



Nantwich Primary Academy Curriculum Map

Last updated: September 2023

Teacher: C Antoszkiv

Maths Links

English Links

Outdoor Learning Links

Link Opportunities	Autumn	Spring	Summer
	Blitz and Pieces (World War II)	Local History Study (The Tudors)	Stars & Stripes (Road trip of America)
The Hook / Enquiry Question	What impact did World War 2 have on the people of Nantwich and the surrounding area?	Why does Nantwich look the way it does, and what secrets does it still hold?	Do all places change over time in the same way that Nantwich changed?
Local / Community	What structures are in Nantwich or in the immediate vicinity directly related to the events of WW2? What community memories exist of WW2?	What are the Tudor influences on modern day Nantwich that we can still determine? What information can the local museum support us with in our study of Nantwich Tudors?	What American influences can we see in the local community, either historical or contemporary? What influences does American culture have on us?
Possible Trips / Guests	Visits to the local WW2 monuments Trip to The Brampton Museum	Nantwich Museum Ford Green Hall or Little Moreton Hall Local Tudor structures of note	DanTastic Education (USA or Wild West Days) https://www.planmyschooltrip.co.uk/1090/Wild-West-Workshop-&-WOW-Day.php
Parental Involvement	Oral history / Homework Projects	Historical walk around the town with parents	Sharing family links to the USA Sharing family experiences in the USA
I am 'Happy!' (EHWB) <i>*In conjunction with My Happy Mind portal</i>	<ul style="list-style-type: none"> - Promotion of resilience and supporting social and emotional learning. - Enabling student voice to influence decisions. - Supporting the wellbeing of the students. - Identifying and monitoring the impact of interventions. - Working with parents and carers. - Targeting and supporting appropriate referral. - Creating an ethos and environment that promotes respect and values diversity. 		<div style="border: 1px solid black; padding: 5px;"> <p>My Happy Mind:</p> <ul style="list-style-type: none"> - Meet Your Brain - Celebrate, Appreciate, Relate, Enjoy </div>
I am a 'Philosopher!' (P4C)	<p>Using: thephilosophyman.com/</p> <p>Thinkers' Games: Physical activities to kick off discussions. Spot and Stripe: 1 minute videos designed to start a debate. Session Plans: 30 minute sessions that follow the Philosophy Circles method to get maximum thinking.</p>		
I am a 'Good Citizen!' (PSHCE) <i>*See NPA PSHE curriculum ladder for references</i>	Active citizens (Pa31, Pa32, Pa33, Pa34, Pa35)*	Healthy Living (Ph13, Ph14, Ph15, Ph16)*	Relationships (Pr19, Pr20, Pr21, Pr22)*
Confidence (Pc21, Pc22, Pc23, Pc24, Pc25, Pc26, Pc27, Pc28)*			

YEAR 6

<p>I am 'British!' (British Values)</p> <p><i>Ongoing strands of NPA British Values permeate throughout each term</i></p>	<p>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.</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 rights via Votes for Schools assemblies each week. School assemblies and visits from e.g. PCSOs help pupils remember laws to keep them safe.</p> <p>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.</p> <p>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.</p>		
<p>I am an 'Engineer!' STEM / STEAM</p>	<ul style="list-style-type: none"> - Creating a model air-raid shelter (history) - Creating a model network (computing) - Creating a periscope (science) - Finding a solution to standing sculptures (Art) - Considering French landmarks (MFL) - Examining structures / designs of war machines (history) 	<ul style="list-style-type: none"> - Examining the materials available to Tudor builders (science) - How did Tudor boats on the River Weaver float? (science) - Tudor music: Inter-dimensions of music (Music) - Keeping teeth healthy 'sugar use' (PSHE / Science) - Tudor ecosystems (Wolves etc.) (Science) 	<ul style="list-style-type: none"> - Dams and bridges in USA (Geography) - Digital maps of USA (Computing / Geography) - Environmental studies (Science) - Challenges to expansion westward (Science/Geog) - Cultural influences on art/textiles (Art) - Nikola Tesla, Colorado Springs 1899 (Science / Hist)
<p>I am a 'Scientist!' (Science)</p>	<p>Light</p> <ul style="list-style-type: none"> - Recognise that light appears to travel in straight lines - 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 - 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 - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>Electricity</p> <ul style="list-style-type: none"> - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - 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 - Use recognised symbols when representing a simple circuit in a diagram 	<p>Evolution & Inheritance</p> <ul style="list-style-type: none"> - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>Circulation</p> <ul style="list-style-type: none"> - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - Describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Life Processes</p> <ul style="list-style-type: none"> - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - Give reasons for classifying plants and animals based on specific characteristics <p>Consolidation of ongoing working scientifically</p> <ul style="list-style-type: none"> - 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 - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments.

