



Beckers Green Primary School

**Lower Key Stage Two
Curriculum Plan Year A**

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3 & 4	Creeping through Caves (Palaeolithic, Neolithic and Bronze Age)		American Road Trip (North and South America)		The Romans are Coming (Iron Age to Romans)	
Text	Grey Island, Red Boat (Y3) Max and the Millions (Y3/4 & Y4)		Iron man (Y3) Worst Witch (Y3) Baby Aliens got my Teacher (Y3/4 & Y4)		Queen of Darkness (all)	
Visitor/ trip	Stone Age Day				Colchester Castle trip	
Outcomes	<p>Week 1: Purpose: Writing to instruct Genre: recipe Theme: friendship/bullying</p> <p>Week 2-3: Purpose: Writing to inform Genre: Information texts Theme: Ancient artefacts (written and oral outcomes)</p> <p>Week 4-6: Purpose: Writing to describe Genre: Narrative Theme: Portal story (Stone Age Boy)</p>	<p>Week 1-3: Purpose: Writing to inform Genre: Newspaper report Theme: The Discovery of Fire (written and oral outcome)</p> <p>Week 4-6: Purpose: Writing to recount Genre: Recount Theme: Stone Age workshop</p>	<p>Week 1-3: Purpose: Writing to persuade Genre: Advertisement Theme: Job advertisement for an explorer</p> <p>Week 4-6: Purpose: Writing to inform Genre: Information text Theme: Windrush</p>	<p>Week 1-3: Purpose: Writing to describe Genre: Poetry Theme: Climate Zones & Wild Weather</p> <p>Week 4-6: Purpose: Writing to recount Genre: Diary Theme: Diary of an explorer</p>	<p>Week 1-3: Purpose: Writing to recount Genre: Recount Theme: Recount of trip to Colchester Castle – what did you see/learn?</p> <p>Week 4-6: Purpose: Writing to describe Genre: 1st person Narrative Theme: Story based on class novel: Queen of Darkness</p>	<p>Week 1-2: Purpose: Writing to inform Genre: Non-chronological report Theme: Roman Life</p> <p>Week 3-5: Purpose: Writing to persuade Genre: Speech Theme: Boudica's Speech</p> <p>Week 6: <i>Transition</i></p>

