

Year 6	AUTUMN	SPRING	SUMMER
Geography	<u>TRADE & ORDNANCE SURVEY MAPS</u>	<u>NORTH AMERICA & TIME ZONES</u>	<u>COASTS & REVISION OF WORLD GEOGRAPHY</u>
	<u>To Build an Understanding of Location and Place</u>	<u>To Build an Understanding of Location and Place</u>	<u>To Build an Understanding of Location and Place</u>
	M1 I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.	M2 I can identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and time zones (including day and night).	M1 I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.
	M4 I can identify and describe how the physical features affect the human activity within a location.	M3 I can name and locate countries of N + S America and identify their main human and physical characteristics.	M2 I can identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and time zones (including day and night).
	<u>To Investigate Similarities and Differences between Locations and Places</u>	<u>To Investigate Similarities and Differences between Locations and Places</u>	<u>To Investigate Similarities and Differences between Locations and Places</u>
	M5 I can describe key aspects of:	M4 I can identify and describe how the physical features affect the human activity within a location.	M5 I can describe key aspects of:
	Physical geography , including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, and earthquakes and the water cycle.	M5 I can describe key aspects of:	Physical geography , including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, and earthquakes and the water cycle.
	Human geography , including settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	Physical geography , including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, and earthquakes and the water cycle.	Human geography , including settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
	M6 I can understand some of the reasons for geographical similarities and differences between countries.	Human geography , including settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	M7 I can describe how locations around the world are changing and explain some of the reasons for change and geographical diversity across the world.
	M8 I can describe how countries and geographical regions are interconnected and interdependent.	M6 I can understand some of the reasons for geographical similarities and differences between countries.	<u>To Use Geographical Skills and Fieldwork</u>
	<u>To Use Geographical Skills and Fieldwork</u>	M7 I can describe how locations around the world are changing and explain some of the reasons for change and geographical diversity across the world.	M9 I can use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area and record the results in a range of ways.
	M10 I can use a range of geographical resources, including statistics, to give detailed descriptions and opinions of the characteristic features of a location.	<u>To Use Geographical Skills and Fieldwork</u>	M12 I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
	M11 I can use the 8 points of a compass, 6-figure grid references, symbols, and a key (that uses standard OS symbols) to communicate knowledge of the UK and the world.	M10 I can use a range of geographical resources, including statistics, to give detailed descriptions and opinions of the characteristic features of a location.	

History	Has Liverpool had a positive or negative impact on world history?		How have women become more empowered over time?		How do we communicate information about the past?	
	To Investigate and Interpret the Past		To Investigate and Interpret the Past		To Investigate and Interpret the Past	
Science	I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.		I can use sources of information to form testable hypotheses about the past.		I can refine lines of enquiry as appropriate. (C +C)	
	I can select suitable sources of evidence to deduce information about the past.		I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.		I can seek out and analyse a wide range of evidence in order to justify claims about the past.	
	To Build an Overview of World History		To Build an Overview of World History		To Build an Overview of World History	
	I can identify continuity and change in the local area.		I can describe the social, ethnic, cultural or religious diversity of past society. (S + D)		I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (S + D)	
	I can describe the social, ethnic, cultural or religious diversity of past society. (S + D)		I can compare some of the times studied with those of the other areas of interest around the world.		I can compare some of the times studied with those of the other areas of interest around the world.	
	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (S + D)		To Understand Chronology		To Understand Chronology	
	To Understand Chronology		I can identify periods of rapid change in history and contrast them with times of relatively little change.		I can use dates and terms accurately in describing events. (S)	
	I can understand the concepts of continuity and change over time representing them with evidence on a timeline. (C + Ch)		I can understand the concepts of continuity and change over time representing them with evidence on a timeline. (C + Ch)		I can describe the main changes in a period of history. (S)	
	To Communicate Historically		To Communicate Historically		To Communicate Historically	
	Use appropriate historical vocabulary to communicate.		Use a range of more complex skills learnt in other subjects in order to communicate information about the past.		Use original ways to present information and ideas.	