I am a 'Linguist!'
(MFL: Francais)

Phonics 4 & Regular Verbs (Les Verbes Réguliers)

- French **pronouns**
- **Verb** stems and endings
- **Regular** -ER verbs
- Regular -IR verbs
- Regular -RE verbs
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World War II (La Seconde Guerre Mondiale)

- **Decoding** longer passage of text using key information from World War II
- Some of the countries and languages involved in World War II
- The story of Ralph (an evacuee) and his experiences in London and then the countryside
- What Vera saw in London and then as an evacuee in the countryside
- **Decoding** longer passage of text using key information from World War II

At School (A L'École)

- **Introduction of vocabulary for 10 school subjects**
- Expressing an opinion on school subjects and class survey
- **An introduction to telling the time in French**
- Working with the verb **aller** and listening activity consolidating school subjects, opinions and time
- **Create your own school timetable in French with Assessment For Learning opportunity**

Tudor House (La Maison Tudor)

- Key facts of Tudor history (examining verbs, adjectives and nouns)
- Henry VIII and his six wives
- True or false activities
- Tudor storyboard

Weekend (Le Week-end)

- **Telling the time in detail**
- 10 complex phrases describing weekend activities
- Reading and listening lesson based on weekend activities
- Introduction of connectives
- Creative lesson based on weekend activities

Me In The World (Moi Dans Le Monde)

- Introduction to our 4 friends / characters
- Each character tells the others about their favourite festival / celebration
- Two characters discuss their Eid and Christmas celebrations in more detail
- Two characters discuss the similarities and differences between the cities in which they live: Port-au-Prince and Paris
- All four characters discuss what they will do to try to help protect the planet

I am a 'Coder!'
(Computing)

Internet Communication

- Understand computer networks, including the internet; how they can provide multiple services, such as the WWW, 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
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- I can describe and assess the benefits and the potential risks of sharing information online.
- I can assess and justify when it is acceptable to use the work of others
- I can give examples of content that is permitted to be reused

Webpage Creation

- 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.

Variables In Games

- 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

Introduction to Spreadsheets

- 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

3D Modelling

- Managing information online
- I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites)
- I can use different search technologies
- I can evaluate digital content and can explain how I make choices from search results
- Lesson 1 and Lesson 3 – Privacy and Security (Y4) – I can describe strategies for keeping my personal information private, depending on context

Sensing

- 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

Online relationships (Autumn)

- I can use the internet with adult support to communicate with people I know. (EY-7)

Managing information online (Autumn)

- I can navigate online content, websites, or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, sitemaps, breadcrumb-trails, site search functions). (11-14)

Copyright and ownership (Autumn)

- I can explain why copying someone else's work from the internet without permission can cause problems; I can give examples of what those problems might be.
- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it; I can give some simple examples; I can assess and justify when it is acceptable to use the work of others; I can give examples of content that is permitted to be reused; I can demonstrate the use of search tools to find and access online content which can be reused by others; I can demonstrate how to make references to and acknowledge sources I have used from the internet.

