

EYFS

Three and Four-Year-Olds

Reception

Early Learning Goals

KS1

Year 1

Sport

Unit

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Develop overall body-

Multi-skills (A1)

To explore static balancing and understand the concept of bases - using different parts of the body.

To combine a number of coordination drills using upper and lower body movements - run on the balls of the feet, coordinate upper and lower body, move with greater precision and control.

To aim a variety of balls and equipment accurately. To time running to stop or intercept the path of a ball – Use timing to aim, stop and guide an object.

To travel in different ways, showing clear transitions between movements – use controlled movement to travel in different ways.

To travel in different directions (side to side, up and down) with control and fluency – quickly change direction whilst running, with control and fluency.

To practise ABC (agility, balance and coordination) at circuit stations - use agility, balance and coordination when performing activities.

Story time Dance (A2)

Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Start taking part in some group activities which they make up for

To change direction during moves.
To link travelling moves that change direction and level.

To link moves together. To use a variety of moves.

To link moves together.

To explore basic body patterns and movements to music.

To use a variety of moves that change speed and direction.

To link together dance moves with gestures and changing direction in time to music.

Groovy gymnastics (Sp1)

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Start taking part in some group activities which they make up for

To explore movement actions with control and link them together with flow.

To explore movement actions with control and link them together with flow.

To explore gymnastic actions and shapes.

To explore travelling on benches.

To explore movement actions with control and link them together with flow.

To choose and use simple compositional ideas by creating and performing sequences. To repeat and link combinations of gymnastic actions and shapes with control.

Brilliant ball skills (Sp2)

To develop anticipation and reaction when working with beanbags and balls.

To catch a ball from a throw.

To develop accurate throwing skills.

To catch a ball or beanbag on a bounce.

To understand the overarm throwing technique.

To stop, trap or catch the ball while on the move.

To play a game, following the rules and demonstrating fair play.

**Throwing and catching - field games
(Sum 1)**

To control a ball using hands.
To understand the correct technique
for catching.
To consolidate and practise throwing
a ball underarm.

To explore striking balls of different
sizes using hands and equipment.

To know how to stop and retrieve a
ball (fielding skill).

To practise throwing to a target.
To catch the ball with good
technique.

To know how to make contact with
the ball using different bats or
rackets.

To know the tactics and skills to use
in order to win a game.

Active athletics (Sum 2)

To know how to travel in different ways.

To know how to hop and land safely on two feet.

To know how to throw safely.
To throw in a variety of ways.

To run with good balance and co-ordination.

To know how to jump from two feet.
To explore which is the best way to jump to cover a distance.

To use the skills learned in the previous lessons by completing an obstacle course.

EYFS

KS1

Three and Four-Year-Olds

Reception

Early Learning Goals

Fitness Unit

Year 1

Boot camp (A1)

To understand how to prepare the body for exercise.

To understand what fitness means – experience the changes that occur during exercise, raise heart rate.

To complete a range of circuit-based activities and understand the reason for doing them.

To understand what happens to the heart rate during exercise – learn new moves and perform them with technique and balance.

To complete a circuit that includes activities practised in weeks 1 and 2 – demonstrate the correct technique for activities, discover which activities individuals find easy or difficult.

To complete a circuit that includes activities practised in weeks 1- 3 with balance and coordination – demonstrate the correct technique for activities, improve on scores from lesson 3.

To complete a circuit that includes activities practised in weeks 1-4 with balance and coordination – understand basic circuit moves, improve on scores.

To complete a circuit that includes activities practised in weeks 1-5 – improve on scores and perform skills with confidence.

Fitness Frenzy (A2)

To complete a circuit that includes learned activities – demonstrate the correct technique for activities.

To explore running at different speeds - understand the importance of using arms when running.

To improve agility, balance and coordination – perform a skipping circuit.

To evaluate performance of gymnastic moves within a circuit – perform simple movement patterns.

To identify techniques to improve core strength and agility – use techniques learned to improve performance.

To use techniques already learned to improve performance – final performance.

Cool core strength (Sp1)

To identify techniques to improve core strength and agility – learn how to control breathing.

To identify techniques to improve core strength and agility - perform a movement that demonstrates good core control.

To identify techniques to improve core strength and agility – be able to use the core to maintain balance when running.

To identify techniques to improve core strength and agility – support body weight on the hands using core muscles to balance.