Science	Living things - classification	Evolution & inheritance	Animals including humans	Light	Working scientifically objectives not already covered	Electricity
	I can describe how living things are classified into broad groups according to observable characteristics and based on similarities and differences including microorganisms, plants and animals.	I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.	I can locate the major human organs.	I can recognise that light appears to travel in straight lines.		I can identify and name the basic parts of a simple circuit (cells, wires, bulbs, switches, buzzers).
	I can give reasons for classifying plants and animals based on specific characteristics.	I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	I can identify and name the main parts of the human circulatory system.	I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.		I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches.
			I can describe the functions of the heart, blood vessels and blood.			I can use recognised symbols when representing a simple circuit in a diagram.
			I can describe the ways in which nutrients and water are transported within animals, including humans.	I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.		

	<p>I can readily group animals into reptiles, fish, amphibians, birds and mammals.</p> <p>I can sub divide my original groupings and explain my divisions.</p>	<p>I can give reasons why offspring are not identical to each other or to their parents.</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>I can talk about the work of Charles Darwin, Mary Anning and Alfred Wallace.</p>	<p>I can recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function.</p>	<p>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>		
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Computing	<p>MY ONLINE LIFE (DL)</p> <p>I can explain how to protect my computer or device from harm on the internet</p> <p>I understand the need to create a positive online reputation and relationships (2)</p> <p>I know how to capture evidence of online bullying and how to report it (2)</p> <p>I know how to keep my data private and secure, and create strong passwords (2)</p> <p>I understand the consequences for ignoring copyright (2)</p> <p>I understand the impact technology can have on my health, wellbeing and lifestyle (2)</p> <p>I understand the real cost of some apps (2)</p> <p>I am aware that the media can shape and influence my opinions and ideas (e.g. on gender)</p> <p>CHICKEN RUN – CROSSY ROADS (CS)</p> <p>I can design, plan and create a complex program, including linked to physical systems (2)</p> <p>I can decompose a problem to help me write programs (2)</p> <p>I can use variables, conditional statements, procedures and repeat commands to improve programs</p> <p>I can use logical reasoning to detect errors, debug and modify a program to improve it (2)</p>	<p>MONEY (IT)</p> <p>I can create a consistent design in my presentations and present to others</p> <p>I can use a spreadsheet to collect and record data (2)</p> <p>I can create and combine a range of media to produce digital content</p> <p>I can improve the quality and presentation of my work using editing and formatting techniques (3)</p> <p>I can create a digital storyboard to plan a project or investigation</p> <p>ONLINE SAFETY DILEMMAS (DL)</p> <p>I can collaborate to create, improve and develop digital content (4)</p> <p>I can create a consistent design in my presentations and present to others (2)</p> <p>I can explain how to protect my computer or device from harm on the internet (2)</p> <p>I can use complex searches and talk about the way search results are selected and ranked (2)</p> <p>I can create a digital storyboard to plan a project or investigation (2)</p> <p>I understand the consequences for ignoring copyright (2)</p> <p>I understand the impact technology can have on my health, wellbeing and lifestyle (3)</p> <p>I am aware that the media can shape and influence my opinions and ideas (e.g. on gender) (2)</p>	<p>CODING PLAYGROUNDS (CS)</p> <p>I can design, plan and create a complex program, including linked to physical systems (3)</p> <p>I can decompose a problem to help me write programs (3)</p> <p>I can use variables, conditional statements, procedures and repeat commands to improve programs (2)</p> <p>I can write a program using text-based programming language</p> <p>I can use logical reasoning to detect errors, debug and modify a program to improve it (3)</p> <p>VR WORLDS (IT)</p> <p>I can use unfamiliar technology to create content (4)</p> <p>I can create a consistent design in my presentations and present to others (3)</p> <p>I understand how computer networks work, including the internet (3)</p> <p>I can create and combine a range of media to produce digital content (2)</p> <p>I can improve the quality and presentation of my work using editing and formatting techniques (4)</p> <p>I can create a digital storyboard to plan a project or investigation (3)</p> <p>QUIZ SHOW HOST (Byte Sized)</p> <p>I can create and combine a range of media to produce digital content (3)</p>
