



# Curriculum Coverage Tracking Document

## Years 5 and 6



## Science Coverage Y5/6 (milestone 3)

<b>To work scientifically</b>	<b>CYCLE A</b>			<b>CYCLE B</b>		
<b>Working Scientifically Focus e.g. Drawing Conclusions</b>						
<b>Essential learning objectives and Milestones</b>	<b>TERM 1</b>	<b>TERM2</b>	<b>TERM 3</b>	<b>TERM 1</b>	<b>TERM2</b>	<b>TERM 3</b>
<b>To work scientifically</b>						
Plan enquiries, including recognising and controlling variables where necessary.	✓ 6		✓ 6	✓		
Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.	✓ 6		✓ 6	✓		
Take measurements, using a range of scientific equipment, with increasing accuracy and precision.	✓ 6			✓		
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.	✓ 6	✓ 6	✓ 6	✓		
Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.	✓ 6	✓ 6	✓ 6	✓		
Present findings in written form, displays and other presentations.	✓ 6			✓		
Use test results to make predictions to set up further comparative and fair tests.	✓ 6			✓		
Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments	✓ 6					

<b>Biology</b>	<b>CYCLE A</b>			<b>CYCLE B</b>		
<b>Essential learning objectives and Milestones</b>	<b>TERM 1</b>	<b>TERM2</b>	<b>TERM 3</b>	<b>TERM 1</b>	<b>TERM2</b>	<b>TERM 3</b>
<b>To understand plants</b>						
Relate knowledge of plants to studies of evolution and inheritance.		✓ 6				
Relate knowledge of plants to studies of all living things.		✓ 6				
<b>To understand animals and humans</b>						
Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting).			✓ 6			
<b>To investigate living things</b>						
Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death)			✓			
Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms.		✓ 6	✓			
Describe the life process of reproduction in some plants and animals.			✓			
Describe the changes as humans develop from birth to old age.			✓			
Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.			✓			

To understand evolution and inheritance						
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.		✓ 6				
Describe how adaptation leads to evolution.		✓ 6				
Recognise how and why the human skeleton has changed over time, since we separated from other primates.		✓ 6				



<b>Chemistry</b>	<b>CYCLE A</b>			<b>CYCLE B</b>		
<b>Essential learning objectives and Milestones</b>	<b>TERM 1</b>	<b>TERM2</b>	<b>TERM 3</b>	<b>TERM 1</b>	<b>TERM2</b>	<b>TERM 3</b>
<b>To investigate materials</b>						
Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.		✓				
Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.		✓				
Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.		✓				
Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.		✓				
Demonstrate that dissolving, mixing and changes of state are reversible changes.		✓				
Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.		✓				

<b>Physics</b>	<b>CYCLE A</b>			<b>CYCLE B</b>		
<b>Essential learning objectives and Milestones</b>	<b>TERM 1</b>	<b>TERM2</b>	<b>TERM 3</b>	<b>TERM 1</b>	<b>TERM2</b>	<b>TERM 3</b>
<b>To understand movement, forces and magnets</b>						
Describe magnets as having two poles.	✓ 5					
Predict whether two magnets will attract or repel each other, depending on which poles are facing.	✓ 5					
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	✓ 5					
Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.	✓ 5					
Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.	✓ 5					
Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.	✓ 5					
<b>To understand light and seeing</b>						
Understand that light appears to travel in straight lines.	✓ 6			✓		
Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.	✓ 6			✓		
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.	✓ 6			✓		

✓



<b>To investigate sound and hearing</b>						
Find patterns between the pitch of a sound and features of the object that produced it.						
Find patterns between the volume of a sound and the strength of the vibrations that produced it.						
<b>To understand electrical circuits</b>						
Identify and name the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers.			✓ 6			
Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.			✓ 6			
Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.			✓ 6			
<b>To understand the Earth's movement in space</b>						
Describe the Sun, Earth and Moon as approximately spherical bodies.	✓ 5			✓		
Use the idea of the Earth's rotation to explain day and night.	✓ 5			✓		

