching types. This will allow children to get an insight into several learning areas without having to complete a whole unit.</p> <p>Core – Les Salutions</p> <p>Core- Les couleurs</p> <p>Core- Les commandes De La Classe</p> <p>Grammar Explained - nouns</p>	<p>L1: What would it be like to speak French? Find France on a map of the world and learn some key facts about France/French speaking countries. Learn to ask a simple question?</p> <p>L2: How high can you count? To say each number to 20 and other mathematical language correctly.</p> <p>L3: What's that number? Children to write each number as a word.</p> <p>L4: Where do you live? Children to ask a question and respond using the correct vocabulary.</p> <p>L5: Who are you? To start understanding the nationalities and adjectival agreement based on gender.</p>	<p>L1: What would you like to drink?</p> <p>L2: What's for breakfast?</p> <p>L3: What would you like form the menu?</p> <p>L4: What's the most popular dish?</p> <p>L5: Would you like a snack?</p>	<p>L1: Can you name the pets? To say, read and write pet names. To identify whether the noun is masculine or feminine.</p> <p>L2: Can you introduce yourself and your pet? To say a sentence, beginning to use the conjunction 'and' to join ideas.</p> <p>L3: What is your pet called? To speak in clear sentences, connecting ideas with the word 'et'.</p> <p>L4: Do you have any pets? To use the negative form (drop the article un or une and replace with de) to say I do not have a pet.</p> <p>L5: Can you describe a house? To say sentences, beginning to use the conjunction 'but' to join ideas.</p>	<p>L1: Can you name the different types of weather? To name each weather type.</p> <p>L2: Can you match the weather picture to the word? To say, read and write types of weather.</p> <p>L3: Can you tell me about the weather? Listen to information and answer questions indicating your understanding.</p> <p>L4: What does the weather man say? Describe the weather in different regions of France.</p> <p>L5: Can you report the weather? Use a variety of skills learnt so far to write and present a weather report.</p>	<p>L1: Can you name the different subjects? To listen, repeat and pronounce correctly the different subjects.</p> <p>L2: What's your favourite subject? To use speaking, listening, reading and writing skills to communicate ideas about school.</p> <p>L3: What's the time? To speak in clear sentences. Listen to the question and respond appropriately.</p> <p>L4: What time do you go to school? Use language to make more complex and interesting sentences in French using school subjects, time and the verb aller ('to go').</p> <p>L5: Can you tell everyone about your school week, what you enjoy and what you don't? Use all skills taught so far to deliver a presentation.</p>
World Views (discrete)	<p>U2.2 Creation & Science – Conflict or Complementary? Unit to link with Big Question</p> <p>L1: What is the story Genesis 1:1 – 2:3?</p> <p>L2: What is the evidence for and against Genesis 1:1 -2:3?</p> <p>L3: How might religious people interpret the creation story?</p> <p>L4: What is cosmology and evolution?</p> <p>L5/ L6: Why might some say that science and belief in creation have a conflict? Could science and creation be complementary?</p> <p>L7: How might some Christian scientists make sense of believing in God and doing science?</p>	<p>Big question - How and why do Christians follow the example of Jesus?</p> <p>L1: Who follows Jesus?</p> <p>L2: Who follows Jesus across the globe?</p> <p>L3: What do Christians believe is at the heart of Jesus' teachings?</p> <p>L4: The Sermon on the Mount: Inspiring or impossible?</p> <p>L5: Case studies: How and why do Christians put Jesus' teachings into practice in their daily life?</p> <p>L6: Why do you think Christmas is important for Christians to recognise?</p>	<p>Big Question- Hinduism driver Why might Hindus want to be good?</p> <p>L1:</p> <p>L2:</p> <p>L3:</p> <p>L4:</p>	<p>Big Question- Islam driver How do Muslims decide what is right and wrong?</p> <p>L1</p> <p>L2</p> <p>L3</p> <p>L4</p> <p>L5</p>	<p>Big Question- short unit (SATs) Humanism driver</p> <p>L1: What is a humanist and what do they believe about the creation of the world?</p> <p>L2: Do humanists share traditions and special events?</p> <p>L3: What might a humanist believe about what is right and wrong?</p>	<p>Multifaith/worldview- How might someone's worldview affect how they view and trust the natural world?</p> <p>L1:</p> <p>L2:</p> <p>L3:</p> <p>L4:</p> <p>L5:</p> <p>L6:</p>