PSHE	UPDATING TO JIGSAW	UPDATING TO JIGSAW	UPDATING TO JIGSAW
DT	<p>BRIDGES (FRAME STRUCTURES)</p> <p><u>Designing</u></p> <p>I can use a range of information to inform my design and refine my plan if necessary.</p>	<p>MECHANISMS – PULLEYS AND GEARS</p> <p><u>Designing</u></p> <p>I can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate my ideas.</p>	<p>ELECTRICAL SYSTEMS</p> <p><u>Designing</u></p> <p>I can make design decisions, taking account of constraints such as time, resources and cost.</p>

	<p><u>Making</u></p> <p>I can produce appropriate lists of tools, equipment and materials that are needed and use tools and materials safely and precisely.</p> <p>I can accurately measure, mark out, cut and shape materials and components.</p> <p>I can accurately assemble, join and combine materials and components.</p> <p><u>Evaluating</u></p> <p>I can test and evaluate my final product saying if it is fit for purpose.</p> <p>I can practise my evaluation skills by evaluating my own product as well as existing products against criteria which I have set.</p> <p>I can evaluate what impact products have beyond their intended purpose</p> <p><u>Technical Knowledge</u></p> <p>I can reinforce and strengthen a 3D framework.</p>	<p><u>Making</u></p> <p>I can produce appropriate lists of tools, equipment and materials that are needed and use tools and materials safely and precisely.</p> <p>I can accurately measure, mark out, cut and shape materials and components.</p> <p>I can accurately assemble, join and combine materials and components.</p> <p><u>Evaluating</u></p> <p>I can test and evaluate my final product saying if it is fit for purpose.</p> <p>I can practise my evaluation skills by evaluating my own product as well as existing products against criteria which I have set.</p> <p>I can evaluate what impact products have beyond their intended purpose</p> <p><u>Technical Knowledge</u></p> <p>I can explain how mechanical systems such as cams or pulleys or gears create movement.</p>	<p><u>Making</u></p> <p>I can accurately assemble, join and combine materials and components.</p> <p>I can discuss the functionality as well as the aesthetic qualities of my work.</p> <p><u>Evaluating</u></p> <p>I can test and evaluate my final product saying if it is fit for purpose.</p> <p>I can practise my evaluation skills by evaluating my own product as well as existing products against criteria which I have set.</p> <p>I can evaluate what impact products have beyond their intended purpose</p> <p><u>Technical Knowledge</u></p> <p>I can explain how more complex electrical circuits and components can be used to create functional products.</p> <p><u>COOKING & NUTRITION - PAELLA</u></p> <p>I can explain how food is processed into ingredients that can be eaten or used in cooking.</p> <p>I understand that different food and drink contain different substances - nutrients, water and fibre - that are needed for health</p> <p>I can prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>I understand that recipes can be adapted to change the appearance, taste, texture and aroma</p>
Art	<p>DRAWING & PAINTING</p> <p><u>To develop ideas</u></p> <p>I can collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p><u>To master techniques</u></p> <p>I can use a choice of techniques to depict movement, perspective, shadows and reflection.</p>	<p>PRINTING</p> <p><u>To develop ideas</u></p> <p>I can develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>I can comment on artworks with a fluent grasp of visual language.</p> <p><u>To master techniques</u></p> <p>I can build up layers of colours.</p>	<p>TEXTILES</p> <p><u>To develop ideas</u></p> <p>I can develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>I can use the qualities of materials to enhance ideas.</p> <p><u>To master techniques</u></p> <p>I can show precision in techniques.</p>