## Computing Coverage Y5/6 (milestone 3)

Essential learning objective and Milestones		CYCLE A			CYCLE B		
		TERM 1	TERM2	TERM 3	TERM 1	TERM2	TERM 3
<b>To code (using Scratch)</b>							
<b>Motion</b>	Set IF conditions for movements. Specify types of rotation giving the number of degrees.	✓					
<b>Looks</b>	Change the position of objects between screen layers (send to back, bring to front).	✓					
<b>Sounds</b>	Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.	✓					
<b>Draw</b>	Combine the use of pens with movement to create interesting effects.	✓					
<b>Events</b>	Set events to control other events by 'broadcasting' information as a trigger.	✓					
<b>Control</b>	Use IF THEN ELSE conditions to control events or objects.	✓					
<b>Sensing</b>	Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.	✓					

<b>Variables</b>	Use lists to create a set of variables.	✓				
<b>Lists</b>	<p>Use the Boolean operators  () &lt; ()  () = ()  () &gt; ()  ()and()  ()or()  Not()  to define conditions.</p> <p>Use the Reporter operators  () + ()  () - ()  () * ()  () / ()  to perform calculations.</p> <p>Pick Random () to ()</p> <p>Join () ()</p> <p>Letter () of ()</p> <p>Length of ()</p> <p>() Mod () This reports the remainder after a division calculation</p> <p>Round ()</p> <p>() of ().</p>	✓				

Essential learning objective and Milestones	CYCLE A			CYCLE B		
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3
<b>To connect</b>						
Collaborate with others online on sites approved and moderated by teachers.	✓ 6	✓				
Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.	✓ 6	✓		✓		
Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.	✓ 6	✓		✓		
Understand the effect of online comments and show responsibility and sensitivity when online.	✓ 6	✓		✓		
Understand how simple networks are set up and used.	✓ 6	✓				
<b>To communicate</b>						
Choose the most suitable applications and devices for the purposes of communication.		✓ 6				
Use many of the advanced features in order to create high quality, professional or efficient communications.		✓ 6				
<b>To collect</b>						
Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.			✓			



## Art and Design Coverage Y5/6 (milestone 3)

Essential learning objective and Milestones	CYCLE A			CYCLE B		
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3
<b>To develop ideas</b>						
Develop and imaginatively extend ideas from starting points throughout the curriculum.	✓	✓		✓		
Collect information, sketches and resources and present ideas imaginatively in a sketch book.	✓	✓		✓		
Use the qualities of materials to enhance ideas.	✓	✓				
Spot the potential in unexpected results as work progresses.				✓		
Comment on artworks with a fluent grasp of visual language.	✓			✓		
<b>To master techniques</b>						
<b>Painting</b>						
Sketch (lightly) before painting to combine line and colour.						
Create a colour palette based upon colours observed in the natural or built world.				✓		
Use the qualities of watercolour and acrylic paints to create visually interesting pieces.						
Combine colours, tones and tints to enhance the mood of a piece.				✓		
Use brush techniques and the qualities of paint to create texture.				✓		
Develop a personal style of painting, drawing upon ideas from other artists.				✓		

<b>Collage</b>						
Mix textures (rough and smooth, plain and patterned).	✓		✓			
Combine visual and tactile qualities.	✓		✓			
Use ceramic mosaic materials and techniques.	✓		✓			
<b>Sculpture</b>						
Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.						
Use tools to carve and add shapes, texture and pattern.						
Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.						
<b>Drawing</b>						
Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).						
Use a choice of techniques to depict movement, perspective, shadows and reflection.						
Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).						
Use lines to represent movement.						
<b>Print</b>						
Build up layers of colours.		✓				
Create an accurate pattern, showing fine detail.		✓				
Use a range of visual elements to reflect the purpose of the work.		✓				
<b>Textiles</b>						
Show precision in techniques.						
Choose from a range of stitching techniques.						
Combine previously learned techniques to create pieces.						