To identify techniques to improve core strength and agility - develop more complex footwork patterns on the SAQ ladders.

To identify techniques to improve core strength and agility – use techniques learned to improve performance.

Gymfit circuits (Sp2)

To develop balance, agility and co-ordination.

To master basic movements as well as developing balance, agility and coordination.

To perform a range of gymnastic movements with increased accuracy.

To perform a series of gymnastic moves within a circuit.

To perform a sequence of moves at each station with increased accuracy.

To evaluate my performance of
gymnastic moves within a circuit.

Mighty movers - running (Sum 1)

To understand that running can be
done in many ways.

To run at different speeds and
different directions with control.

To run in a race with a team.
To understand what happens to our
breathing during exercise and why it
happens.

To increase heart rate.
To run at different speeds.

To complete a running circuit.

To understand the importance of
using the arms when running.
To run quickly in a relay activity,
aiming to improve speed.

Skip to the beat (Sum 2)

To learn how to hop and to jump.
To be able to do these two activities
on the move.

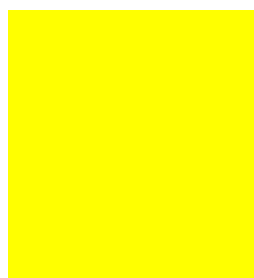
To develop the 'step hop' technique
for a good skip without a rope.

To learn how to skip with a rope.
To explore different ways of skipping.

To skip with good balance and
technique.

To perform a skipping circuit with
knowledge and understanding.

To perform a skipping circuit with knowledge and understanding.



EYFS

KS1

Three and Four-Year-Olds

Reception

Early Learning Goals

Health Unit

Year 1

Body parts and their functions (A1)

To name, describe and compare external parts of the body.

To describe the structure and function of the skeleton.

To identify the location and function of muscles.

To recognise that the brain is an organ and learn what its function is.

To recognise that the heart and lungs are organs, and to learn what their functions are.

To recognise the organs involved in digestive system and their functions are.

**Healthy mind, emotions and goals
(A2)**

To recognise and identify a variety of emotions.

To consider emotions in specific situations.

To explain how they could deal with their emotions.

To practise setting a goal for ourselves.

To identify how to work towards goals that we have set for ourselves.

To assess whether we have achieved the goals that we set for ourselves.

**Hygiene, medicine and exercise
(Sp1)**

To explain how to be hygienic and prevent the spread of harmful germs.v

To explain how to look after our teeth and why it is important.

To recognise the symptoms of illness
and how medicine can be used as
treatment.

To understand the potential dangers
of medicine.

To know how exercise helps us
physically.

To know how exercise helps us
mentally.

**Body protectors and body changes
(Sp2)**

To recognise that our bodies are
designed to protect us.

To identify how we can use our
senses to protect ourselves.

To identify how we can use our senses to protect ourselves.

To describe how different parts of our bodies are involved in the healing process.

To identify how our bodies change over time.

To identify how our bodies change over time.

Relationship with others and opinions (Sum1)

To examine positive relationships with friends.

To recognise when relationships with friends can cause negative feelings.

To consider relationships with
parents / carers.

To discuss the meaning of fair and
unfair in different situations.

To explain my opinion and listen to
others.

To explain my opinion and listen to
others.

Diet and vitamins (Sum 2)

To explain why food is an important
part of our lives.

To recognise that we need to eat a
variety and balance of food to stay
healthy.

To identify that different portions of food provide different amounts of energy.

To explore the importance of vitamins in staying healthy.

To identify which vitamins are in different types of foods.

To consider alternative ways of absorbing vitamins.

Year 2

Multi-skills (A1)

To explore static balancing and understand the concept of bases - learning about stable bases and losing balance.

To combine a number of coordination drills using upper and lower body movements – move the body in a variety of ways focussing on ABC's.

To aim a variety of balls and equipment accurately. To time running to stop or intercept the path of a ball – know how to throw a ball at the right speed and strength.

To travel in different ways, showing clear transitions between movements – be able to copy a partner and change speed and direction.

To travel in different directions (side to side, up and down) with control and fluency - explore different ways of twisting and turning.

To practise ABC (agility, balance and coordination) at circuit stations - play fairly and understand the rules of the game using ABC skills learnt.

Ugly Bug Ball Dance (A2)

Year 3

Multi-skills (A1)

To change and maintain centre of balance – change the centre of balance to different parts of the body.