<p style="text-align: center;">Writing</p>	<p>Skills and knowledge:</p> <p>Y3</p> <p>Can use paragraphs independently. Can use an increasing range of cohesion. Can use full stops, capital letters, question marks, exclamation marks, commas for lists and fronted adverbials. Can write opening sentences. Can use sentences of three with commas – he..., he..., he ... Can write in third person. Can use adverbs of manner and speech – gingerly/harshly Can use adjectives of condition – rusty. What are vowels and consonants? When do I use a and an? What are nouns, verbs and adjectives? What are clauses? What are pronouns and personal pronouns? What is a noun phrase? When do I use apostrophes for omission?</p> <p>Y4</p> <p>Can use where, when, how fronted adverbials. Can use powerful speech verbs – stammered. Can add ing to verbs to make adjectives. What are determiners and possessive pronouns? What are conjunctions? What is a prepositional phrase? What is an expanded noun phrase? How do I use inverted commas and reporting clauses for speech? How do I use apostrophes for possession?</p> <p>Revisit previous year knowledge.</p>	<p>Skills and knowledge:</p> <p>Y3</p> <p>Can use original similes. Can use onomatopoeia. Can set a mood with description. Can create double adjective sentences e.g. the small, plump woman bustled through the colourful, noisy market Can use powerful verbs for action. Can use adverbs to show time, place and manner. Can use inverted commas for speech. What are adverbs? Use adverbs to express time, place and cause e.g. then, next, soon, therefore?</p> <p>Y4</p> <p>Can use metaphor. Can build on a simile with ing verbs. e.g. as fast as a fat watermelon rolling down a hill. Can show not tell with adverbials of manner. Can use a range of conjunctions. Can use rhetorical questions. Can use adverbs for frequency or possibility. What are adverbs of frequency and probability? What is the difference between a phrase and a clause? Why is 'we was' wrong? How do I use an apostrophe for plural nouns?</p> <p>Revisit Term 1 knowledge.</p>	<p>Skills and knowledge:</p> <p>Y3</p> <p>Can create double more/less sentences e.g. the more he waited, the more his stomach churned. Can describe through specific detail eg the white, speckled owl. Can use when and where fronted adverbials. Can use prepositional phrases to add detail to sentences. What is a main clause? What is a compound sentence? What are prepositions?</p> <p>Y4</p> <p>Can show emotion in writing with adverbials – with or without/ing/ed. Can take a viewpoint in writing. Can write two clause complex sentences with commas. Can use ellipses to indicate pauses. What is a subordinating conjunction? What is a subordinate clause? What is a complex sentence? What are ellipses?</p> <p>Revisit Term 1 and 2 knowledge.</p>
<p style="text-align: center;">Spelling</p>	<ol style="list-style-type: none"> 1. The /ay/ sound spelt ei 2. The /ay/sound spelt ey 3. Homophones and near homophones 1 4. Homophones and near homophones 2 5. The /s/ sound spelt c before e, I and y (revision) 6. Double consonants 7. Suffix –ly 8. Suffix –ly where the root word ends in y 9. Adverb with the suffix –ly where the root word ends in ic 10. Adverbs with the suffix –ly exceptions and consolidation 	<ol style="list-style-type: none"> 1. The prefix dis- 2. The prefix mis- 3. The prefix re- 4. Adding suffixes beginning with vowel letters to words of more than one syllable 5. Split digraph i-e with a short and long vowel sound (revision) 6. The /n/ sound spelt kn and gn at the beginning of words (revision) 7. The /k/ sound spelt ch 8. The /sh/ sound spelt ch 9. Words ending with the /g/ & /k/ sound spelt gue and que 10. The /s/ sound spelt sc 11. The /i/ sound spelt y 12. The /u/ sound spelt ou 	<ol style="list-style-type: none"> 1. Words containing the letter string ough 2. Days of the week & Seasons 3. Months of the Year 4. Time & place 5. Cross curricular 6. Direction, dimension and amount 7. The vowel digraph ea and trigraph ear 8. World family - sol 9. Word families – dec, cent, milli and micro 10. Conjunctions 11. Prepositions 12. Long /ee/ sound spelt y at the end of words

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Years	Creeping through Caves		American Road Trip		The Romans are Coming	
3 & 4	(Palaeolithic, Neolithic and Bronze Age)		(North and South America)		(Iron Age to Romans)	
Science	<p>Working scientifically Across the year, children will develop seven skills through scientific investigation:</p> <ul style="list-style-type: none"> • asking questions • making predictions • setting up tests • observing and measuring • recording data • interpreting and communicating results • evaluating 		<p>Lower Key Stage 2 National Curriculum statements</p> <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them. • Setting up simple practical enquiries, comparative [and fair] tests. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements [and raise further questions]. • Identifying differences, similarities [or changes] related to simple scientific ideas and processes. • Using straightforward scientific evidence to answer questions or to support their findings. 			
	<p>Rocks, soils and fossils Y3/M1</p> <ol style="list-style-type: none"> How are rocks different and what rock is this? What are rocks used for? How are soils different? Which soils hold water? What is this fossil? Who was Mary Anning and how she did become a palaeontologist? 	<p>Forces, friction and magnets Y3/M3</p> <ol style="list-style-type: none"> What makes things move? How long does a top spin on different surfaces? How well can an object slide on different surfaces? How do magnets affect each other? Which materials are magnetic? How strong are different magnets? 	<p>Classification of plants and animals Y4/M6</p> <ol style="list-style-type: none"> How are living things classified? How are vertebrates classified? How are invertebrates classified? Can you use a branching key? What is this living thing? 	<p>Recap: Y3/M1 <i>How are soils different?</i></p> <p>Human impact on the environment Y4/M3</p> <ol style="list-style-type: none"> What is the impact of little in our school? How do materials change over time? How do micro-plastics get into the food chain? How can we prevent micro-plastics from getting into our seas and oceans? How can we clean up birds affected by an oil spill? 	<p>Electricity: circuits Y4/M2</p> <ol style="list-style-type: none"> What makes an appliance work? How can you light the bulb? What does a switch do? Why doesn't the circuit work? Which materials conduct electricity? 	<p>Flowering plants and plant growth Y3/M5</p> <ol style="list-style-type: none"> What do leaves do? What do roots and stems do? What are the functions of the parts of a flowering plant? What happens if plants do not have enough space? How are plants different?
	TAPS assessment	Forensic fingerprints WSS: observe and measure	Cornflour slime WSS: ask questions and plan	Shoe grip forces WSS: observe and measure	Function of Stem WSS: evaluate	Rock Reports WSS: interpret and report