Essential learning objective and Milestones	CYCLE A			CYCLE B		
	TERM 1	TERM2	TERM 3	TERM 1	TERM2	TERM 3
<b>Digital media</b>						
Enhance digital media by editing (including sound, video, animation, still images and installations).						
<b>To take inspiration from the greats (classic and modern)</b>						
<b>CHOSEN ARTIST: e.g Barbara Hepworth, Sculptor</b>						
Give details (including own sketches) about the style of some notable artists, artisans and designers.	✓			✓		
Show how the work of those studied was influential in both society and to other artists.				✓		
Create original pieces that show a range of influences and styles.	✓			✓		





## Design and Technology Coverage 5/6 (milestone 3)

Essential learning objective and Milestones	CYCLE A			CYCLE B		
	TERM 1	TERM2	TERM 3	TERM 1	TERM2	TERM 3
<b>To master practical skills</b>						
<b>Food</b>						
Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).				✓		
Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.	✓					
Demonstrate a range of baking and cooking techniques.	✓					
Create and refine recipes, including ingredients, methods, cooking times and temperatures.						
<b>Materials</b>						
Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).	✓			✓		
Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).	✓	✓		✓		

<b>Textiles</b>						
Create objects (such as a cushion) that employ a seam allowance.						
Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).		✓				
Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).		✓				
<b>Electricals and electronics</b>						
Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).						
<b>Computing</b>						
Write code to control and monitor models or products.				✓		
<b>Construction</b>						
Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).	✓			✓		
<b>Mechanics</b>						
Convert rotary motion to linear using cams.						
Use innovative combinations of electronics (or computing) and mechanics in product designs.						

Essential learning objective and Milestones	CYCLE A			CYCLE B		
	TERM 1	TERM2	TERM 3	TERM 1	TERM2	TERM 3
<b>To design, make, evaluate and improve</b>						
Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).						
Make products through stages of prototypes, making continual refinements.						
Ensure products have a high quality finish, using art skills where appropriate.				✓		
Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.						
<b>To take inspiration from design throughout history</b>						
Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.						
Create innovative designs that improve upon existing products.						
Evaluate the design of products so as to suggest improvements to the user experience.						



## Geography Coverage Y5/6 (milestone 3)

Essential learning objective and Milestones	CYCLE A			CYCLE B		
	TERM 1	TERM2	TERM 3	TERM 1	TERM2	TERM 3
<b>To investigate places</b>						
Collect and analyse statistics and other information in order to draw clear conclusions about locations.	✓			✓		
Identify and describe how the physical features affect the human activity within a location.		✓				
Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.		✓		✓		
Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.						
Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).				✓		
Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.		✓		✓		
Name and locate the countries of North and South America and identify their main physical and human characteristics.		✓				

<b>To investigate patterns</b>						
Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).	✓					
• Understand some of the reasons for geographical similarities and differences between countries.	✓	✓				
Describe how locations around the world are changing and explain some of the reasons for change.		✓				
Describe geographical diversity across the world.						
Describe how countries and geographical regions are interconnected and interdependent.		✓				
<b>To communicate geographically</b>						
Describe and understand key aspects of:						
<b>physical geography</b> , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.		✓		✓		
<b>human geography</b> , including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.		✓	✓	✓		
Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.						
Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).		✓				

