Nantwich Primary Academy Curriculum Map

Last updated: September 2023

Teacher: L Bebbington

Maths Links
English Links
Outdoor Learning Links

	Link Opportunities	Autumn	Spring	Summer
YEAR 3		**The Land before Time** (The Stone Age/Iron Age)	**Rivers** (Exploring the River Weaver)	**Tomb Raiders** (Ancient Egyptians)
	The Hook / Enquiry Q	Was it better to live in the Stone Age, Bronze Age or Iron Age?	How does the River Weaver change over its course?	Agree or disagree. The Ancient Egyptians are only known for their pyramids and mummies.
	Local / Community	Darren Birchall Stone Age Workshop Are there any ancient stones in or near Nantwich?	Is Nantwich the same all over? How is this like the UK? How can we travel from Nantwich to the wider UK?	Nantwich Museum (archaeology) Nantwich Library (Ancient Egyptian reference books) Local theatre groups / historical groups
	Possible Trips / Guests	Tatton Park Living History Day Manchester Museum Stone Age Workshops Darren Birchall – Balastra workshop	Llandudno – Great Orme Tram & Bronze Age Mines / Coast Nantwich Museum- River Weaver	Liverpool World Museum & Egyptian Workshop
	Parental Involvement	Oral history / Homework Projects	Historical walk around the town with parents	Oral history / Homework Projects
	I am 'Happy!' (EHWB)	Promoting resilience and supporting social, emotional and mental health. Enable students to voice their opinions respectfully and listen to others ideas'. Support for wellbeing of the children. Working with parents and carers. Targeting and supporting appropriate referral.	My Happy Mind: • Meet Your Brain • Celebrate, Appreciate, Relate, Enjoy	
	I am a 'Philosopher!' (P4C)	**Thinkers' Games**: Physical activities to kick off discussions. Everyone shows their thinking at once by committing to moving themselves, or some stuff, and then justifying their choices. **Spot and Stripe:** 1 minute videos in which we start a debate, and hand it over to the children to argue out. **Session Plans**: 30 minute sessions to embed philosophy into the classroom. Each plan follows the Philosophy Circles method to get maximum thinking with minimum teacher-effort. **(From thephilosophyman.com/)**		

