

End of Year Framework

Year 4



The Humanities

Humanities	Key Subject Concepts	Knowledge	Skills	Key Vocabulary	
<p>History</p> <p>Romans (43 BC)</p> <p>Anglo Saxons (AD 450) and Scots</p>	<p>Chronology</p> <p>Interpretation and Reasoning</p> <p>Continuity and Change</p> <p>Significant Figures, Monarchy and Rulers</p> <p>Enquiry</p> <p>Local History</p> <p>Invasion, Conflict, Trade and settlement</p> <p>Significant Individuals, Monarchy and Rulers</p> <p>Julias Caesar Boudicca Alfred the Great Athelstan Edward the Confessor</p>	<ul style="list-style-type: none"> I recognise key facts about the Roman Empire and its impact on Britain. (Julius Caesar’s attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian’s Wall, British resistance, for example, Boudica, ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity) I know key facts about Britain’s settlement by Anglo-Saxons and Scots. (Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Scots invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion – Canterbury, Iona and Lindisfarne). I can use dates and historical terms when ordering events and objects on a timeline. I identify where people and events fit into a chronological framework. I recognise what happened as a result of events that happened a long time ago around the world and locally. I can select and organise relevant information to present in a range of ways. 	<ul style="list-style-type: none"> I can note connections, contrasts and trends over time and develop the appropriate use of historical terms. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. I can describe and compare characteristics, features and achievements of the earliest civilisations. I offer a reasonable explanation for some events. I can use sources to address historically valid questions and hypotheses. I am beginning to evaluate the usefulness of different sources. 	<p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years change continuity cause/s infer suggest My conclusion is that.... historian archaeologist archaeology first hand evidence second hand evidence</p>	<p>Romans and Celts</p> <p>Boudicca Romans invasion civilisation Emperor Caesar republic empire army/soldiers resistance conquest revolt outpost colony</p> <p>Anglo Saxons and Scots</p> <p>invasions kingdoms settlements conversion Christianity reputation raids resistance Danegeld</p>

Humanities	Key Subject Concepts	Enquiry Questions	Knowledge	Skills	Key Vocabulary
RE Discovery RE Christianity Judaism Humanism	Community Traditions and Symbols Faith and Worship Values, Morals and Ethics Spirituality	How special is the relationship Jews have with God?	I can start to explain what makes Jewish people believe they have a special relationship with God.	I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.	Covenant Abraham Isaac Moses Ten Commandments Torah Ner Tamid Synagogue Rabbi Tallit Mezuzah Shema
	What is the most significant part of the Nativity story for Christians today?	I can describe one thing a Christian might learn about Jesus from a Christmas symbol.	I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can ask questions about what Christmas means to Christians and compare this with what it means to me.	Frankincense Myrrh Christingle	
	How important is it for Jewish people to do what God asks them to do?	I can describe some of the things Jews do to show respect to God.	I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can start to identify how it would feel to keep Kashrut.	Pesach Passover Seder Hagadah Matzah Charoset Zeroah Beitzah Maror Karpas Chazeret Exodus Moses Kashrut Kosher	
	Is forgiveness always possible for Christians?	I can describe what a Christian might learn about forgiveness from a Biblical text.	I can talk about what sort of help I might need to show forgiveness. I can show an understanding of how Christians believe God can help them show forgiveness.	The Lord's Prayer The Last Supper Peter	
	How could Humanists lead good lives?	I can describe some of the things that Humanists believe are important and some of the actions that a Humanist might take to demonstrate empathy.	I can tell you how I demonstrate my empathy for other people. I can start to see similarities between my way of showing empathy and some of the possible actions of Humanists.	Humanist Atheist Agnostic	
	Do people need to go to church to show they are Christians?	I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.	I can explain some of the feelings my special place gives me and suggest why that is. I can start to understand the impact a Christian's special place has on him/her.	Church Baptism John the Baptist Eucharist/Holy Communion	

