



Nantwich Primary Academy Curriculum Map

Last updated: November 2024

Teacher: Mrs Dickens

Maths Links

English Links

Outdoor Learning Links

	Link Opportunities	Autumn	Spring	Summer
		Roaming Romans (The Roman Empire including the invasion of Britain)	Extreme Earth (Looking at natural disasters around the world)	Sneaky Settlers (Viking invasion of Anglo Saxons)
YEAR 4	The Hook / Enquiry Question	Were the Romans cool or cruel?	Can we control the weather?	The Vikings: ruthless killers or peaceful settlers?
	Local / Community	How has Nantwich been affected by the Romans (local walk) Can the museum help us understand how the Romans affected Nantwich?	Is a natural disaster likely in our town?	What Viking influences can we see in our local area? Can the museum help us understand how the Vikings affected Nantwich?
	Possible Trips / Guests	Nantwich Roman Museum DT/ Computing UTC Workshop	Catalyst Museum: Rocks, Volcanoes and Fossils	Tatton Park Living History Day Potteries Museum (Anglo-Saxon Battlegame workshop, Staffs Hoard Helmets)
	Parental Involvement	Homework projects	Oral geography / homework projects	Exploring local areas linking to Viking settlements (parents involve) Family trees.
	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.		
	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 objects and then justifying their choices. Spot and Stripe: 1 minute videos to start a debate, before the children take over to continue the discussion Session Plans: 30 minute sessions to embed philosophy in the classroom. Each plan follows the Philosophy Circles method to promote maximum thinking (From thephilosophyman.com)		

	<p>I am a 'Good Citizen!' (PSHCE)</p>	<p>Respect and Inclusivity: Treat everyone—students, teachers, and staff—with kindness and respect, celebrating differences and fostering a welcoming environment for all.</p> <p>Positive Participation: Engage actively in class discussions and group activities, showing teamwork and valuing others' contributions to create a collaborative learning space.</p> <p>Responsibility and Accountability: Take ownership of personal behaviour and work, meeting deadlines, following school rules, and setting a good example for others.</p> <p>Empathy and Support: Offer help and encouragement to peers, whether by assisting with classwork or including others in activities</p> <p>Growth Mindset and Resilience: Use learning powers like resilience and reflection to stay motivated in the face of challenges, showing that perseverance leads to personal growth and success.</p>		
	<p>I am 'British!' (British Values)</p>	<p>Democracy: Pupils will be voted onto the Student Council. Pupils will apply to the Principal for Year6 Responsibilities. Pupils will take part in weekly Votes for Schools on current affairs. Pupils can compare current British Values to those from the past.</p> <p>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 right and responsibilities via Votes for Schools assemblies each week. School assemblies and visits from e.g.PCSOs help pupils to remember laws to keep them safe. Individual Liberty: Pupils show independence 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 children of their rights and how to keep safe. 100% attendance awards are won. Pupils represent the school.</p> <p>Mutual Respect and 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 it brings. Inter-school competitions teach humility and respect for others. Displays in school remind pupils how to stay safe, including Year 6 monitors e.g. digital leaders / road safety officers. Pupils are supported by the school inclusion team.</p>		
	<p>I am an 'Engineer!' STEM / STEAM</p>	<ul style="list-style-type: none"> - Creating a model aqueduct (history) - Creating a model network (computing) - Creating a habitat (science) <p>Considering French landmarks (MFL) Examining structures / designs of ancient Roman architecture (history)</p>	<ul style="list-style-type: none"> - Examining the materials available to build natural disaster shelters (History) - How does electricity travel across water?(Science) - Sound boxes, microphones (Science) - How can we protect ourselves from the weather? (History) 	<ul style="list-style-type: none"> - Viking huts and settlements (History) - Maps of Viking UK (History) - Environmental studies (Science) <p>Cultural influences on art/textiles (Art)</p>

	<p>I am a 'Scientist!' (Science)</p>	<p>States of Matter</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things 	<p>Electricity</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>Sound</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sound travel through a medium to the ear • 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 • Recognise that sounds get fainter as the distance from the sound source increases. <p>Animals including Humans</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey.
	<p>I am a 'Linguist!' (MFL: Francais)</p>	<p>Phonics 2</p> <p>In these 4 sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the 4 lessons is accompanied by a song that pupils will be encouraged to actively participate in, as well as a mouth mechanics guide video.</p>	<p>In the Classroom</p> <p>In these 4 sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the 4 lessons is accompanied by a song that pupils will be encouraged to actively participate in, as well as a mouth mechanics guide video.</p>	<p>Do you have a pet?</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.</p>