	I am a 'Good Citizen!' (PSHCE) **See NPA PSHE curriculum ladder for references*	**Active citizens** (Pa13, Pa14, Pa15, Pa16, Pa17) * **Confidence** (Pc8, Pc9, Pc10, Pc11) *	**Healthy Living** (Ph6) * **Confidence** (Pc8, Pc9, Pc10, Pc11) *	**Relationships** (Pr11, Pr12, Pr13)* **Confidence** (Pc8, Pc9, Pc10, Pc11) *
	I am 'British!' (British Values) *Ongoing strands of NPA British Values permeate throughout each term*	**Democracy**: Pupils will be voted onto the school council. Pupils will apply to the Principal for Y6 responsibilities. Pupils will vote for who has shown learning powers each week. Pupils take part in a weekly Votes for Schools vote on current affairs. Pupils can compare current British values to those present during the hard times of WW2. **Rule of Law:** Pupils follow the coloured behaviour zones system. School rules and Happy Classroom Rules are followed consistently. Pupils attend whole school assemblies and are reminded of their rights via Votes for Schools assemblies each week. School assemblies and visits from e.g. PCSOs help pupils remember laws to keep them safe. **Individual Liberty:** Pupils show independence in learning and think for themselves. Pupils are offered a broad and balanced curriculum. Pupils make sensible choices at break and lunchtimes. School assemblies and PSHCE lessons remind pupils of their rights and how to keep safe. 100% attendance awards are won. Pupils represent school. **Mutual Respect & Tolerance:** Respect taught through Assemblies, RE and PSHCE to be used in and out of school. Pupils learn to respect cultural diversity and recognise the richness diversity brings. Links with SBMAT schools enhances this. Inter-school competitions teach humility and respect to others. Displays in school remind pupils how to stay safe, including Year 6 pupil monitors e.g. digital leaders / road safety officers. Pupils are supported by the school inclusion team.		
	I am an 'Engineer!' (STEM / STEAM)	• Make a human skeleton from prior knowledge (2D) • Create a section of vertebrae from egg-boxes etc • Exploding books • Build a stone-age dwelling from the late Palaeolithic / early Mesolithic era (straws, joining structures etc) • Create a model of how bones make blood cells • Make a moving joint • Create bronze age inspired Christmas decorations	• Build a rollercoaster like the one at Blackpool Pleasure Beach • Who can make the tallest tower in the UK? • Who can build the strongest bridge across the Firth of Forth? • Make a Welsh mine that won't collapse under weight! • Create a model to demonstrate forces • Use 2D shapes to make a new flag for the United Kingdom • Code a UK themed Google logo • Is the water in the River Weaver like the water in the Irish sea?	• Who can make the perfect pyramid? • Create the perfect Mummy wrapping! • Invent new Egyptian Gods using algorithm keys • Make and bury a time-capsule • Create towers of sand (will they stand?) • Build and code a moving model • Fake Egyptian Poo • Chart the rise and fall of the sun through the day
	I am a 'Scientist!' (Science)	**Healthy Bones (All Sc 20)** • Identify that animals, including humans, need the right types of nutrition that they cannot make their own food and they get nutrition from what they eat. (Sc 17, 20)	**Forces and Magnets** • Observe how magnets attract or repel each other and attract some materials and not others. (Sc 14,15,17,22,23) • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a	**Light** • Recognise that they need light in order to see things and that dark is the absence of light. (Sc 14, 20) • Notice that light is reflected from surfaces. (Sc 14, 15, 16, 17, 19,21,22,23)

	Ongoing: I can respond to suggestions With help put forward ideas about testing (Sc1 2a); I can make predictions (Sc15 2c); With help, consider what constitutes a fair test (Sc16 2d); Make observations and comparisons (Sc17 2f); Measure length, volume of liquid and time in standard measures using simple measuring equipment (Sc18 2f); With help, plan and carry out a fair test (Sc19 2d); Use first-hand experience and simple information sources to answer questions (Sc20 2b); Communicate findings in a variety of ways (Sc21 2b); Say whether what happened was what was expected (Sc22 2k); With help, identify simple patterns and suggest explanations (Sc23 2i)	• Describe the ways in which nutrients and water are transported within animals, including humans. (Sc 17,23) • Identify that humans and some animals have skeletons and muscles for support, protection and movement. (Sc 17,23) **Rocks (All Sc 20)** • Compare rocks and group together different kinds of rocks on the basis of their simple, physical properties. (Sc 14,17) • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). (Sc 17,23) • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. (Sc 17, 21) • Recognise that soils are made from rocks and organic matter. (Sc 17, 20)	magnet and identify some magnetic materials. (Sc 14,15,17,21,22,23) • Notice that some forces need contact between two objects and some forces act at a distance. (Sc 14,15,17,21,22,23) • Compare how things move on different surfaces (Sc 14,15,17,21,22,23) • Describe magnets as having two poles. (Sc 23, 20) • Predict whether two magnets will attract or repel each other, depending on which poles are facing. (Sc 14,15,17,21,22,23) **Plants (All Sc 20)** • Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flower (Sc 17) • Explore the requirements of plants for life and growth (air, light, water, nutrients from the soil, and room to grow) and how they vary from plant to plant (Sc 17) • Investigate the way in which water is transported within plants. (Sc 14,15,16,17,18,19,21,22,23) • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed dispersal and seed formation. (Sc 20,21)	• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes (Sc 17, 20) • Recognise that shadows are formed when the light from a light source is blocked by a solid object (Sc 14) • Find patterns in the way that the size of shadows change (Sc 14, 15,17,18,21,22,23) **Consolidation of ongoing working scientifically** • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Identifying scientific evidence that has been used to support or refute ideas or arguments.
	I am a 'Linguist!' (MFL: Francais)	**J'apprends le français- I am learning French** • Pinpoint France and other French speaking countries on a map of the world • Ask and answer the question 'How are you?' in French • Say 'Hello' and 'Goodbye' in French • Ask and answer the question 'What is your name?' in French	**Les Fruits- The Fruits** • Name and recognise up to 10 fruits in French. • Attempt to spell some of these nouns • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike	**Les Formes- The Shapes** • Name and recognise up to 10 shapes in French. • Attempt to spell some of these nouns • Recognise that nouns are commonly associated with an article in French and in this case 'UN' or 'UNE'. • Have an opportunity to learn and/or revise numbers 1-5