Humanities	Key Subject Concepts	Knowledge	Skills	Key Vocabulary					
Geog UK - features Settlement and land use Coasts Kent Water Cycle Cities and Villages	<table border="1"> <tr><td data-bbox="244 167 553 199">Location knowledge</td></tr> <tr><td data-bbox="244 199 553 231">Place knowledge</td></tr> <tr><td data-bbox="244 231 553 295">Human and physical processes</td></tr> <tr><td data-bbox="244 295 553 359">Communities, Movement and Settlements</td></tr> <tr><td data-bbox="244 359 553 391">Environment</td></tr> </table>	Location knowledge	Place knowledge	Human and physical processes	Communities, Movement and Settlements	Environment	<ul style="list-style-type: none"> I can name and locate key counties and cities of the United Kingdom, different geographical regions and key topographical features (including hills, mountains, coasts and rivers) and their identifying human and physical characteristics. I can identify different land-use patterns and understand how some of these aspects have changed over time. I can describe different environments making links to different uses of land e.g. evolving environments. I can name some key coastal areas in the UK. I can name some rivers in the UK. I can describe some of the features of coasts. I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Kent). I can describe and understand key aspects of physical geography, including: the water cycle. I can describe and understand key aspects of human geography, including: types of settlement and land use. I know the difference between the British Isles, Great Britain and the UK. I can locate and name some of the main islands that surround the UK. I can describe the main physical differences between cities and villages. 	<ul style="list-style-type: none"> I can use the eight points of a compass. I can use four-figure grid references to build my knowledge of the United Kingdom. I can use fieldwork to measure the human and physical features in the local area. I can use graphs to show my measurements of the human and physical features in the local area. I can describe, understand and map types of settlements and land use patterns. 	hills mountains coasts rivers land-use patterns evolving environments Coastal areas (UK) rivers (UK) Kent water cycle settlement land use British Isles Great Britain Islands (surrounding UK) 8 compass points grid reference (4 figures)
Location knowledge									
Place knowledge									
Human and physical processes									
Communities, Movement and Settlements									
Environment									

The Sciences

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
<p>Science</p> <p>Kent Science Scheme – Drive</p>	<ul style="list-style-type: none"> <li style="background-color: #ff0000; color: white; padding: 5px;">Creativity <li style="background-color: #ffa500; padding: 5px;">Questioning <li style="background-color: #ffff00; padding: 5px;">Hypothesis <li style="background-color: #00ff00; padding: 5px;">Predicting <li style="background-color: #00ffff; padding: 5px;">Exploring Variables <li style="background-color: #add8e6; padding: 5px;">Developing Experiments <li style="background-color: #0000ff; color: white; padding: 5px;">Analysing and Presenting Data <li style="background-color: #8000ff; padding: 5px;">Drawing Conclusions <li style="background-color: #ff00ff; padding: 5px;">Adaptations and Forward Thinking 	<p>Animals Including Humans:</p> <ul style="list-style-type: none"> • I can describe the simple functions of the basic parts of the digestive system in humans. • I can identify the different types of teeth in humans and their simple functions. • I construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Electricity:</p> <ul style="list-style-type: none"> • I can identify common appliances that run on electricity. • I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • I recognise some common conductors and insulators, and associate metals with being good conductors. <p>Living things and their habitats:</p> <ul style="list-style-type: none"> • I recognise that living things can be grouped in a variety of ways. • I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • I recognise that environments can change and that this can sometimes pose dangers to living things. <p>Sound:</p> <ul style="list-style-type: none"> • I can identify how sounds are made, associating some of them with something vibrating. • I recognise that vibrations from sounds travel through a medium to the ear. • I can find patterns between the pitch of a sound and features of the object that produced it. • I can find patterns between the volume of a sound and the strength of the vibrations that produced it. • I recognise that sounds get fainter as the distance from the sound source increases. <p>States of Matter:</p> <ul style="list-style-type: none"> • I can compare and group materials together, according to whether they are solids, liquids or gases. • I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). • I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Hypothesis:</p> <ul style="list-style-type: none"> • I can ask relevant questions and use different types of scientific enquiries to answer them. <p>Experiments:</p> <ul style="list-style-type: none"> • I can set up simple practical enquiries, comparative and fair tests. • I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. <p>Recording Data:</p> <ul style="list-style-type: none"> • I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. <p>Conclusions:</p> <ul style="list-style-type: none"> • I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 	<p>grouped, classification, environment, vertebrate, invertebrate, ecological, digestive system, mouth, oesophagus, stomach, small intestine, large intestine, anus, teeth, molars, premolars, incisors, canine, wisdom tooth, food chain, predator, prey, producer. Solid, liquid, gas, state, evaporation, condensation, water cycle, temperature. Sound, vibration, ear, eardrum, ear canal, pitch, pattern, volume, strength. Electricity, circuit, cells, wires, bulbs, switch, buzzer, lamp, complete, conductor, insulator.</p>