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History	<p>Chronology</p> <p>How do I mark BCE and CE dates on a timeline?</p> <p>When were the Palaeolithic, Neolithic and Bronze Ages?</p> <p>Learning from sources</p> <p>Why are primary sources important to help us understand the past?</p> <p>What artefacts come from the palaeolithic period?</p> <p>How do we know about the Bronze Age? What primary sources do we have?</p> <p>What is Skara Brae? What does it tell us about life at the time?</p> <p>Were there Bronze age settlements near Braintree?</p> <p>Compare and contrast</p> <p>Why did the Palaeolithic people move about but the Neolithic people settled more?</p> <p>How were Palaeolithic and Neolithic people's lives different?</p> <p>Who did people worship?</p> <p>Understanding Legacy</p> <p>What difference did Bronze make to everyday life?</p> <p>Vocabulary</p> <p>CE/BCE, sources, Palaeolithic, Neolithic, Bronze Age, archaeologist, artefact</p> <p>Outcome: Stone Age show case afternoon</p> <p>Black History week – mini topic planned – linked to life of Black Historical figure such as Martin Luther King, Mary Seacole, Rosa Parks, Harriet Tubman, Muhammed Ali, Maya Angelou</p>		<p>The Empire Windrush</p> <p>Chronology</p> <p>When did the first Empire Windrush ship arrive in Britain?</p> <p>Learning from sources:</p> <p>What difficulties did the Windrush generation face in Britain in the 1940's and 50's?</p> <p>Why did the Windrush generation come to Britain?</p> <p>How did the Windrush generation help Britain?</p> <p>Legacy:</p> <p>What contribution did the Windrush generation make to Britain?</p> <p>BV4</p> <p>Vocabulary</p> <p>Settler, conquistador, pilgrim, conquest, native, American Indians, colony, puritans</p> <p>Citizenship, immigration, Caribbean, stereotype, origin, colonialism, British Empire, racism, prejudice</p>		<p>Chronology</p> <p>When was the Iron Age?</p> <p>When did the Roman Empire exist? Who ruled Britain at that time?</p> <p>When did the Romans invade?</p> <p>When and why did the Romans leave Britain?</p> <p>Learning from sources</p> <p>What primary sources can we use to tell us about life in Roman Britain? Mosaics, roads, buildings, artefacts, writings?</p> <p>What sources tell us about the Boudicca revolt? Can they all be trusted? Introduce bias.</p> <p>What will our trip to Colchester Castle teach us about the Romans in Britain? What artefacts will we see?</p> <p>Compare and contrast</p> <p>What was life-like in the Iron Age? Did the Romans improve life for Britains?</p> <p>How did the Romans manage to defeat the Celts? In what ways were their army tactics superior?</p> <p>Legacy</p> <p>What did the Romans leave behind? How did it change life in Britain?</p> <p>BV1,2,3</p> <p>Vocabulary</p> <p>Amphitheatre, villa, bath house, emperor, gladiator, aqueduct, barbarian, century, consul, Iceni tribe, legion, senate, Celts</p>	