		<p>What is the weather? In these 4 sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the 4 lessons is accompanied by a song that pupils will be encouraged to actively participate in, as well as a mouth mechanics guide video.</p>	<p>At the Tea-Room In these 4 sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the 4 lessons is accompanied by a song that pupils will be encouraged to actively participate in, as well as a mouth mechanics guide video.</p>	<p>Habitats By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats in French. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.</p>
<p>I am a 'Coder!' (Computing)</p>		<p>The Internet 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 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 Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Data Logging Use sequence, selection, and</p>	<p>Audio Production</p> <ul style="list-style-type: none"> 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 Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <p>Repetition in Shapes</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems 	<p>Photo Editing</p> <ul style="list-style-type: none"> 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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <p>Repetition in Games</p> <ul style="list-style-type: none"> 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

		<p>repetition in programs; work with variables and various forms of input and output</p> <p>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</p>	<p>by decomposing them into smaller parts</p> <ul style="list-style-type: none"> 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, 	<p>with variables and various forms of input and output</p> <ul style="list-style-type: none"> 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
	<p>I am a 'Historian!' (History)</p>	<ul style="list-style-type: none"> Understands why the Romans invaded Britain, can identify some of the benefits they brought, and knows what kind of evidence survives. <i>(Hi 23,24,25,28,29)</i> Understands where, when and why settlers arrived in England after the Roman Empire collapsed and how they influenced and adapted to British Life. (Anglo-Saxons and Scots) <i>(Hi 21,22,23,24,25,26,28,29)</i> Place events, people and changes into correct periods of time. <i>(Hi 21,22)</i> Shows an understanding of BC time <i>(Hi 23)</i> 	<p>Relevant history elements identified on MTP</p>	<ul style="list-style-type: none"> Can explain the sequence of events caused by Viking invasions, English resistance and how the Anglo Saxons finally gained power in England. <i>(Hi 28,29)</i> Place events, people and changes into correct periods of time. <i>(Hi 21,22)</i> Use dates and vocabulary relating to the passing of time <i>(Hi 23)</i> Describe and make links between the main events, situations and changes within and across the different period. <i>(Hi 24)</i> Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this. <i>(Hi 25,26)</i>
	<p>I am a Geographer! (Geography)</p>	<p>Relevant geography elements identified on MTP</p>	<ul style="list-style-type: none"> Can explain volcanoes, earthquakes and geography of mountains. <i>(Ge 27,28)</i> Recognises climate zones and biomes and can explain vegetation belts. <i>(Ge 26,27,28,32)</i> Recognises the signs of human geography, including settlements and the use of natural resources, 	<p>Relevant geography elements identified on MTP</p>

			<p>and how these resources are distributed. <i>(Ge 27,29)</i></p> <ul style="list-style-type: none"> • Can use maps to research and then describe the features of an area. <i>(Ge30,32)</i> • Use secondary sources to draw maps <ul style="list-style-type: none"> • <i>(Ge 31,32)</i> 	
<p>I am an 'Artist!' (Art)</p>		<p>Storytelling Through Drawing</p> <ul style="list-style-type: none"> • That we can tell stories through drawing. • That we can use text within our drawings to add meaning. • That we can sequence drawings to help viewers respond to our story. <p>That we can use line, shape, colour and composition to develop evocative and characterful imagery.</p>	<p>Explaining Pattern</p> <ul style="list-style-type: none"> • That the act of making drawings can be mindful. • That we can use line, shape and colour to create patterns. • That we can use folding, cutting and collage to help us create pattern. • That we can create repeated patterns to apply to a range of products or outcomes. 	<p>Sculpture, Structure, Inventiveness and Determination</p> <ul style="list-style-type: none"> • That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. • That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world. • That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. • That we can express our personality through the art we make. • That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. • That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.

I am a 'Designer!'
(Design & Technology)

Structures: Pavilions

- Produce a range of free-standing frame structures of different shapes and sizes.
- Design a pavilion that is strong, stable and aesthetically pleasing.
- Select appropriate materials and construction techniques to create a stable, free-standing frame structure
- Select appropriate materials and techniques to add cladding to their pavilion.