		• Count to ten in French • Say ten colours in French **Je Peux (I can…)** • Recognise some common French verbs/activities. • Use these verbs to convey meaning in English by matching them to their appropriate picture. • Use these verbs in the infinitive with je peux...	**Les Légumes- The Vegetables** • Name and recognise up to 10 vegetables in French. • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables	**Les Animaux- The Animals** •Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner. •Understand better that articles/determiners have more options in French than they do in English. •Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).
	I am a 'Coder!' (Computing)	**Connecting computers and networks** • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Stop-Frame Animation** • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including	**Desktop Publishing** • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information **Branching Databases** • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly	**Sequencing sounds** • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Events and actions in programs** • Design, write and debug programs that accomplish specific goals, including controlling or simulating

		collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
	I am a 'Theologian!' (R.E)	**How do religious & non-religious people talk about God?** • Investigate and use some of the words Christians use to describe God the Father, Son and Holy Spirit, e.g. know God the father is known to Christians as the Creator. Talk about what is important to them. • Explain what some Jews believe about Yahweh & Muslims believe about Allah. • Know that Jesus' death gave Christians a way to have a new relationship with God (Fall). • Describe at least 3 facts that Christians, Jews and Muslims believe about God. Identify a few differences and similarities between differing views. • Describe what a humanist view might be and how it differs from a religious view of God.	**Why is there diversity within beliefs?** • Explain what some Muslims believe about Allah. • Describe at least 10 of the 99 names used for Allah explaining what characteristics they show. • Describe how the 99 names are used in worship. Make links with my own ideas about God. • Talk about the Prophet Muhammad (pbuh) and explain why he is important to Muslims as the prophet of Allah. Recall 5 key facts about Muhammad & the night of Power (see above). • Explain one aspect of life that Islam has influenced historically. **How do people talk about life after death?** • Explain all the main details of the Easter resurrection story.	**How do beliefs shape identity?** • Suggest what it means to a Christian to love God and to love their neighbour. Give illustrations. Include references to Bible teaching, e.g. the two most important commandments, Zacchaeus-love & forgiveness stories. • Explain why the 'The Lord's Prayer' might be important to Christians and how it is used in daily prayer. • Explain why Pentecost is important to Christians. Make links to local and global communities. **What does it mean to be a part of a religion or worldview?** • Describe how Jews still live and await the fulfilment of this promise from God, eg. through awaiting a messiah, wanting their own land, Festivals such as Passover.