	<p>I can use lines to represent movement.</p> <p>I can sketch (lightly) before painting to combine line and colour.</p> <p>I can create a colour palette based upon colours observed in the natural or built world.</p> <p>I can use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>I can combine colours, tones and tints to enhance the mood of a piece.</p> <p>I can develop a personal style of painting, drawing upon ideas from other artists.</p> <p><u>To take inspiration from the greats</u></p> <p>I can show how the work of those studied was influential in both society and to other artists.</p>	<p>I can create an accurate pattern, showing fine detail.</p> <p>I can use a range of visual elements to reflect the purpose of the work.</p> <p><u>To take inspiration from the greats</u></p> <p>I can give details (including own sketches) about the style of some notable artists, artisans and designers.</p>	<p>I can choose from a range of stitching techniques.</p> <p>I can combine previously learned techniques to create pieces.</p> <p><u>To take inspiration from the greats</u></p> <p>I can give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>I can create original pieces that show a range of influences and styles.</p>
MFL	<p>LES LOISIRS</p> <p><u>Listening</u></p> <p>I can listen to a French song and extract information from it.</p> <p>(hobbies song)</p> <p>I can explore language patterns and sounds</p> <p>(eg: Recap ai sound as in j'ai/je fais/mais je vais)</p> <p>I can listen and show understanding of longer sentences.</p> <p>I can appreciate stories, songs, poems and rhymes in the language.</p> <p><u>Speaking</u></p> <p>I can ask and respond to questions about myself and other topics.</p> <p>(LKS2 topics + pets, weather, hobbies)</p> <p>I can engage in conversations of several exchanges.</p> <p>I can give reasons to express preferences and opinions.</p>	<p>QUEL TEMPS FAIT-IL. BERTHE?</p> <p><u>Listening</u></p> <p>M1 I can understand more stories, songs, poems and rhymes in the language.</p> <p>M2 I can recognise more advanced language patterns and sounds.</p> <p>M3 I can listen and show understanding of longer sentences.</p> <p><u>Speaking</u></p> <p>M4 I can engage in conversations of several exchanges or perform presentations and role plays.</p> <p>M5 I can develop accurate pronunciation by joining in reading a text out loud.</p> <p><u>Reading and writing</u></p> <p>M6 I can read and understand numbers, short descriptions, texts and presentations</p> <p>M7 I can write sentences with more complicated grammatical structures.</p> <p>M8 I can create my own page for a class book or a double-page spread to demonstrate my learning.</p> <p><u>Grammar and vocabulary</u></p> <p>M9 I can apply correct word order of nouns and adjectives and apply adjectival agreements.</p>	<p>JE ME PRESENTE</p> <p><u>Listening</u></p> <p>I can explore language patterns and sounds</p> <p>I can listen and show understanding of longer sentences</p> <p>I can appreciate stories, songs, poems and rhymes in the language.</p> <p><u>Speaking</u></p> <p>I can ask and respond to questions about myself and other topics</p> <p>(LKS2 topics + pets, hobbies, weather, clothes and descriptions)</p> <p>I can engage in conversations of several exchanges.</p> <p><u>Reading and writing</u></p> <p>I can read and understand a description about what someone is wearing and adapt it to describe what another person is wearing</p> <p>I can read and understand a presentation about a person or fictional character and adapt it to develop my own presentation.</p> <p>I can present my character to others orally and in writing.</p>

	<p>(say which sports/hobbies I like and dislike, giving reasons to express my preferences)</p> <p>I can say what I am going to do on a particular day of the week.</p> <p><u>Reading and writing</u></p> <p>I can write more complex sentences using the co-ordinating conjunctions ‘et’ and ‘mais’.</p> <p>(write about hobbies they like but ones they don’t like)</p> <p>I can write a sentence to say what I am going to do on a particular day of the week.</p> <p><u>Grammar and vocabulary</u></p> <p>I can use co-ordinating conjunctions</p> <p>(‘mais’ and ‘et’)</p> <p>I can use the first person immediate future tense.</p> <p>(Je vais + infinitive)</p>	<p>M10 I can continue to use the singular verb forms of regular ‘er’ verbs such as ‘aimer’ and ‘porter’ and apply correct verb endings when writing.</p> <p>M11 I can use the singular forms of the irregular verbs ‘avoir’ and ‘être’.</p> <p>M12 I can use co-ordinating and subordinating conjunctions.</p>	<p><u>Grammar and vocabulary</u></p> <p>I can apply prior learning</p>