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary			
				CNS	Programming	Multimedia	Handling Data
Computing Teach www.teachcomputing.org Drive	Computer Systems and Networks Programming Multimedia Handling Data The following concepts are taught throughout the computing curriculum: Word processing, computational thinking, debugging, communication* and e-safety. (* Communication is taught across the KS2 Curriculum)	Computer Systems & Networks <ul style="list-style-type: none"> I can explain the function of networks including the internet. I know that websites can be shared via the World Wide Web. Programming <ul style="list-style-type: none"> I know what a sensor is. I know a range of tools that I can use to create a program. I recognise the positive impact of algorithms. Multimedia <ul style="list-style-type: none"> I know that digital images can be changed and can explain how they might be changed for different uses. I recognise that not all images are real. I know that sound can be digitally recorded and is stored as a file. Handling Data <ul style="list-style-type: none"> I know how to organise, analyse and review data collections. I know how to use data loggers. 	Computer Systems & Networks <ul style="list-style-type: none"> I can describe how networks physically connect to other networks. I recognise how networked devices make up the internet. I can outline how websites can be shared via the World Wide Web. I can describe how content can be added and accessed on the World Wide Web. Programming <ul style="list-style-type: none"> I can use a variety of tools to create a program using Scratch and simplify a programme when needed. Multimedia <ul style="list-style-type: none"> I can use text, photo and sound editing tools to enhance my work. I can use a range of tools to change the composition of images and sounds. Handling Data <ul style="list-style-type: none"> I can use data loggers to collect data. I can collect and organise data and use it to answer questions. 	Internet WWW Webpage Website	Action Selection Logo commands Open-ended problems Bugs If Repeat Pen	Copy Paste Document Shortcuts	Table Charts Data logging Present data Input

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
DT	Design Make Innovate Adapt Evaluate Functionality Nutrition Problem Finding	Design: I can investigate and analyse a range of existing products. Make: I can understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages]. Evaluate: I can investigate and analyse a range of existing products. Evaluate: I can evaluate my ideas and products against my own design criteria. Technical Knowledge: I can begin to look at the limitations of equipment. Technical Knowledge: I can understand and use electrical systems in my products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. Cooking and Nutrition: I can understand and apply the principles of a healthy and varied diet.	I can build working mechanical systems using a variety of different equipment safely. I can use heat to cook and prepare savoury dishes. Focus skills: <ol style="list-style-type: none"> Mechanical systems - cams. Electrical systems. Cooking - heating savoury dishes. 	<ul style="list-style-type: none"> Aesthetics Cutting Creativity Design Decoration Embellishment Functional/Functionality Finishing Innovation Joins / Joining Materials Model Measure Mechanisms Originality Purpose / Purposeful Product <ul style="list-style-type: none"> Stitching Seams Shaping Structures Sketch Textiles Tools

The Arts

Arts	Key Subject Concepts	Knowledge	Skills	Key Vocabulary	
Art	Line	<ul style="list-style-type: none"> They understand that using different techniques with the same medium will create different effects. 	<ul style="list-style-type: none"> They create lines, marks and develop tone using a range of media. 	Line	weave
	Shape	<ul style="list-style-type: none"> They can name some famous artists and art movements. They can explain an artist and their style of artwork in detail (For example Dali and surrealism). 	<ul style="list-style-type: none"> They can control marks and experiment with different effects and textures. 	width	media
	Form	<ul style="list-style-type: none"> They can talk about differences between different art movements (comparison). 	<ul style="list-style-type: none"> They begin to draw for an appropriate sustained period of time. 	length	medium
	Value	<ul style="list-style-type: none"> They begin to understand that they are better at some art techniques than others. 	<ul style="list-style-type: none"> They use light and dark within painting and show understanding of complementary colours. 	height	material
	Space	<ul style="list-style-type: none"> They begin to understand that artwork can be adapted but does not always need to be. 	<ul style="list-style-type: none"> They begin to develop an understanding of how to combine materials through different techniques (e.g. pinching, slabbing, coiling) to produce end pieces. 	mark	tool
	Colour		<ul style="list-style-type: none"> They begin to modify and adapt prints, patterns and textures. 	people	brush
	Texture		<ul style="list-style-type: none"> They can improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). LKS. 	objects	Shape
	Pattern		<ul style="list-style-type: none"> They can begin to independently decide which technique would be best to complete a final piece after exploration and modelling of skills. 	Artist	negative
	Exploration and expression		<ul style="list-style-type: none"> They begin to use technical artistic vocabulary and record planning, experimenting and evaluating in sketchbooks. 	Primary colour	positive
	Critical thinking and language				Secondary colour