<p>Life Skills</p> <p>(Discretely taught through the Life Skills association see PDF on shared area for accredited lesson plans)</p>	<p>L1: Relationships: What is a relationship? Families and friendships: what is attraction, different kinds of loving relationships (any gender, ethnicity or faith)</p> <p>L2: What can relationships look like? Families and friendships: including not married or living apart. What marriage and civil partnership mean. We have the right to choose to marry. Forced marriage is illegal how and where to report forced marriage or ask for help if worried.</p> <p>L3: What is a healthy relationship? Families and friendships: compare features of a healthy and unhealthy friendship and the qualities of healthy relationships that help individuals flourish</p> <p>L4: What is pressure and how is it different to responsibility? Safe Relationships: shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online</p> <p>L5: How do I deal with pressure from other people? Safe Relationships: recognise and respond to pressure from others to do something unsafe. How to get advice and report concerns about personal safety, including online.</p> <p>L6: What is consent? Safe Relationships: what consent means and how to seek and give/not give permission in different situations</p>	<p>L1: How can I be a positive role model? Respecting ourselves and others: link between values, behaviour being a positive role model</p> <p>L2: How can I disagree without upsetting people? Respecting ourselves and others: how to discuss issues respectfully listen to other points of view. Constructively challenge points of view.</p> <p>L3: Can I disagree online? Respecting ourselves and others: ways to participate effectively in discussions online and manage conflict or disagreements</p>	<p>Living in the Wider World: Work, Money and Environment</p> <p>L1: How can skills, interests and experiences help with career aspirations?</p> <p>L2: How can we use skills to solve problems in our learning and careers?</p> <p>L3: How can I plan for my own career aspirations?</p> <p>L4: How can I present myself?</p>	<p>L1: What is safe to share online? Media literacy and Digital resilience: online content can change people's emotions. Sharing things online, laws relating to this. . Recognise what is appropriate to share online how to report inappropriate online content or contact.</p> <p>L2: How can I be responsible with money? Money and work: the role that money plays in people's lives, attitudes towards it. what influences decisions about money</p> <p>L3: What is value for money? Money and work: value for money how to judge if something how companies encourage customers to buy things. why it is important to be a critical consumer</p> <p>L4: Why is it important to be careful with money? Money and work: having or not having money can impact on a person's emotions, health and wellbeing, common risks associated with money, including debt, fraud and gambling</p> <p>L5: How can I keep money safe? Money and work: how money can be gained or lost e.g. stolen, through scams or gambling .financial risk and how to get help if they are concerned about it.</p>	<p>L1: Health and Wellbeing: What is my mental health and how can I keep it healthy? Physical health and mental wellbeing: mental health is just as important as physical health and that both need looking after. Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support.</p> <p>L2: What affects mental health? Physical health and mental wellbeing: the impact of negative experiences, positive strategies for managing feelings. Often we experience mixed or conflicting feelings and that is ok.</p> <p>L3: Should I listen to my feelings? Physical health and mental wellbeing: how feelings can often be helpful, whilst recognising that they sometimes need to be overcome to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available identify where they and others can ask for help.</p> <p>L4: How can we deal with loss? Physical health and mental wellbeing: Changes may occur in life including death, and how these can cause feelings of grief. How to cope with these and seek help.</p> <p>L5: How can I balance online time? Physical health and mental wellbeing: balancing time online with other activities helps to maintain health and wellbeing. Strategies to manage time spent online (switching phone off at night) what to do if you are frightened or worried about something they have seen online.</p> <p>L6: What is independence and what does it feel like? Growing and changing: what being independent might be like, including how it may feel</p>	<p>L1: What is secondary school going to be like? Growing and changing: how this may affect their feelings. How relationships might change as a result. strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</p> <p>L2: What is a committed relationship? Growing and changing: identify the links between love, committed relationships and conception.