		• Debate the ideas and think about if the idea of God makes sense. Give different arguments. **How do people decide what they believe is right or wrong?** • Describe all the key events in a believer's baptism and in an infant baptism. • Explain the choices made for infants by their parents at baptism. • Explain the differences and similarities in the 2 baptisms. • Suggest reasons why different Christians have different baptisms and why each one might be important in a different way, e.g. new life, fresh start, a public act of declaring a life belongs to God. • Using all the religions studied explain all the key facts about how Jews, Muslims & Christians welcome babies. Identify all differences & any similarities between them. Make links to non-religious ways of celebrating or welcoming a baby, e.g. a Humanist naming ceremony. • Suggest your ideal ways of welcoming a baby and justify your viewpoint. • Make links with the Christmas story and several titles used to describe Jesus at Christmas time. • Explain why these titles are used by Christians and suggest what they might mean. • Understand that the story of Zacchaeus is about Jesus the saviour.	• Explain by referring to the Biblical text at least 1- or 2-ways Christians believe in the resurrection. • Using art, explain the main beliefs in the resurrection using the correct vocabulary.	• Explain some of the key ideas behind the Passover festival celebrated by Jews. (Light triumphing over darkness, fresh start). • Describe how Jews re-enact the celebration of Passover. Explain the idea of God as 'rescuer' means God and give at least 2 examples from the story of Moses.

	I am a 'Historian!' (History)	• Can describe what life was like during this period, how the discovery of metals changed it, and knows what kind of evidence survives *(Hi 14,15,16,17)* • Place events, people and changes into correct periods of time *(Hi 15,18)* • Use dates and vocabulary relating to the passing of time *(Hi 15,18,20)* • Describe and make links between the main events, situations and changes within and across the different period • Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this (*Hi 14,15,16)*	Relevant history elements identified on MTP	• Can describe the achievements of the earliest civilisations, and the lives of people in either Sumer, Indus or Egypt (*Hi 14,17,19)* • Place events, people and changes into correct periods of time *(Hi 15,16)* • Use dates and vocabulary relating to the passing of time *(Hi 15,16,18,20)* • Describe and make links between the main events, situations and changes within and across the different period (*Hi 17,18,19,20)* • Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this *(Hi 14,17,19,20)*
	I am a Geographer! (Geography)	Relevant geography elements identified on MTP	• Can name the seven continents of the world and can find the UK on a world map *(GE 23)* • Can identify the main geographical features of the UK and its distinctive regions (*GE 19, 21)* • Can describe the local region and recognise its distinctive geographical features (*GE 23,24,25)* • Can describe in some detail the geographical characteristics of a region of the UK (*GE 18,19,21)* • Can use the eight-point compass, four grid references, symbols and keys (*GE 22)* • Can use maps to research and then describe the features of an area (*GE 18, 19,20, 22,25)*	Relevant geography elements identified on MTP

	I am an 'Artist!' (Art)	**Gestural drawings with charcoal** • That when we draw we can use gestural marks to make work. • That when we draw we can use the expressive marks we make to create a sense of drama. • That when we draw we can move around. • That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.	**Cloth, thread and paint** • That artists can combine art and craft using painting and sewing together to make art. • That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. • That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. • That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.	**Making animated drawings** • That artists can make animations by creating drawings which move in a sequence. • That we can use all our mark making skills and imagination to make our drawings visually engaging. • That we can use our moving drawings to share narratives.
	I am a 'Designer!' (Design & Technology)	**Food: Eating Seasonally** • Explain that fruits and vegetables grow in different countries based on their climates. • Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then. • Know that eating seasonal fruit and vegetables has a positive effect on the environment. • Design their own tart recipe using seasonal ingredients. • Understand the basic rules of food hygiene and safety. • Follow the instructions within a recipe.	**Mechanical Systems: Pneumatic Toys** • Draw accurate diagrams with correct labels, arrows and explanations. • Correctly identify definitions for key terms. • Identify five appropriate design criteria. • Communicate two ideas using thumbnail sketches. • Communicate and develop one idea using an exploded diagram. • Select appropriate equipment and materials to build a working pneumatic system. • Assemble their pneumatic system within the housing to create the desired motion. • Create a finished pneumatic toy that fulfills the design brief.	**Textiles: Egyptian Collar** • Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together. • Develop appliqué designs based on design criteria. • Design, cut and shape their template for an usekh/wesekh collar, with increasing accuracy. • Decorate their Egyptian collar using a variety of techniques such as appliqué, cross-stitch, beads, buttons and pinking. • Measure and attach a ribbon with a running stitch. • Recognise different types and qualities of fabrics. • Explain the aesthetic and/or functional properties of some of their material choices.