Arts	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
<p>Music</p> <p>Charanga: https://charanga.com/site/looking-in/</p> <p>Mamma Mia</p> <p>Lean on Me</p> <p>Blackbird</p>	<p>Appraising</p> <p>Singing and Playing</p> <p>Composition and improvisation</p> <p>Performing</p> <p>Notation</p>	<ul style="list-style-type: none"> To listen to a piece of music and talk about the mood it creates linked to the effect of the instruments, dynamics, tempo and pitch that can be heard. To begin to learn about the groups of different instruments. To learn about the historical importance of the songs/composers. To know the difference between rhythm and beat. To know how and why you must warm up your voice. To know what makes a good singing posture. To know how many beats in a minim, crotchet and semibreve and recognise their symbols. To play an instrumental part of a piece with increased confidence and fluency. To know that you can use learnt riffs to inspire improvised pieces. To use different ways of recording compositions (Letter names, symbols, audio, etc). To recognise the correct symbol for a minim, crotchet and semibreve and use them in compositions. To sing clearly and play with confidence. To know performing involves communicating feelings, thoughts and ideas about the song/music. To reflect on their performance with what went well and identify a focus area for future performances. 	<ul style="list-style-type: none"> To talk about the musical dimensions in a song (if the song gets louder in the chorus, if there is a dynamics change, etc). To describe the music using musical words. To listen to the group when singing. To re-join the song if lost. To experience leading the playing by making sure everyone plays in the playing section of the song. To listen and clap back melodic patterns. To listen to and reflect when composing and make musical decisions about pulse, rhythm, pitch, dynamics and tempo To present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. 	<p>Mamma Mia: Keyboard, electric guitar, bass, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p> <p>Lean on Me: Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p> <p>Blackbird: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, 3 – Perform & Share melody, solo</p>

Communication and Language

Communication and Language	Key Subject Concepts	Knowledge	Skills	Key Vocabulary (Mechanics)
<p>MFL</p> <p>HJ</p> <p>Scheme – Drive</p> <p>Playtime</p> <p>My home</p> <p>My Town</p> <p>Describing people</p> <p>The body</p> <p>Sport</p>	<p>Speaking and listening</p> <p>Reading</p> <p>Writing and Grammar</p> <p>Intercultural understanding</p>	<ul style="list-style-type: none"> • Build a working knowledge of French phonics and apply this to reading and writing new and unfamiliar words with greater accuracy. • Confidently use simple first person present tense verbs, noticing when verbs are in the first or third person. • Know some key celebrations in the French calendar and compare them with my own. 	<ul style="list-style-type: none"> • Listen for increased periods of time in the target language. Identify key words in a series of sentences when the target language is spoken at a faster rate and notice patterns and changes in the way French is spoken. • Build and recite full sentences from memory using increasingly accurate pronunciation. These sentences can be used to express their own opinions and ask for those of others and should include the use of the target language at other opportunities in the school day. • 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. • Describe people, places, things and actions orally. 	<ul style="list-style-type: none"> • t = t tt th • gn • ou = w • i (before vowel) = y il ill ll • oo = ou où ou • on = on om • e = é er ez es et • on om • eu œœu • i y • o ô au eau • ay = e è ê ei ai a aî - Learn some first and third person verbs - Use of 'ne pas' revision - Know basic noun plurals <p>Recognise subject pronouns</p>

Mental Wealth and Physical Health

Mental Wealth & Physical Health	Knowledge				Skills			
	Emotional and Social	Personal Care	Understanding the World	Personal Safety	Emotional and Social	Personal Care	Understanding the World	Personal Safety
Lifeskills	<p>I can explain why it is important to have empathy, tolerance and respect for others, appreciating their feelings and beliefs.</p> <p>I am aware of the effect of peer influence and am able to make my own decisions and be assertive.</p> <p>I know how to approach something I might find challenging.</p> <p>I know a variety of things that can affect everyday emotions.</p> <p>I know that comparing myself with others can affect me negatively.</p> <p>I know a variety of strategies that could help when I am feeling different emotions.</p>	<p>I know it is important to keep clean and I am aware of how often I should have a shower/bath.</p> <p>I have an understanding of a positive body image and the importance of healthy eating.</p> <p>I know that sleep, social interactions and physical activity levels have an impact on my wellbeing.</p>	<p>I feel safe when out in the community.</p> <p>I have an understanding of what is happening in the local/national news and I show curiosity towards it.</p> <p>I know that MPs are voted for to represent the people.</p> <p>I am beginning to understand that people in the world have values and beliefs that are different from my own.</p>	<p>I can describe strategies for keeping my personal information private, depending on context.</p> <p>I can link fire safety in school with fire safety at home and know what to do in case of fire.</p> <p>I know the Green Cross Code.</p> <p>I know where to meet my family outside of the school gates (if I am allowed).</p> <p>I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.</p> <p>I understand what criteria might need to be met before something is a 'fact'.</p>	<p>I know strategies to regulate my own emotions e.g. anger, jealousy, excitement.</p> <p>I can accept praise or criticism from my family, teachers and friends.</p> <p>I can manage friendships with increasing confidence.</p> <p>I am beginning to use my body's physical responses to situations to identify how I feel.</p>	<p>I can organise everything I need for an outing with some support (e.g. school trip).</p> <p>I have basic self help skills (if I have a headache/I feel sick, perhaps I should have a drink and see if that helps first).</p>	<p>I can explain that different cultures and religions have different explanations for creation and death.</p>	<p>I can identify times or situations when I might need to limit the amount of time I use technology.</p> <p>I can quickly and quietly follow the fire safety drill and line up quietly on the playground during a fire drill.</p> <p>I can cross a road independently using pedestrian crossings.</p> <p>I can explain road safety rules.</p> <p>I can safely walk to a meeting point for a family member after school by sticking to footpaths.</p>