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Geography	<p>Using geographical skills and fieldwork</p> <p>I can read maps and use keys</p> <p>I can identify physical features using maps and photos</p> <p>Knowing places in the world</p> <p>Where in the UK did Stone Age people live?</p> <p>Where did the Beaker people come from?</p> <p>Where were the Bronze age settlements in Braintree?</p> <p>Where is Skara Brae?</p> <p>Study of Human and physical geography</p> <p>What makes a good location for a settlement?</p> <p>Why does the way land is used change over time?</p> <p>What was the climate like in Skara Brae?</p> <p>Vocabulary</p>		<p>Using geographical skills and fieldwork</p> <p>How do I use a grid reference for a map?</p> <p>I can direct someone using 8 points of the compass</p> <p>I can draw a map including a key</p> <p>What geographical features can you identify on a map? Carry out fieldwork using photos and graphs to compare areas of USA and UK – ie.) New York City and Braintree or Nevada Desert and Braintree.</p> <p>Knowing places in the world</p> <p>Recap 7 continents. Where are South and North America?</p> <p>What countries are in North America and South America?</p> <p>What oceans surround the Americas?</p> <p>What major rivers exist in North and South America?</p> <p>What mountain ranges can we identify?</p> <p>Study of Human and physical geography</p> <p>What is the difference between human and physical geography?</p> <p>How do the climates differ in North and South America? How are they affected by climate zones? Which area of North America has a climate most like the UK? Where is it hottest and why?</p> <p>What biomes are in N and S America? Compare New York City with Nevada? Or Virginia with Rio de Janeiro? What challenges does each environment bring? Think weather, pollution etc. Choose 2 for comparison – look at human and physical features.</p> <p>Vocabulary</p>		<p>Using geographical skills and fieldwork</p> <p>I can read maps – find European countries</p> <p>I can show the Roman expansion on a map</p> <p>Knowing places in the world</p> <p>Recap 4 countries of the GB</p> <p>Where did the Romans live in Europe? What made up the Roman Empire?</p> <p>What are the capital cities?</p> <p>Where are Essex and Braintree on the map?</p> <p>Study of Human and physical geography</p> <p>Where did Romans settle? Why?</p> <p>Where and why did Romans build roads in the UK?</p> <p>Vocabulary</p> <p>Settlement, expansion</p>	