		Structures: Constructing A Castle • Draw and label a simple castle that includes the most common features. • Recognise that a castle is made up of multiple 3D shapes. • Design a castle with key features which satisfy a given purpose. • Score or cut along lines on the net of a 2D shape. • Use glue to securely assemble geometric shapes. • Utilise skills to build a complex structure from simple geometric shapes. • Evaluate their work by answering simple questions.	**Electrical Systems: Electric Posters** • Explain what 'information design' is and understand its impact, considering what could happen if we had no signage, posters, or written communication in public places of interest. • Research and choose a specific Egyptian topic on which to base their initial poster ideas. • Complete design criteria based on a client's request. • Roughly sketch four initial poster ideas, indicating where a bulb will be located for each. • Review their initial ideas against the design criteria and peer feedback, developing a final design. • Assemble an electric poster, including a functional simple circuit with a bulb, following a demonstration. • Acknowledge, with a brief explanation, the need to mount the poster using corrugated card. • Test that the simple circuit works by adding a battery. • Evaluate their electric posters in a letter to a client.	**Digital Word: Electronic Charm** • Give a brief explanation of the digital revolution and/or remember key examples. • Suggest a feature from the Micro:bit that is suitable for an eCharm. • Write a program that initiates a flashing LED panel, or another pattern, on the Micro:bit when a button is pressed. • Identify errors, if testing is unsuccessful, by comparing their code to a correct example. • Explain the basic functionality of their finished program. • Suggest key features for a pouch, with some consideration for the overall theme and the user. • Use a template when cutting and assembling a pouch, with some support. • Describe what is meant by 'point of sale display' with an example. • Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright colours, following a demonstration. • Evaluate their design.
	I am a 'Musician!' (Music)	**Ballads** • Identify the key features of a ballad. • Perform a ballad using actions. • Sing in time and in tune with a song and incorporate actions. • Retell a summary of an animation's story. • Write a verse with rhyming words which tell part of a story.	**Pentatonic Melodies and Composition (Chinese New Year)** • Match their movements to the music, explaining why they chose these movements. • Accurately notate and play a pentatonic melody. • Play their part in a composition confidently.	**Jazz** • Explain what ragtime music is. • Play on the 'off beat' and sing a syncopated rhythm. • Play a call and then improvise a response. • Improvise or compose a scat singing performance with sounds and words. • Compose and play a jazz motif fluently, using swung quavers.