Music	<p><u>CLASSROOM JAZZ 2 & YOU’VE GOT A FRIEND (SHORT)</u></p> <p><u>Singing & Performing</u></p> <p>I can sing in 2-part or 3-part harmony</p> <p>I can perform a piece of music accurately both by ear and using musical notation</p> <p>I can play a part confidently on a tuned instrument as part of an ensemble performance</p> <p><u>Listening & Appraising</u></p> <p>I can discuss dimensions of music - pulse, rhythm, pitch, dynamics, tempo, texture, timbre, structure</p> <p>I can identify acoustic, electric and synthesised instruments (e.g. guitars, drum kit vs drum machine)</p>	<p><u>MUSIC & IDENTITY</u></p> <p><u>A NEW YEAR CAROL (SHORT)</u></p> <p><u>Singing & Performing</u></p> <p>I can sing musically, responding to the performance directions of the piece</p> <p>I can demonstrate increasing musical quality - clear starts/ends of pieces, and technical skill</p> <p><u>Listening & Appraising</u></p> <p>I can discuss dimensions of music - pulse, rhythm, pitch, dynamics, tempo, texture, timbre, structure</p> <p>I can explain the difference in live performance versus recorded music</p> <p>I can compare the structure and musical features of pieces from different traditions & genres</p>	<p><u>THE FRESH PRINCE OF BEL-AIR</u></p> <p><u>REFLECT, REWIND & REPLAY (SHORT)</u></p> <p><u>Singing & Performing</u></p> <p>I can play a part confidently on a tuned instrument as part of an ensemble performance</p> <p>I can demonstrate increasing musical quality - clear starts/ends of pieces, and technical skill</p> <p><u>Listening & Appraising</u></p> <p>I can discuss dimensions of music - pulse, rhythm, pitch, dynamics, tempo, texture, timbre, structure</p> <p>I can identify acoustic, electric and synthesised instruments (e.g. guitars, drum kit vs drum machine)</p>

	<p><u>Composing & Improvising</u></p> <p>I can perform a solo improvisation within a song, using up to 8 notes and varied rhythms</p> <p>I can create chord sequences that make sense musically, and use appropriate notation</p> <p><u>History & Knowledge</u></p> <p>I can identify genres of music from the 20th Century and explain how they are linked</p> <p>I can identify when major changes in musical instruments and technology took place</p>	<p><u>Composing & Improvising</u></p> <p>I can create a melody to fit a chord sequence, using the inter-related dimensions of music</p> <p>I can use musical notation on a stave to record compositions</p> <p><u>History & Knowledge</u></p> <p>I can identify when major changes in musical instruments and technology took place</p>	<p>I can compare the structure and musical features of pieces from different traditions & genres</p> <p><u>Composing & Improvising</u></p> <p>I can use dotted and syncopated rhythms in my compositions</p> <p>I can compose using the sounds and loops on a sequencer</p> <p><u>History & Knowledge</u></p> <p>I can compare the music of composers from different time periods (e.g. Baroque, Classical, Romantic)</p> <p>I can identify genres of music from the 20th Century and explain how they are linked</p>
RE	<p>CHRISTIANITY - GOD (1st Half-Term)</p> <p><u>Shared Human Experience</u></p> <p>I can consider what makes us human - in terms of:</p> <ul style="list-style-type: none">our beliefs and values,relationships with others andsense of identity and belonging. <p>I can explain where people might seek wisdom and guidance.</p> <p><u>Beliefs and Values</u></p> <p>I can make links between beliefs and sacred texts.</p> <p><u>Living Religious Traditions</u></p> <p>I can use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences.</p> <p>I can interpret the deeper meaning of symbolism through stories, images and actions.</p> <p><u>Search for Personal Meaning</u></p> <p>I can discuss and debate the sources of guidance available to me about how to live a good life.</p> <p>I can consider the value of differing sources of guidance.</p> <p>HINDU DHARMA (2nd Half-Term)</p>	<p>ISLAM (1st Half-Term)</p> <p><u>Shared Human Experience</u></p> <p>I can explain where people might seek wisdom and guidance.</p> <p>I can consider the role of rules and guidance in uniting communities</p> <p><u>Beliefs and Values</u></p> <p>I can explain the impact of beliefs, values and practices - including reasons for diversity.</p> <p>I can analyse beliefs, teachings and values and how they are linked.</p> <p><u>Living Religious Traditions</u></p> <p>I can interpret the deeper meaning of symbolism through stories, images and actions.</p> <p>I can use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences.</p> <p><u>Search for Personal Meaning</u></p> <p>I can raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments.</p> <p>CHRISTIANITY - JESUS (2nd Half-Term)</p>	<p>BUDDHISM</p> <p><u>Shared Human Experience</u></p> <p>I can consider what makes us human - in terms of:</p> <ul style="list-style-type: none">our beliefs and values,relationships with others andsense of identity and belonging. <p>I can explain where people might seek wisdom and guidance.</p> <p><u>Beliefs and Values</u></p> <p>I can analyse beliefs, teachings and values and how they are linked.</p> <p>I can explain how the beliefs and values of a religious tradition might guide a believer through the journey of life.</p> <p><u>Living Religious Traditions</u></p> <p>I can explain differing forms of religious expression and why these might be used.</p> <p>I can interpret the deeper meaning of symbolism through stories, images and actions.</p> <p><u>Search for Personal Meaning</u></p> <p>I can discuss and debate the sources of guidance available to me about how to live a good life.</p>