To develop coordination whilst moving an object – use hand-eye coordination to keep control of an object.

To demonstrate agility by being able to twist and turn and change direction – use agility, stopping and turning in a game situation.

To practise coordination and moving with others – be aware of others' speed and try to match it.

To use coordination skills to move an object – use hand-eye coordination to balance carry and travel with an object.

To use all ABC skills learned so far, to the best of their ability - focus and concentrate the on skills learned and use them effectively.

African Dance (A2)

To explore different levels and speeds of movement.

To explore African Dance movements and create patterns of movement.

To compose and perform simple dance phrases.

To work with a partner to create African dance patterns.

To show contrasts in simple dances with good body shape and position.

To perform a dance with rhythm and expression.

To develop a range of dance movements and improve timing.

To use knowledge of African dance to create a story in small groups.

To work to music, creating movements that show rhythm and control.

To develop precision of movement and to work co-operatively with a group to create a dance piece.

To work to music, creating movements that show rhythm and control.

To perform in front of others with confidence.

Groovy gymnastics (Sp1)

Groovy gymnastics (Sp1)

To remember and repeat simple gymnastic actions with control.

To explore jumping techniques and link them with other gymnastic actions.

To balance on isolated parts of the body using the floor and hold balance.

To explore jumping techniques and link them with other gymnastic actions.

To develop a range of gymnastic moves, particularly balancing.

To select and adapt gymnastic actions to meet the task.

To link together a number of gymnastic actions into a sequence.

To work with a partner or small group to create a sequence that develops jumping skills.

To explore ways of travelling around on large apparatus.

To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.

To choose and use a variety of gymnastic actions to make a sequence.

To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.

Brilliant ball skills (Sp2)

Brilliant ball skills (Sp2)

To move a ball using hands and feet. To dribble a ball with greater control.
To roll or throw a ball at a target with accuracy.

To know how to catch different objects. To watch the ball or object when trying to catch it. To develop the ability to control a ball while moving, throwing and catching it.

To know how to throw overarm, underarm and bounce pass. To anticipate the ball and have hands ready to catch and react quickly.

To understand techniques for dribbling and passing a football. To develop the underarm throwing technique and re-introduce the overarm throw.

To catch a ball at different heights. To demonstrate good catching, throwing and body control techniques.

To participate in a mini sports festival, understanding the rules and demonstrating good techniques and sporting behaviour. To understand the rules of the game and apply the tactics learned.

**Throwing and catching - field games
(Sum 1)**

**Throwing and catching - field games
(Sum 1)**

To know how to throw a ball
underarm with accuracy.
To practise catching skills.

To know techniques for accurate
overarm and underarm throwing.

To know the correct technique for
striking a ball from a tee.

To throw accurately.
To catch with cushioned hands.

To know the best technique for
catching and explore catching
different balls.

To know the batting technique for
cricket.
To know how to play continuous
cricket.

To know the overarm throwing
technique and when to use it.

To retrieve the ball effectively.
To practise the correct technique for
fielding and use it in a game situation.

To aim for accurate throwing and
consistent catching and striking.

To be able to hit the ball as far as
possible using a rounders bat.
To understand safe zone game play.

To know the tactics and skills to use
in order to win a game.

To use skills learned in a game
situation.

Active athletics (Sum 2)

Active athletics (Sum 2)

To run with a change of speed. To change direction when running, while maintaining balance.

To look up when running.
To run at different speeds.
To change direction.

To jump with balance and fluency.

To know how to throw in a variety of ways.
To use legs as well as arms when throwing.

To know how to throw safely.
To know how to throw for distance.

To know how to perform a standing long jump, understanding the rules.

To run in a relaxed way and with balance when jumping over an obstacle.

To understand the relay and passing the baton.

To know the difference between running for speed and running for distance.

To know which techniques to use for long distance running and short distance running.

To use the skills learned in the previous lessons by completing an obstacle course.

To know how to compete in a sporting way, showing an understanding of rules.

Year 2

Boot camp (A1)

To understand how to prepare the body for exercise.

To understand what fitness means - develop agility and coordination, perform simple patterns of movement.

To complete a range of circuit-based activities and understand the reason for doing them.

To understand what happens to the heart rate during exercise – to increase the number of times the new moves are performed (10).

To complete a circuit that includes activities practised in weeks 1 and 2 – develop agility and coordination, perform simple patterns of movement.