## History Coverage Y5/6 (milestone 3)

	CYCLE A			CYCLE B		
<b>OPPORTUNITY FOR LEARNING</b> e.g Victorians						
<b>Essential learning objective and Milestones</b>	<b>TERM 1</b>	<b>TERM2</b>	<b>TERM 3</b>	<b>TERM 1</b>	<b>TERM2</b>	<b>TERM 3</b>
<b>To investigate and interpret the past</b>						
Use sources of evidence to deduce information about the past.	✓		✓	✓		
Select suitable sources of evidence, giving reasons for choices.						
Use sources of information to form testable hypotheses about the past.	✓					
Seek out and analyse a wide range of evidence in order to justify claims about the past.			✓	✓		
Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	✓					
Understand that no single source of evidence gives the full answer to questions about the past.	✓			✓		
Refine lines of enquiry as appropriate.				✓		
<b>To build an overview of world history</b>						
Identify continuity and change in the history of the locality of the school.						
Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.			✓			
Compare some of the times studied with those of the other areas of interest around the world.	✓					



Describe the social, ethnic, cultural or religious diversity of past society.			✓			
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.			✓			
<b>To understand chronology</b>						
Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).						
Identify periods of rapid change in history and contrast them with times of relatively little change.						
Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.						
Use dates and terms accurately in describing events.				✓		
<b>To communicate historically</b>						
Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul>				✓		
Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.						
Use original ways to present information and ideas.						

## Language Coverage Y5/6 (Milestone 1)

Essential learning objective and Milestones	CYCLE A			CYCLE B		
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3
<b>To read fluently</b>						
Read out loud everyday words and phrases.	✓	✓	✓	✓		
Use phonic (or logographic in Mandarin) knowledge to read words.		✓	✓	✓		
Read and understand short written phrases.		✓	✓	✓		
Read out loud familiar words and phrases.		✓	✓	✓		
Use books or glossaries to find out the meanings of new words.						
<b>To write imaginatively</b>						
Write or copy everyday words correctly.		✓	✓	✓		
Label items and choose appropriate words to complete short sentences.		✓	✓	✓		
Write one or two short sentences.						
Write short phrases used in everyday conversations correctly.						
<b>To speak confidently</b>						
Understand a range of spoken phrases.	✓	✓	✓			
Understand standard language (sometimes asking for words or phrases to be repeated).						
Answer simple questions and give basic information.	✓			✓		
Give responses to questions about everyday events.				✓		
Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.				✓		

<b>To understand the culture of the countries in which the language is spoken</b>						
Identify countries and communities where the language is spoken.		✓				
Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.						
Show awareness of the social conventions when speaking to someone.						

## Language Coverage Y5/6 (Milestone 2)

Essential learning objective and Milestones	CYCLE A			CYCLE B		
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3
<b>To read fluently</b>						
Read and understand the main points in short written texts.						
Read short texts independently.						
Use a translation dictionary or glossary to look up new words.						
<b>To write imaginatively</b>						
Write a few short sentences using familiar expressions.						
Express personal experiences and responses.						
Write short phrases from memory with spelling that is readily understandable.						
<b>To speak confidently</b>						
Understand the main points from spoken passages.						
Ask others to repeat words or phrases if necessary.						
Ask and answer simple questions and talk about interests.						
Take part in discussions and tasks.						
Demonstrate a growing vocabulary.						

<b>To understand the culture of the countries in which the language is spoken</b>						
Describe with some interesting details some aspects of countries or communities where the language is spoken.						
Make comparisons between life in countries or communities where the language is spoken and this country.						

## Music Coverage Y5/6 (milestone 3)

Essential learning objective and Milestones	CYCLE A			CYCLE B		
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3
<b>To perform</b>						
Sing or play from memory with confidence.	✓	✓	✓	✓		
Perform solos or as part of an ensemble.	✓ 5	✓ 5	✓	✓		
Sing or play expressively and in tune.			✓	✓		
Hold a part within a round.				✓		
Sing a harmony part confidently and accurately.			✓			
Sustain a drone or a melodic ostinato to accompany singing.			✓			
Perform with controlled breathing (voice) and skillful playing (instrument).	✓	✓ 5	✓	✓		
<b>To compose</b>						
Create songs with verses and a chorus.						
Create rhythmic patterns with an awareness of timbre and duration.						
Combine a variety of musical devices, including melody, rhythm and chords.				✓		
Thoughtfully select elements for a piece in order to gain a defined effect.						
Use drones and melodic ostinati (based on the pentatonic scale).						
Convey the relationship between the lyrics and the melody.				✓		
Use digital technologies to compose, edit and refine pieces of music.						