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Art	<p>Outcome - portrait in the style of Picasso's 'The Weeping Woman'</p> <p>Skills - Painting</p> <p>To say what they like or dislike about the artwork of others</p> <p>To create line drawings to create a template on which to paint</p> <p>To experiment with colour mixing to create desired colour</p> <p>Knowledge</p> <p>To know where Picasso lived and studied</p> <p>To compare the style of Picasso with that of Rembrandt – similarities and differences</p> <p>Artist Study: Picasso</p> <p>https://www.youtube.com/watch?v=SCg-J6fdFxo</p> <p>Vocabulary: appraise, primary, secondary, tertiary, abstract, traditional, Spain</p>	<p>Outcomes – Clay coil Beaker people pot</p> <p>Skills - Sculpture</p> <p>Rolling and joining clay using a slip</p> <p>Can added decoration and features to clay</p> <p>Knowledge</p> <p>Know how the addition of water changes the properties of clay</p> <p>Know how tools can be used in different ways to add decoration to clay</p> <p>Vocabulary: clay, coil, slip, engrave, pottery</p> <p>Artist Study: Louise Goodman</p>	<p>Outcome – artwork in the style of Alma Thomas' 'The Eclipse'</p> <p>Skills - Painting</p> <p>To say what they like or dislike about the artwork of others</p> <p>Experiment with colour for effect – complementary colours</p> <p>Knowledge</p> <p>Know how to find complementary colours on a colour wheel</p> <p>To know where Alma Thomas lived and studied</p> <p>Artist Study: Alma Thomas</p> <p>Vocabulary: concentric, complementary, linear, bold, abstract</p>	<p>Outcome - Collage of South American theme - rainforest</p> <p>Skills - Collage</p> <p>Can select, cut and combine a range of materials to make a collage.</p> <p>Experiment with texture to create to create mood</p> <p>Knowledge</p> <p>Know that different types of paper and fabric give different effects</p> <p>Vocabulary: background, foreground, overlap, overlay, construct, pattern, join</p> <p>Artist Study: Amanda Richardson</p>	<p>Outcome - Sketches of Roman Busts</p> <p>Skills - Drawing</p> <p>Can use proportion and observation to sketch portraits that reflect different expressions.</p> <p>Knowledge</p> <p>What did the Romans make busts for?</p> <p>What are the proportions of a face?</p> <p>What happens to features when different expressions are made?</p> <p>What similarities and differences can you see between the Roman Busts and Frida Kahlo's portraits? Reflect back on work on Picasso in Autumn 1</p> <p>Artist Study: Frida Kahlo</p> <p>Vocabulary: sketch, analyse, proportion, compare and contrast</p> <p>Opportunity for working outside</p>	<p>Outcome - A printed mosaic design</p> <p>Skills - Printing/Digital</p> <p>Can design a repeated pattern on paper or in software.</p> <p>Can use different printing sticks to create a mosaic design.</p> <p>Knowledge</p> <p>What do mosaics tell us about Roman life in Britain?</p> <p>How did Romans create mosaics and why?</p> <p>Vocabulary: mosaic, tesserae, linear, inclined, sloping, curve</p> <p>Artist Study: Gaudi</p>

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D&T	<p>Product: Christmas Card with moving parts Purpose: to gift Audience: family member of their choice DT area: mechanisms</p> <p><u>Design:</u> To generate realistic ideas and their own design criteria through discussion focusing on available materials and the theme of Christmas Can investigate and evaluate mechanisms in pop-up books. Use annotated sketches and prototypes of mechanisms to communicate ideas</p> <p><u>Make:</u> Order the main stages of making Select and use appropriate tools with accuracy to cut, measure, shape and join paper and card Select and use finishing techniques to ensure high standard of aesthetic quality</p> <p><u>Evaluating:</u> Investigate and analyse books and cards where levers and linkages are used as mechanisms Evaluate own products against criteria and suggest improvements</p> <p>Knowledge How do levers and linkages work? What is the difference between fixed and loose pivots? Which part is the input and which is the output?</p>		<p>Product: Salsa Purpose: to share with others Audience: family DT area: food and nutrition</p> <p><u>Design:</u> Generate ideas through discussion to develop design criteria to meet needs of variety of users. This should include allergies and dietary requirements as well as taste and practical use – use knowledge of Eatwell plate Create clear recipes to communicate ideas. Research web based recipes to support design.</p> <p><u>Make:</u> Select and use appropriate utensils and equipment. Follow hygiene and food safety requirements Select from a range of ingredients to make appropriate food products, thinking about design criteria.</p> <p><u>Evaluate:</u> Carry out evaluations of a range of ingredients and record findings in tables/graphs. Evaluate the product with reference to the design criteria and the views of others.</p> <p>Knowledge Know about a range of fresh and processed ingredients appropriate for their product and identify whether they are grown, reared or caught. Know about food hygiene and safety standards Vocab – texture, hygienic, seasonal, varied diet</p>		<p>Product: a nightlight Purpose: to light the bedroom at night Audience: a small child DT area: structures and electrical systems</p> <p><u>Design:</u> Gather information about needs and wants and develop the design criteria to inform the design of products that are fit for purpose. Generate realistic ideas and communicate these through discussion and annotated sketches – including cross section diagrams.</p> <p><u>Make:</u> Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Select from and use materials – including electrical components according to their functional properties and aesthetic qualities.</p> <p><u>Evaluate:</u> Investigate a range of existing battery powered products and simple circuits. Evaluate own ideas and products against own design criteria and suggest improvements</p>	