Mental Wealth & Physical Health	Knowledge	Skills
Online Safety	<p>Self - image and Identity:</p> <ul style="list-style-type: none"> ● I can explain how my online identity can be different to the identity I present in ‘real life’. ● Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. <p>Online Relationships:</p> <ul style="list-style-type: none"> ● I can describe strategies for safe and fun experiences in a range of online social environments. ● I can give examples of how to be respectful to others online. <p>Online Reputation:</p> <ul style="list-style-type: none"> ● I can describe how others can find out information about me by looking online. ● I can explain ways that some of the information about me online could have been created, copied or shared by others. <p>Online Bullying:</p> <ul style="list-style-type: none"> ● I can identify some online technologies where bullying might take place. ● I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). ● I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). <p>Managing Online Information:</p> <ul style="list-style-type: none"> ● I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. ● I can explain that some people I ‘meet online’ (e.g. through social media) may be computer programmes pretending to be real people. ● I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. <p>Health, Wellbeing and lifestyle:</p> <ul style="list-style-type: none"> ● I can explain how using technology can distract me from other things I might do or should be doing. ● I can identify times or situations when I might need to limit the amount of time I use technology. ● I can suggest strategies to help me limit this time. <p>Privacy and security:</p> <ul style="list-style-type: none"> ● I can explain what a strong password is. ● I can describe strategies for keeping my personal information private, depending on context. ● I can explain that others online can pretend to be me or other people, including my friends. ● I can explain how internet use can be monitored. <p>Copyright and ownership:</p> <ul style="list-style-type: none"> ● When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. 	<p>Managing Online Information:</p> <ul style="list-style-type: none"> ● I can analyse information and differentiate between ‘opinions’, ‘beliefs’ and ‘facts’. ● I understand what criteria have to be met before something is a ‘fact’. ● I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites)

Mental Wealth & Physical Health	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
<p>PE</p> <p>TLG PE</p> <p>tlg-pe.co.uk</p> <p>Athletics</p> <p>Rounders</p> <p>Hockey</p> <p>Dance</p> <p>Netball</p> <p>Dodgeball</p> <p>Tennis</p> <p>Cricket</p> <p>Handball</p> <p>Tag Rugby</p> <p>Gymnastics</p> <p>*Top Up Swimming*</p>	<p>Fitness</p> <p>Dance</p> <p>Gymnastics</p> <p>Games</p> <p>Athletics</p> <p>Swimming</p> <p>OAA</p> <p>Fundamental Movement Skills</p>	<ul style="list-style-type: none"> I know how to plan a run to pace myself evenly or unevenly. I understand what to include in a warm up in order to improve performance. I understand why exercise is good for my fitness, health and wellbeing I identify parts of a game that are going well and parts that need improving. 	<ul style="list-style-type: none"> I can describe and evaluate the effectiveness of performance and recognise aspects that need improving I can work in small groups to investigate and compare the effectiveness of different styles of: running (e.g. short steps, long strides, straight arms, bent arms, swinging arms) jumping, (e.g off one foot, two feet) throwing (e.g. underarm, overarm, pushing, pulling). I can decide which style of movement I prefer and identify if it can make me go faster, higher or farther. I can evaluate how successful my tactics have been, use appropriate language to describe performance and identify what I do that makes things difficult for their opponents I can control actions and combine them fluently. 	<p><u>Games</u> Opposition, Possession, Adapt, Tactics</p> <p><u>Gymnastics</u> Adapt Sequences, apparatus, suppleness, stamina</p> <p><u>Dance</u> Remember and perform phrases, plan and repeat</p> <p><u>Athletics</u> Sprint, accuracy, personal best</p> <p><u>OAA</u> Appropriate equipment, familiar context</p> <p><u>Swimming</u> Basic stroke, co-ordinate breathing, surface</p>