<b>To transcribe</b>						
Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.						
Read and create notes on the musical stave.						
Understand the purpose of the treble and bass clefs and use them in transcribing compositions.						
Understand and use the # (sharp) and ♭ (flat) symbols.						
Use and understand simple time signatures.						
<b>To describe music</b>						
<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> <li>• pitch    • dynamics    • tempo    • timbre</li> <li>• texture    • lyrics and melody</li> <li>• sense of occasion    • expressive</li> <li>• solo    • rounds    • harmonies</li> <li>• accompaniments    • drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul>	✓	✓	✓	✓		

Describe how lyrics often reflect the cultural context of music and have social meaning.		✓	✓	✓		
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## PE Coverage Y5/6 (milestone 3)

Essential learning objective and Milestones	CYCLE A			CYCLE B		
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3
<b>To develop practical skills in order to participate, compete and lead a healthy lifestyle</b>						
<b>Games</b>						
Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).	✓		✓	✓		
Work alone, or with team mates in order to gain points or possession.	✓		✓	✓		
Strike a bowled or volleyed ball with accuracy.			✓			
Use forehand and backhand when playing racket games.						
Field, defend and attack tactically by anticipating the direction of play.			✓	✓		
Choose the most appropriate tactics for a game.				✓		
Uphold the spirit of fair play and respect in all competitive situations.			✓	✓		
Lead others when called upon and act as a good role model within a team.			✓			
<b>Dance</b>						
Compose creative and imaginative dance sequences.		✓				



Perform expressively and hold a precise and strong body posture.		✓				
Perform and create complex sequences.		✓				
Express an idea in original and imaginative ways.		✓				
Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.		✓				
Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).		✓				
<b>Gymnastics</b>						
Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> <li>• travelling</li> <li>• balances</li> <li>• swinging</li> <li>• springing</li> <li>• flight</li> <li>• vaults</li> <li>• inversions</li> <li>• rotations</li> <li>• bending, stretching and twisting</li> <li>• gestures</li> <li>• linking skills.</li> </ul>	✓			✓		
Hold shapes that are strong, fluent and expressive.	✓			✓		
Include in a sequence set pieces, choosing the most appropriate linking elements.	✓			✓		
Vary speed, direction, level and body rotation during floor performances.	✓					
Practise and refine the gymnastic techniques used in performances (listed above).	✓			✓		
Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).						
Use equipment to vault and to swing (remaining upright).						

Essential learning objective and Milestones	CYCLE A			CYCLE B		
	TERM 1	TERM2	TERM 3	TERM 1	TERM2	TERM 3
<b>Swimming</b>						
Swim over 100 metres unaided.	25m	25m				
Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.	✓	✓		✓		
Swim fluently with controlled strokes.	✓	✓		✓		
Turn efficiently at the end of a length.	✓	✓		✓		
<b>Athletics</b>						
Combine sprinting with low hurdles over 60 metres.						
Choose the best place for running over a variety of distances.			✓			
Throw accurately and refine performance by analysing technique and body shape.			✓			
Show control in take off and landings when jumping.			✓			
Compete with others and keep track of personal best performances, setting targets for improvement.			✓			
<b>Outdoor and adventurous activities</b>						
Select appropriate equipment for outdoor and adventurous activity.			✓			
Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.						
Embrace both leadership and team roles and gain the commitment and respect of a team.			✓			

Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.			✓			
Remain positive even in the most challenging circumstances, rallying others if need be.			✓			
Use a range of devices in order to orientate themselves.						
Quickly assess changing conditions and adapt plans to ensure safety comes first.						