Managing information online (Spring)

- I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites); I can use different search technologies; I can evaluate digital content and can explain how I make choices from search results

Summer term revisit and activate prior e-safety knowledge and consolidate

	<p>I am a 'Historian!' (History)</p>	<p>What impact did WW2 have on the local area?</p> <ul style="list-style-type: none"> - Place events, people and changes into correct periods of time - Find characteristic features of the period, including the ideas, beliefs, attitudes and experiences of men, women and children in the past - Use dates and vocabulary relating to the passing of time - Recognise the social, cultural, religious and ethnic diversity of the society studied - Identify and describe reasons for, and results of, historical events, situations, and changes in the period - 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 - Recall, select and organise and communicate historical information in a variety of ways - Recognise primary and secondary sources 	<p>Local History Study (Tudors)</p>	<p>Relevant history elements identified on MTP</p>
	<p>I am a Geographer! (Geography)</p>	<p>Relevant geography elements identified on MTP</p>	<p>Relevant geography elements identified on MTP</p>	<p>Stars & Stripes (USA Roadtrip / comparison with where we live)</p> <ul style="list-style-type: none"> - Can make key comparisons between an area of the UK and one in America - Can explain the water cycle and the river system - Can explain longitude and latitude and vocabulary e.g. Equator - Is able to observe, measure and record what is seen in fieldwork - Can trace the geographical development of an area over time, showing how its environment and land uses have changed over time. - Can locate the countries of North and South America and describe their principle features - Can describe a significant local event or period and explain why it is considered important - Can describe how the locality has changed over time e.g. from village to town to city, from agricultural to industrial - Can explain how a national event affected the locality e.g. socially, economically - Develop decision-making skills
	<p>I am an 'Artist!' (Art)</p>	<p>2D to 3D Making</p> <ul style="list-style-type: none"> - That drawing and making have a close relationship - That drawing can be used to transform a 2D surface, which can be manipulated to make a 3D object - That when we transform 2D surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork - That we can use methods such as the grid method and looking at negative space to help us draw 	<p>Exploring Identity (linked to Tudor figures)</p> <ul style="list-style-type: none"> - That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to - That people are the sum of lots of different experiences, and that through art we can explore our identity - That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities - That as viewers we can then 'read' imagery made by other people, unpicking imagery, line, 	<p>Brave Colour</p> <ul style="list-style-type: none"> - Know that as humans we react emotionally to colour - That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others - That we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form - That we can test ideas, use our imagination, and share our vision with others by creating 2D and 3D models

	<p style="text-align: center;">I am a 'Designer!' (Design & Technology)</p>	<ul style="list-style-type: none"> - That there is a challenge involved in bringing 2D to 3D which we can solve with a combination of invention and logic <p>Navigating The World</p> <ul style="list-style-type: none"> - Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief - Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen - Identify errors (bugs) in the code and suggest ways to fix (debug) them - Self and peer evaluate a product concept against a list of design criteria with basic statements - Identify key industries that use 3D CAD modelling and why - Recall and describe the name and use of key tools used in Tinkercad (CAD) software - Combine more than one object to develop a finished 3D CAD model in Tinkercad - Complete a product pitch plan that includes key information <p>Food – Come Dine With Me</p> <ul style="list-style-type: none"> - Find a suitable recipe for their course - Record the relevant ingredients and equipment needed - Follow a recipe, including using the correct quantities of each ingredient - Write a recipe, explaining the process taken - Explain where certain key foods come from before they appear on the supermarket shelf 	<p>shape, colour to help us understand the experience of the artist</p> <p>Playgrounds</p> <ul style="list-style-type: none"> - Create five apparatus designs, applying the design criteria to their work - Make suitable changes to their work after peer evaluation - Make roughly three different structures from their plans using the materials available - Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas - Secure their apparatus to a base - Make a range of landscape features using a variety of materials which will enhance their apparatus <p>Waistcoats</p> <ul style="list-style-type: none"> - Consider a range of factors in their design criteria and use this to create a waistcoat design - Use a template to mark and cut out a design - Use a running stitch to join fabric to make a functional waistcoat - Attach a secure fastening, as well as decorative objects - Evaluate their final product 	<p>Steady Hand Game</p> <ul style="list-style-type: none"> - Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works) - State what they like or dislike about an existing children's toy and why - Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys - Identify the components of a steady hand game - Design a steady hand game of their own according to their design criteria, using four different perspective drawings - Create a secure base for their game, with neat edges, that relates to their design - Make and test a functioning circuit and assemble it within a case <p>Automa Toys</p> <ul style="list-style-type: none"> - Mark, saw and cut out the components and supports of their toy with a varying degree of accuracy to the intended measurements - Follow health and safety rules, taking care with the equipment - Attempt a partial assembly of their toys using an exploded-diagram, following a teacher's demonstration - Develop a design idea with some descriptive notes - Explore different cam profiles and choose three for their follower toppers with an explanation of their choices - Create neat, decorated follower toppers with some accuracy - Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata - Decorate and finish the automata to meet the design criteria and brief - Evaluate their finished product, making descriptive and reflective points on function and form
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I am a 'Musician!'
(Music)