		• Perform their lyrics fluently and with actions. **Creating Compositions in response to an animation (Mountains)** • Verbalise how the music makes them feel. • Create actions or movements appropriate to each section of a piece of music. • Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. • Play melodies and rhythms which represent the section of animation they are accompanying.	• Work as a group to perform a piece of music. **Changes in pitch, tempo and dynamics (Rivers) (Year 4 unit)** • Sing in tune and in harmony with others, with developing breath control. • Explain how a piece of music makes them feel with some use of musical terminology. • Perform a vocal ostinato in time. • Listen to other members of their group as they perform. • Create an ostinato and represent it on paper so that they can remember it. • Create and perform a piece with a variety of ostinatos.	• Play a swung rhythm using a tuned percussion instrument. **Traditional Instruments and Improvision (India)** • Verbalise feelings about music and identify likes and dislikes. • Read musical notation and play the correct notes of the rag. • Improvise along to a drone and tal. • Play a rag and a tal accurately alongside a drone. • Sing accurately from musical notation and lyrics. • Sing and play in time with others with some degree of accuracy and awareness of each other's parts.
	I am an 'Athlete' (P.E)	**Athletics** (Aa17 ongoing) • Improve running technique (Aa13) • Develop speed and stamina (Aa13) • Improve agility (Aa13) • Work on power exercises for speed (Aa13) • Improve technique for jumping further and higher (Aa14) • To improve power of upper legs (Aa 14) • Learn 5 bounds in year 3 (Aa 14, 18) • To learn the baton exchange for relay racing (Aa 16,18) • Time their start in order to maximize effect (Aa 16) • Learn a correct throwing technique (Aa 15) • Consolidate taught techniques (Aa 15) • Carry out an intra school athletics competition (Aa 18)	**Gymnastics** • To develop movement patterns with high and low levels (Gy 13) • Link turning, rolling, jumping and sliding actions (Gy 14) • Develop backward roll (Gy 13) • To practice variety of jumps on floor and off apparatus (Gy 13) • Develop range of balances (Gy 13, 16) • Link balances twists and rolls (Gy 14) • Refine movements into short sequence (Gy 15) • Link series of rolls and sliding actions (Gy 15) • Use apparatus to extend movements learnt (Gy 13, 15) • Develop a sequence with a partner (Gy 17,15, 16) • Develop movements into and out of rolls (Gy 13, 15)	**OAA** • Work effectively in small groups (Oa 12) • Have confidence and trust in members of the group (Oa 12) • Prepared to physically support each other (Oa 12) • To be prepared to attempt different ways to complete the task (Oa 9) • Plan and agree before starting the task (Oa 11) • Plan how they will work together (Oa 12) • To listen to each other's ideas (Oa 12) • Apply their skills to different environments and conditions (Oa 10,9) • Follow instructions correctly (Oa 10) • Choose the fastest routes to complete the task set (Oa 9,11)

		Tag Rugby (Ga 20, 21) • Play a simple rugby pass (Ga 15) • Catch with accuracy and consistency (Ga 15) • Make decisions in order to keep possession when under pressure (Ga 15) • Defend in tag rugby and remove belts (Ga 17) • To think about clever movements to wrong foot an opponent (Ga 16) • Bring taught skills into game situations (Ga 19,17) • Begin to make decisions which will impact on success (Ga 16, 19) • To bring taught skills into game situations (Ga 19, Aa19) • Collect a loose ball (Ga 16) • To correctly place ball to score a try (Ga 17, 16) • Apply all taught skills to a game (Ga 17, 18)	**Tennis** (Ga 20, 21) • Understand how a net/ court game works (Ga 17) • To use throwing and catching to play a net game (Ga 15) • Improve hand eye co-ordination (Ga 15) • Use racquets and bats to hit and strike a ball (Ga 16) • Hit/strike a moving ball for purpose (Ga 16) • Strike a moving ball using a tennis racquet (Ga 16) • Play a rally with a partner (Ga 16, 18) • Strike a ball using the backhand technique (Ga 16) • Move into position to play a shot (Ga 17,18,19) • To react to the direction of the ball to continue a rally (Ga 16, 17,18) • Apply taught skills to a game situation (Ga 17,18,19) • Work as part of a team to improve that team (Ga 17,18,19)	• Plan what they are going to do in advance (Oa 9) • Understand the task and know how to approach it (Oa 9) • To keep a balance between speed and accuracy (Oa 9,11) • Record or collect the information carefully and accurately at the control sites (Oa 9,11) • To keep map set to the ground (Oa 9) • To understand and use the cardinal points of the compass (Oa 9, 10) • To know the rules of the event/ activity (Oa 12, 9, 10) **Hockey** (Ga 20,21) • Hold the stick correctly (Ga 16) • Move with the ball under control (Ga 16) • Stop a ball received from a partner (Ga 16) • Perform a push pass accurately (Ga 16) • Pass with accuracy and control (Ga 16, 19) • Hit/ strike the ball as in to shoot (Ga 16,15) • To add speed and timing to previously taught skills (Ga 16, 18, 19) • Apply taught skills to a game situation (Ga 19,18,17) • To work as part of a team to improve that team (Ga 17,18,19) Outdoor/Adventure (Oa 9,10,11,12) ¦ All skills are also covered in: Break and lunch time activities; Maths of the day; Outdoor Adventure Day