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Music	Unit 1: Stave notation NC key skill: Music notation Knowledge: Pitch, high/low, rising/falling Treble clef stave rules Tuned/untuned percussion differences	Unit 2: Winter Wonderland NC key skill: Play and perform Knowledge: Dynamics: forte, piano (mf/mp, ff/pp) Crescendo/diminuendo	Unit 3: Recorder 1 NC key skill: Aural skills Knowledge: Basic technique, posture, breath control B A G > E D	Unit 4: Theme and variations NC key skill: Create and compose Knowledge: Theme & Variations Recap stave rules> navigate score (bar, line)	Unit 5: Recorder 2 NC key skill: Varied listening Knowledge: C' D' F# 3/4, 4/4 (2/4) Introduce Woodwind family	Unit 6: Song repertoire NC key skill: Music history Knowledge: Musicals / Essex folk songs Major/minor tonality, drone Prepare performance
PSHE	Being Me in My World <u>Y3 themes</u> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives <u>Y4 themes</u> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour BV1, 2, 3, 4	Celebrating Difference <u>Y3 themes</u> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour <u>Y4 themes</u> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour BV1,2,3	Dreams & Goals <u>Y3 themes</u> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting <u>Y4 themes</u> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes BV4	Healthy Me <u>Y3 themes</u> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices <u>Y4 themes</u> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength BV4	Relationships <u>Y3 themes</u> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends <u>Y4 themes</u> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals BV3,4	Changing Me <u>Y3 themes</u> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition <u>Y4 themes</u> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change

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Computing	Project Evolve: Self-image and Identity, Online Relationships, Online Reputation <i>BV2,4</i>		Project Evolve: Online Bullying, Managing Online Information <i>BV2,4</i>		Project Evolve: Health, Well-being and Lifestyle, Privacy and Security, Copyright and Ownership <i>BV2,4</i>	
	Teach Computing (NCCE): Connecting Computers Year 3 Equipment: Chromebooks or laptops (keyboards and trackpads), webcams, mouses, microphones, iPad Apps/software/sites: Google Docs or Microsoft Word, paintz.app	Teach Computing (NCCE): Animation Year 3 Equipment: iPads Apps/software/sites: iMotion, iMovie	Teach Computing (NCCE): Branching Databases Year 3 Equipment: Chromebooks Apps/software/sites: https://J2e.com (login using Google)	Teach Computing (NCCE): Audio Editing Year 4 Equipment: Laptops Apps/software/sites: Audacity	Teach Computing (NCCE): Sequence in Music Year 3 Equipment: Laptops Apps/software/sites: https://scratch.mit.edu (save to server or GoogleDrive), Scratch 3	Teach Computing (NCCE): Repetition in Shapes Year 4 Equipment: Chromebooks or laptops, iPads Apps/software/sites: https://turtleacademy.com/playground (log in using Google), Logotacular
MFL (French)	Phonics 1 & 2 (X) Instruments (E)	Seasons (E)	Vegetables (E)	Ice Creams (E)	Presenting Myself (I)	Goldilocks (I)
Religious Education		How do people express commitment to a religion/world view in different ways? Hindu or Jewish/Sikh/Christian <i>Human/Social Sciences</i>	What is the Trinity? Christian <i>Theology</i>	What is philosophy? How do people make moral decisions? Christian/Humanist <i>Philosophy</i>	What do ____ believe about God? Muslim <i>Theology</i>	What difference does being a ____ make to daily life? Muslim <i>Human/Social Sciences</i>
Physical Education	Core Skills (real PE) Gymnastics	Core Skills (real PE) Dance	Cross Country Gymnastics	Core Skills (real PE) Tag Rugby	Athletics Tennis	Kwik Cricket Fitness
	Over the course of the year, all classes will go swimming for one term					