Advanced Rhythms

- Develop an understanding of the Kodaly method
- Strengthen my feeling of pulse when working with rhythmic patterns
- Explore rhythmic patterns in order to build the sense of pulse
- Use knowledge of rhythm to create own composition
- Use knowledge of rhythmic notation to notate own composition

Songs of World War 2

- Use musical and comparative language in discussion
- Follow the melody line
- Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing
- Sing the correct words at the correct time
- Recall the counter-melody line

Dynamics, Pitch & Texture

(Coast – Fingal's Cave by Mendelssohn)

- Engage in discussion about the sounds of an orchestral piece
- Have a selection of varied vocabulary in response to what they hear
- Change dynamics and pitch, differentiating between the two
- Take the role of conductor or follow a conductor
- Change texture within their group improvisation and talk about its effect
- Create a graphic score to represent sounds
- Follow the conduct to show changes in pitch, dynamics and texture

Film Music

- Identify how different styles of music contribute to the feel of a film
- Participate in discussions, sharing their views and justifying their answers
- Use the terms 'major' and 'minor'
- Identify different instruments to describe how music evokes different emotions
- identify pitch, tempo and dynamics, and use these to explain and justify their answers
- give reasonable and thought-out suggestions for what different graphic scores represent
- use their body, voice and instruments to create sounds to represent a given theme
- create a musical score to represent a composition
- interpret their graphic score and performing their composition appropriately with their group
- create sounds that relate to the scene of a film

Theme Variations (Pop Art)

- Perform rhythms confidently either on their own or in a group
- Identify the sounds of different instruments and discuss what they sound like
- Make reasonable suggestions for which instruments can be matched to which pieces of art
- Recall the names of several instruments according to their orchestra sections
- Keep the pulse with the body percussion section and sing with control and confidence
- Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse
- Draw the rhythms accurately and show a difference between each of their variations
- Showcase creativity in the finished product

Composing & Performing A Leaver's Song

- Identify and evaluate the musical features of a song
- Contribute ideas to their group chorus, suggesting how lines three and four could rhyme
- Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme
- Fit an existing melody over a four-chord backing track
- Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments
- Record melodies using letter notation
- Perform the leavers' song with confidence

I am 'Active!'
(Physical Education)

Football

- Perform skills with greater speed, fluency and accuracy in invasion games (7b)
- Understand, choose and apply a range of tactics and strategies for defence and attack (2b)
- Know the importance and types of fitness and how playing games contributes to a healthy lifestyle (4c)
- Develop their ability to evaluate their own and others' work, and to suggest ways to improve it (3a,b)

Dodgeball

- Perform the correct throwing technique with accuracy (Ga 33, 34)
- Learn the technique of catching a variety of different throws in dodgeball. (Ga 33, 34)
- Learn the technique of dodging in dodgeball. (Ga 33, 34)
- Throwing and catching in small groups to hit an opponent (Ga 33, 34)
- To learn the technique of shielding with a dodgeball to prevent being hit and out. (Ga 33, 34)
- Carry out an intra school competition. (Ga 35, 36)