Mechanical Systems: Slingshot Chariots

- Work independently to produce an accurate, functioning car chassis.
- Design a shape that is suitable for the project.
- Attempt to reduce air resistance through the design of the shape.
- Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.
- Construct car bodies effectively.
- Conduct a trial accurately and draw conclusions and improvements from the results.

Electrical systems: Torches

- Identify electrical products and explain why they are useful.
- Help to make a working switch.
- Identify the features of a torch and how it works.
- Describe what makes a torch successful.
- Create suitable designs that fit the success criteria and their own design criteria.
- Create a functioning torch with a switch according to their design criteria.

Food: Adapting a Recipe

- Follow a recipe, with some support.
- Describe some of the features of a biscuit based on taste, smell, texture and appearance.
- Adapt a recipe by adding extra ingredients to it.
- Plan a biscuit recipe within a budget.

Textiles: Fastenings

- Identify the features, benefits and disadvantages of a range of fastening types.
- Write design criteria and design a sleeve that satisfies the criteria.
- Make a template for their book sleeve.
- Assemble their case using any stitch they are comfortable with.

Digital world: Mindful moments

- State and/or describe the advantages and disadvantages of existing products (timers).
- Understand how Micro:bit features could be used as part of a design idea.
- Write a program that displays a timer on the Micro:bit based on their chosen seconds/minutes.
- Suggest where the errors are, if testing is unsuccessful, by comparing the correct code to their own.
- State key functions in the program editor (e.g. loops).
- Cut out a box net carefully, assembling it securely into a box using tape or glue and tabs and ensuring it has a slot for the Micro:bit display.
- Evaluate the immediate appeal of the Micro:bit timer and how it might function.
- Express which stages of the project they enjoyed or found more challenging.

				<ul style="list-style-type: none"> • Explain the need for a company to stand out against competition and/or state the importance of logos in business. • Recall and describe the name and use of key tools used in Sketchup (CAD) software. <p>Fulfil the design requirements of the logo.</p>
<p>I am a 'Musician!' (Music)</p>		<p>Adapting and transposing motifs (Romans)</p> <ul style="list-style-type: none"> • Learn a new song, singing in time and in tune while following the lyrics (<i>Mu2-01</i>) • Identify motifs aurally and play a repeated pattern on a tuned instrument (<i>Mu2-02, Mu2-04</i>) • Create and perform a motif, notating it with reasonable accuracy (<i>Mu2-05, Mu2-06</i>) • Transpose their motif, using sharp or flat notes where necessary and change the rhythm (<i>Mu2-05, Mu2-06</i>) • Combine different versions of a musical motif and perform as a group using musical notation (<i>Mu2-05, Mu2-06, Mu2-07</i>) <p>Singing- ongoing (singfest)</p> <ul style="list-style-type: none"> • Breathe well and pronounce words, change pitch and show control in singing. (Mu90) • Perform songs in a way that reflects meaning and occasion. (Mu91) • Sustain a drone or melodic ostinato to accompany singing. (Mu92) 	<p>Rainforest – Body percussion</p> <ul style="list-style-type: none"> • Identify the structure of a piece of music (<i>Mu2-01, Mu2-02</i>) • Have an idea as to when there is one layer in a piece of music and when there are two (<i>Mu2-03, Mu2-04</i>) • Play a sequence in the correct order in time with their partner (<i>Mu2-07</i>) • Have two contrasting rhythms being played together (<i>Mu2-05, Mu2-07</i>) • Have two different melodies being played together (<i>Mu2-05, Mu2-07</i>) • Have a complete piece of music with four different layers with an appropriate structure (<i>Mu2-01, Mu2-05</i>) <p>Haiku</p> <ul style="list-style-type: none"> • Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings (<i>Mu2-02, Mu2-03</i>) • Recognise, name and describe the effect of the interrelated dimensions of music (<i>Mu2-04, Mu2-02</i>) • Select instruments and sounds which match their vocabulary (<i>Mu2-05, Mu2-06</i>) • Work as a group to create a piece of music (<i>Mu2-05, Mu2-07</i>) 	<p>Samba and carnival sounds</p> <ul style="list-style-type: none"> • Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil (<i>Mu2-01, Mu2-02</i>) • Clap on the off-beat (the 'and' of each beat) and be able to play a syncopated rhythm (<i>Mu2-03, Mu2-04</i>) • Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class) (<i>Mu2-07</i>) • Play their break in time with the rest of their group and play in the correct place in the piece (<i>Mu2-07</i>) • Play in time and with confidence; accurately playing their break (<i>Mu2-07</i>) <p>Here come the Vikings</p> <ul style="list-style-type: none"> • Move and sing as a team, following the lyrics on the screen (<i>Mu2-01, Mu2-04</i>) • Recognise minims, crotchets, and quavers often by ear and reliably by sight (<i>Mu2-06</i>) • Perform rhythms accurately from notation and layer them to create a composition (<i>Mu2-05, Mu2-06</i>)