	<p><u>Shared Human Experience</u></p> <p>I can discuss how people change during the journey of life.</p> <p><u>Beliefs & Traditions</u></p> <p>I can explain how the beliefs and values of a religious tradition might guide a believer through the journey of life.</p> <p>I can explain the impact of beliefs and values and practices - including reasons for diversity.</p> <p><u>Living Religious Traditions</u></p> <p>I can use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences.</p> <p><u>Search for Personal Meaning</u></p> <p>I can demonstrate an increasing self-awareness of my own personal development.</p>		<p>I can raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments.</p> <p>CHRISTIANITY - CHURCH (2nd Half Term)</p>
PE	<p><u>Fitness Skills</u></p> <p>I can explain the significance of exercise and the effect it has on my body.</p> <p>I can demonstrate the correct technique and identify which part of the body an exercise is working on.</p> <p>I can identify how to improve and why it is important.</p> <p>I can identify which exercises will improve specific areas of the body.</p> <p>I can design a circuit to improve a specific aspect of fitness.</p> <p><u>Netball</u></p> <p>I can choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>I can work alone, or with team mates in order to gain points or possession.</p> <p>I can field, defend and attack tactically by anticipating the direction of play.</p>	<p><u>Football/ Tag Rugby</u></p> <p>Netball skills but adapted to the game of football/ Tag Rugby. Further develop skill of tactics, possession and defending skills.</p> <p><u>Leadership</u></p> <p>I can select appropriate equipment for outdoor and adventurous activity.</p> <p>I can identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p> <p>I can embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>I can empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>I can remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>I can use a range of devices in order to orientate themselves.</p> <p>I can quickly assess changing conditions and adapt plans to ensure safety comes first.</p> <p><u>Dance</u></p>	<p><u>Swimming</u></p> <p>I can swim over 100 metres unaided.</p> <p>I can use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</p> <p>I can swim fluently with controlled strokes.</p> <p>I can turn efficiently at the end of a length.</p> <p>Badminton</p> <p>I can use forehand and backhand when playing racket games.</p> <p>I can anticipate the direction of play.</p> <p>I can choose the most appropriate tactics for a game.</p> <p><u>Athletics</u></p> <p>I can choose the best place for running over a variety of distances.</p> <p>I can throw accurately and refine performance by analysing technique and body shape.</p>

	<p>I can choose the most appropriate tactics for a game.</p> <p>I can uphold the spirit of fair play and respect in all competitive situations.</p> <p>I can throw and catch with control and accuracy</p> <p><u>Gymnastics</u></p> <p>I can create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting gestures linking skills.</p> <p>I can hold shapes that are strong, fluent and expressive.</p> <p>I can include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>I can vary speed, direction, level and body rotation during floor performances.</p> <p>I can practise and refine the gymnastic techniques used in performances (listed above).</p> <p>I can demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p> <p>I can use equipment to vault and to swing (remaining upright).</p>	<p>I can compose creative and imaginative dance sequences.</p> <p>I can perform expressively and hold a precise and strong body posture.</p> <p>I can perform and create complex sequences.</p> <p>I can express an idea in original and imaginative ways.</p> <p>I can plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p>	<p>I can show control in take off and landings when jumping.</p> <p>I can compete with others and keep track of personal best performances, setting</p>
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