Tennis

- Use the forehand technique (Ga 33, 34)
- Strike a moving ball using this technique with accuracy and consistency (Ga 33, 34)
- To use the backhand technique (Ga 33, 34)
- Select the appropriate shot (Ga 33, 34)
- Volley a tennis ball on both the backhand and forehand side. (Ga 33, 34)
- Apply taught skills in a game situation (Ga 35, 36)
- Defend and attack based on anticipating direction of play (Ga 33, 34)
- Select appropriate tactics for game (Ga 33, 35, 36)
- Work in a pair to achieve success (Ga 33, 35, 36)

Athletics

- Improve running technique (Aa 33)
- Develop speed and stamina (Aa 33, 38)
- Improve agility (Aa 33, 38)
- Work on power exercises for speed (Aa 33, 38, 34)
- Improve technique for jumping further and higher. (Aa 34)
- To improve power of upper legs (Aa 34, 38)
- Learn the triple jump (Aa 34)
- To improve distance of their triple jump (Aa 34)
- Learn the baton exchange for relay racing (Aa 33)
- Time their start in order to maximize effect (Aa 33)
- Learn a correct throwing technique (Aa 34)
- Consolidate taught techniques (Aa 34)
- To carry out an intra school athletics competition (Aa 33, 24, 35, 36, 37)

Basketball

- Control the ball (Ga 33, 34)
- To move with the ball under control (Ga 33, 34)
- Pass with accuracy (Ga 33, 34)
- Catch the ball consistently (Ga 33, 34)
- Move effectively to receive a pass (Ga 33, 34)
- Shoot with accuracy and control in a variety of situations (Ga 33, 34)
- Attempt a lay-up shot (Ga 33, 34)
- Attack the hoop with speed and purpose (Ga 33, 34)
- Bring taught skills into game situations (Ga 35, 36)
- Think tactically about the game (Ga 36, 35, 34)
- Carry out their role within a team and assist others in fulfilling theirs. (Ga 35, 36)
- Develop understanding of own role within a team (Ga 36, 35)

Gymnastics (Gy 31)

- To perform high quality rolls (Gy 28)
- Think about the in/ out positions which lead into and out of their rolls. (Gy 28)
- Rehearse a range of balances including handstand and headstand (Gy 28)
- Work with a partner and develop balances in a pair. (Gy 28, 29)
- Perform a range of jumps well and safely (Gy 28)
- Jump onto/ over and off apparatus (Gy 28)
- To create a floor routine which contains at least 6 elements in a group. (Gy 28, 29, 30)
- Improve their routine through reviewing compositional factors. (Gy 28, 29, 30)
- Adapt their sequence to include apparatus (Gy 28, 29, 30)
- Critique their own and other sequences to improve performance (Gy 32)
- Perform their final sequence (Gy 28, 29, 30)
- Judge other sequences against a given criteria. (Gy 32)

Hockey

- To hold the stick correctly (Ga 33, 34)
- Move with the ball under control (Ga 33, 34)
- Stop a ball received from a partner (Ga 33, 34)
- Perform a push pass accurately. (Ga 33, 34)
- To retain possession from a defender with an overload of attackers (4v1) (Ga 33, 34, 35)
- Pass with accuracy and control (Ga 33, 34)
- Hit/ strike the ball as in to shoot (Ga 33, 34)
- Add speed and timing to previously taught skills (Ga 33, 34)
- Think about tactics in a game. (Ga 35, 36)
- Take up and stick to a role within a team (Ga 35, 36)
- Apply taught skills to a game situation. (Ga 35, 36)
- Work as part of a team to improve that team. (Ga 35, 36)

Outdoor/Adventure (Oa 23, 23, 24, 25)

All skills are covered in:

- Break and lunch time activities
- Maths of the day
- Outdoor Adventure Day
- Year 5 and 6 Planning

This is a working plan and can be subject to change as opportunities arise or reflections are made.

Last updated: October 2023