			<ul style="list-style-type: none"> Perform a piece of music as part of a group (Mu2-01, Mu2-07) 	<ul style="list-style-type: none"> Add appropriate sound effects to their performances using untuned percussion (Mu2-05) Join in with the performances confidently, and reasonably in time and tune (Mu2-01, Mu2-07) Make suggestions for improving their performance (Mu2-02, Mu2-04)
	<p>I am an athlete</p>	<p>Swimming</p> <ul style="list-style-type: none"> Improve front crawl technique and coordination. (Sw 23) Practice and refine backstroke movements for control and efficiency. (Sw 23, 24) Consolidate breaststroke skills with focus on timing and breathing. (Sw 23, 24) Develop techniques for treading water and floating for safety. (Sw 23, 24) Practice diving entries safely, using the correct technique. (Sw 24, 25) Combine different strokes and movements to cover a 25-meter distance confidently. (Sw 23, 25) Make decisions on stroke choice based on distance and energy levels. (Sw 22, 26) Understand the importance of breathing techniques for endurance in swimming. (Sw 25) <p>Outdoor and Adventurous Activities</p> <p>Develop basic map-reading skills, including identifying landmarks and symbols. (OAA 21)</p> <ul style="list-style-type: none"> Practice navigating simple routes with a partner using a map and compass. (OAA 21, 22) 	<p>Gymnastics</p> <ul style="list-style-type: none"> Improve balance and control when holding static positions, such as in shapes or balances. (Gym 21) Develop coordination by performing smooth transitions between different movements and shapes. (Gym 21, 22) Practice jumping and landing safely, focusing on accuracy and body control. (Gym 22, 23) Learn to create and link movements into simple sequences, using rolls, jumps, and balances. (Gym 23, 24) Refine flexibility through stretching exercises to enhance movement quality. (Gym 21, 24) Explore different levels, directions, and pathways when moving across the mat or apparatus. (Gym 22, 23) Work cooperatively to create paired or group routines, incorporating synchronized movements. (Gym 23, 25) Build confidence performing routines in front of peers, focusing on control and presentation. (Gym 24) 	<p>Athletics</p> <ul style="list-style-type: none"> Practice sprinting techniques to improve speed and running form. (Ath 21) Develop stamina and pacing through longer distance running activities. (Ath 21, 22) Improve jumping skills, focusing on height and distance in events like standing long jump. (Ath 22, 23) Learn and apply correct throwing techniques for events like javelin (foam or light) and shot put. (Ath 23) Understand the importance of body positioning and coordination for running, jumping, and throwing. (Ath 21, 23) Set personal goals and measure performance to track improvement over time. (Ath 23, 24) Practice relay racing techniques, including smooth baton exchanges. (Ath 24) Build teamwork by encouraging and supporting peers during group activities. (Ath 24, 25)

- Understand and apply basic problem-solving strategies during team challenges. (OAA 22, 23)
- Improve teamwork skills by communicating clearly and listening to others in group tasks. (OAA 22, 24)
- Learn how to assess and manage risks safely in an outdoor environment. (OAA 23)
- Develop resilience and perseverance by working through challenges in outdoor activities. (OAA 24, 25)
- Practice strategies for working cooperatively to achieve a shared goal in various settings. (OAA 22, 23)
- Build confidence in unfamiliar outdoor environments by practicing awareness and observation skills. (OAA 24)

Football

- Improve dribbling skills to control the ball with both feet while moving. (Fb 21)
- Practice accurate passing techniques, using both short and long passes. (Fb 21, 22)
- Develop shooting accuracy and power when aiming at a target. (Fb 22, 23)
- Understand and apply defensive positioning to block opponents effectively. (Fb 23)
- Practice controlling the ball upon receiving it, using different parts of the foot. (Fb 21, 23)
- Learn how to move into space to support teammates during gameplay. (Fb 22, 24)
- Develop teamwork and communication skills by working together to attack or defend. (Fb 24, 25)
- Build awareness of rules and basic tactics in small-sided football games. (Fb 23, 24)