</p> <p>L3: What is sex? Growing and changing: what sexual intercourse is, intimate relationships between consenting adults how pregnancy occurs. That pregnancy can be prevented with contraception. the responsibilities of being a parent or carer and how having a baby changes someone's life</p> <p>L4: How can I keep safe online? Keeping safe: How to protect personal information online, strategies for dealing with requests for personal information or images of themselves. identify types of images that are appropriate to share with others and those which might not be appropriate</p> <p>L5: How can I be safe online? Keeping safe: images or text can be quickly shared with others, even when only sent to one person. How to get help. How to report the misuse of personal information or sharing of upsetting content/ images online. Age rating systems for social media, T.V, films, games and online gaming.</p> <p>L6: What are drugs? Keeping safe the risks and effects of different drugs, laws relating to drugs including nicotine, alcohol and medicines as well as illegal drugs. Organisations where people can get help and support.</p>
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<p>PE coverage (discrete)</p>	<p>KS2 Games - Tag Rugby <i>(repeated from Year 5 T1. Assessment from Year 5 should be looked at so children can be identified for improvement)</i> L1: What is the technique for running with a rugby ball in two hands? (P3) technique of passing and catching a rugby ball L2: When is the best time to pass the rugby ball? (P5) running with a rugby ball in two hands. passing and catching a rugby ball in a game situation. L3: When is the best time to run with the rugby ball to score a try? (P7) running with a rugby ball in two hands. To understand how to score a try. L4: How do we decide which tactics are needed in a rugby type game? (P9) revise the technique of passing and catching a rugby ball. evaluate their own and others work and suggest ways to improve it L5: Which skills and tactics need to be chosen competitive rugby game? (P11) To develop their ability to evaluate their teams work and suggest ways to improve it, competition L6: How is the rugby ball passed backwards? (P14) To apply the basic strategic and tactical principles of attack to a rugby type game when passing backwards L7: Using backwards pass, which skills and tactics need to be chosen competitive rugby game? (P16) passing and catching a rugby ball. Choose and apply skills and tactics consistently in rugby type games. evaluate their own and others work and suggest ways to improve it</p>	<p>KS2 PE - Gymnastics L1: To perform partner balances. To evaluate and recognise their own success (P2). L2: To perform group balances. To evaluate success (P4). L3: To perform group balances using equipment. To develop basic gymnastic actions. To evaluate success (P7). L4: To perform paired and group balances. To create a linked sequence of movements. To evaluate success (P8). L5: To perform a part weight bearing balance. To create a linked sequence of movements. To evaluate success (P10) L6: To perform a part weight bearing balance. To create a linked sequence of movements. To evaluate success (P12). L7: To perform balancing, travelling, jumping and rolling using apparatus. To create a linked sequence of movements using apparatus To evaluate success (P13) L8: To perform balancing, travelling, jumping and rolling using apparatus. To create a linked sequence of movements using apparatus. To evaluate success (P14). <i>Continue Spring Term 1</i> KS2 Games - Netball L1: To develop the skill of passing and catching a netball. To understand the need to prepare properly for games (P3). L2: To develop the skill of passing a netball using a shoulder pass. To develop the skill of shooting in netball. To select appropriate strategies for attack. To develop their</p>	<p>KS2 Games – Quicksticks <i>Use Quicksticks Hockey starts here book (unit 6 page 70 – 71) to support learning points below</i> L1: How do we keep the ball close when travelling? Use of hockey stick, To develop sending skills (P3). L2: What control of power is needed when sending the ball accurately? (P5) To develop sending skills L3: What power is needed for shooting? (P7) travelling with a ball sending skills. shooting skills L4: What tactics are needed in a modified invasion game? (P9) travelling with a ball, tactic discussion, shooting skills L5: How can we evaluate success? (P11) travelling with a ball shooting skills. tactics in a modified invasion game. L6 - 7: (P13 - 16). L7: Quicksticks Unit Assessment (P17 - 18). Handball</p>	<p>KS2 PE - Dance Zumba or Sword Fencing (external) KS2 Games – Handball L1: Ball Familiarisation/handling L2: Ball Familiarisation/handling L3: Passing and receiving L4: Dribbling and shooting L5: Decision making and using the feint L6: Attacking and defending positions and strategies L7: Mini class festival putting together all skills learnt.