Dance

- Explore different movements and gestures to express ideas and emotions through dance. (Dn 21)
- Develop timing and rhythm by moving in sync with music or a beat. (Dn 21, 22)
- Practice creating dance sequences that include changes in speed, level, and direction. (Dn 22, 23)
- Improve coordination and balance while performing individual dance movements. (Dn 21, 23)
- Work collaboratively with a partner or group to create and refine dance routines. (Dn 23, 24)
- Experiment with different styles of movement to represent a theme or story. (Dn 22, 24)
- Build confidence performing in front of others, focusing on control and expression. (Dn 23, 25)
- Reflect on and evaluate performances, identifying strengths and areas for improvement. (Dn 24, 25)

Tag Rugby

- Develop accurate passing and catching skills while moving, using both hands. (TR 21)
- Improve dodging and footwork to evade defenders and create space. (TR 21, 22)
- Practice running with the ball while looking up to assess space and teammates' positions. (TR 22, 23)
- Learn how to tag opponents effectively and safely to prevent forward progress. (TR 23)

Rounders

- Develop accurate underarm and overarm throwing techniques for passing and fielding. (Rd 21)
- Practice catching skills, focusing on coordination and quick reactions. (Rd 21, 22)
- Improve batting technique, aiming for controlled hits to place the ball strategically. (Rd 22, 23)
- Learn to run between bases quickly and make decisions on when to run or stay. (Rd 23)
- Understand the basic rules of rounders, including scoring, fielding, and base running. (Rd 21, 24)
- Work on fielding techniques, such as positioning and teamwork, to prevent scoring. (Rd 23, 24)
- Build confidence in working as a team, both in batting and fielding roles. (Rd 24, 25)
- Develop awareness of game tactics, like placing the ball away from fielders and choosing bases wisely. (Rd 23, 25)

Cricket

- Practice underarm and overarm throwing techniques to improve accuracy and distance. (Cr 21)
- Develop catching skills with a focus on hand-eye coordination and quick reactions. (Cr 21, 22)
- Improve batting technique, learning to strike the ball with control and aiming for open spaces. (Cr 22, 23)

- Understand the basic rules of tag rugby, including scoring tries and avoiding contact. (TR 21, 24)
- Work with teammates to create attacking and defensive strategies during play. (TR 23, 24)
- Practice moving into open spaces to receive passes and support teammates. (TR 22, 24)
- Build teamwork and communication skills by coordinating with others in small-sided games. (TR 24, 25)

Netball

- Develop accurate chest passes and shoulder passes to teammates over short and medium distances. (Nb 21)
- Improve footwork skills, focusing on pivoting and landing with control. (Nb 21, 22)
- Practice moving into space to receive passes and avoid defenders. (Nb 22, 23)
- Understand and apply the basic rules of netball, including the three-second rule and footwork restrictions. (Nb 23)
- Learn effective marking techniques to prevent opponents from receiving the ball. (Nb 23, 24)
- Work on shooting techniques, aiming for accuracy and control when close to the goal. (Nb 21, 24)
- Develop teamwork and communication skills to support attacking and defensive plays. (Nb 24, 25)
- Build confidence in decision-making, choosing when to pass, shoot, or move during gameplay. (Nb 23, 25)

- Learn basic bowling skills, focusing on a straight-arm action and accurate aim. (Cr 23)
- Understand the rules of cricket, including scoring runs and fielding positions. (Cr 21, 24)
- Practice fielding techniques, such as stopping ground balls and backing up teammates. (Cr 22, 23)
- Work as a team in fielding and batting roles to strategize and communicate effectively. (Cr 24, 25)
- Develop decision-making skills on when to run between wickets or stay in place. (Cr 23, 25)

Hockey

- Develop control in dribbling, keeping the ball close while moving at different speeds. (Hk 21)
- Practice accurate passing techniques, using push passes to teammates over short distances. (Hk 21, 22)
- Improve control and accuracy in receiving the ball from various directions. (Hk 22, 23)
- Learn basic shooting skills, aiming for accuracy when striking towards a target. (Hk 23)
- Understand and apply the basic rules of hockey, including safe stick handling and movement. (Hk 21, 24)
- Practice defensive skills, such as blocking and intercepting the ball to regain possession. (Hk 23, 24)
- Work on positioning and moving into space to support teammates during gameplay. (Hk 22, 25)

				<ul style="list-style-type: none">• Develop teamwork and communication skills to effectively coordinate attacks and defenses. (Hk 24, 25)
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