</p>	<p>KS2 Games - Athletics and District Sports Trials L1: To develop running skills in isolation. To develop throwing skills. To evaluate their own success (P3). L2: To explore ways of combining jumping actions. To develop running skills in isolation. To develop throwing skills in an athletic type activity (P5). L3: To develop jumping actions. To develop running skills in isolation. To develop throwing skills in an athletic type activity (P7). L4: To develop jumping actions in combination. To develop running skills in isolation. To develop throwing skills in an athletic type activity (P9). L5: To develop jumping actions in combination. To develop running skills in isolation. To develop throwing skills in an athletic type activity (P11). L6: To develop running, jumping and throwing skills in an athletic type Activity. To compare their performance against previous performances. (P13). L7: Athletics (P15). All learning points are to be planned in conjunction with District Sport Trials. KS2 Games – Striking and Fielding - Cricket L1: To develop sending a ball. To develop fielding skills (P1). L2: To develop sending a ball. To develop striking a ball. To develop fielding skills (P3). L3: To develop sending a ball. To develop striking a ball. To apply basic principles of striking and fielding in a game. To evaluate and recognise their own success (P5). L4: To develop sending a ball. To develop striking a ball. To apply basic principles of striking and fielding in a game. To evaluate and recognise their own success (P7). L5: To develop sending a ball. To develop striking a ball. To apply basic principles of striking and fielding in a game. To evaluate and recognise their own success (P11).</p>	<p>KS2 Games – Striking and Fielding - Cricket L1: To develop sending a ball. To develop fielding skills (P1). L2: To develop sending a ball. To develop striking a ball. To develop fielding skills (P3). L3: To develop sending a ball. To develop striking a ball. To apply basic principles of striking and fielding in a game. To evaluate and recognise their own success (P5). L4: To develop sending a ball. To develop striking a ball. To apply basic principles of striking and fielding in a game. To evaluate and recognise their own success (P7). L5: To develop sending a ball. To develop striking a ball. To apply basic principles of striking and fielding in a game. To evaluate and recognise their own success (P9). L6: To develop sending a ball. To develop striking a ball. To apply basic principles of striking and fielding in a game. To evaluate and recognise their own success (P11). KS2 Games – Rounders L1: To develop sending a ball. To develop fielding skills (P3). L2: To develop sending a ball. To develop striking a ball. To develop fielding skills (P5). L3: To develop sending a ball. To develop striking a ball. To apply basic principles of striking and fielding in a game. To evaluate and recognise their own success (P7). L4: To develop sending a ball. To develop striking a ball. To apply basic principles of striking and fielding in a game. To evaluate and recognise their own success (P9). L5: To develop sending a ball. To develop striking a ball. To apply basic principles of striking and fielding in a game. To evaluate and recognise their own success (P11).</p>
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	<p>L8: what impact does consistency of skills have on the game? To choose and apply skills and tactics consistently in rugby type games (P18 and P21). L9: (P25 – 26) Tag Rugby Unit Assessment</p>	<p>ability to evaluate their own and others work and suggest ways to improve it (P5). L3: To revise the skill of passing a netball. To revise the skill of shooting in netball. To select appropriate strategies for attack. To develop their ability to evaluate their own and others work and suggest ways to improve it (P7). L4: To select appropriate strategies for attack. To develop their ability to evaluate their own and others work and suggest ways to improve it. (P9). L5: To choose and apply skills and tactics consistently in netball type competitive games. To develop their ability to evaluate their teams work and suggest ways to improve it (P11). L6 - 7: To choose and apply skills and tactics consistently in netball type competitive games. To develop their ability to evaluate their teams work and suggest ways to improve it. Do most children understand the rules of Bee Netball (P13). L8: Netball Unit Assessment (P14 -15).</p>			<p>and recognise their own success (P7). L5: To develop sending a ball. To develop striking a ball. To apply basic principles of striking and fielding in a game. To evaluate and recognise their own success (P9). L6: To develop sending a ball. To develop striking a ball. To apply basic principles of striking and fielding in a game. To evaluate and recognise their own success (P11).</p>	<p>L6: To develop sending a ball. To develop striking a ball. To apply basic principles of striking and fielding in a game. To evaluate and recognise their own success (P13). L7: Rounders' Assessment (P16 - 17).</p>
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