To complete a circuit that includes activities practised in weeks 1- 3 with balance and coordination - develop agility and coordination, understand the purpose of a circuit.

To complete a circuit that includes activities practised in weeks 1-4 with balance and coordination – begin to work on a more challenging series of movements.

Year 3

Boot camp (A1)

To understand how to prepare the body for exercise.

To understand what fitness means – understanding the changes that occur through patterns of movement.

To complete a range of circuit-based activities and understand the reason for doing them.

To understand what happens to the heart rate during exercise – learn a large number of new more challenging moves.

To complete a circuit that includes activities practised in weeks 1 and 2 - begin to attempt more challenging patterns of movement.

To complete a circuit that includes activities practised in weeks 1- 3 with balance and coordination – improve on scores by opting for more challenging routines.

To complete a circuit that includes activities practised in weeks 1-4 with balance and coordination – improve on scores by opting for more challenging routines.

To complete a circuit that includes activities practised in weeks 1-5 - confidently perform simple patterns of movement to improve on scores.

Fitness Frenzy (A2)

To complete a circuit of activities – develop agility and coordination.

To understand the purpose of a circuit and how it can improve fitness - complete a running circuit.

To skip with control and balance – observe and comment on others performance.

To evaluate performance of gymnastic moves within a circuit – develop balance, agility and coordination through movement patterns.

To improve core strength, balance and agility – develop hoop skills focussing on core strength.

To complete a circuit that includes activities practised in weeks 1-5 - improve on scores by opting for more challenging routines.

Fitness Frenzy (A2)

To complete an agility and coordination circuit – perform patterns of movement.

To improve fitness by raising the heart rate in a circuit-based lesson – use the correct running techniques within a circuit.

To develop skipping techniques with control and balance – perform rope and non-rope skipping techniques.

To evaluate performance of gymnastic moves within a circuit – children develop agility, balance and coordination and evaluate their own performance.

To improve core strength and agility and understand why they are important – perform a circuit focussing on core strength.

To evaluate performance of gymnastic moves within a circuit – perform movement patterns & ABC.

To perform a sequence of moves at each station within a circuit with increased accuracy – mastery of movement patterns and a sound understanding of ABC skills.

Cool core strength (Sp1)

Cool core strength (Sp1)

To develop and improve core strength and agility – learn how to maintain a good bridge using core strength.

To improve core strength and agility, and understand why they are important – learn techniques for moves that are similar to those used in Pilates.

To develop and improve core strength and agility - improve a plank technique.

To improve core strength and agility, and understand why they are important - be able to link agility and core strength activities together in an appropriate way.

To develop and improve core strength and agility – perform an activity / game that uses the abdominal muscles.

To improve core strength and agility, and understand why they are important – understand how hula hooping helps to improve core strength.

To develop and improve core strength and agility – perform a squat and diagonal body twist and understand why they are valuable exercises.

To improve core strength and agility, and understand why they are important - develop activities into a circuit to improve fitness levels.

To develop and improve core strength and agility - jump with accuracy using core strength to maintain balance.

To improve core strength and agility, and understand why they are important - perform a circuit using previously learned skills.

To develop and improve core strength and agility – develop hand eye coordination

To improve core strength and agility, and understand why they are important - perform a circuit using previously learned skills and improve scores.

Gymfit curcuits (Sp2)

Gymfit curcuits (Sp2)

To identify techniques to improve balance.

To identify techniques to improve balance using a range of equipment.

To identify techniques to improve balance.

To practise a range of gymnastic skills through a series of circuits over a specified amount of time.

To perform a range of gymnastic skills with increased accuracy.

To perform a range of gymnastic skills with increased accuracy and analyse peer performance.

To perform a series of gymnastic moves within a circuit including jumps and rolling.

To perform gymnastic moves working on strength, stamina and flexibility.

To perform a sequence of moves at each station with increased accuracy over an increased length of time.

To perform a sequence of moves at each station with increased accuracy using a variety of equipment.

To evaluate my performance of gymnastic moves within a circuit over an increased length of time.

To evaluate my performance and the performance of peers in terms of gymnastic moves within a circuit.

Mighty movers - running (Sum 1)

Mighty movers - running (Sum 1)

To complete running activities with balance and coordination.

To demonstrate good use of arms when running at speed.
To analyse others' running technique and suggest ways of improving.

To learn some of the changes that happen to the body during exercise.

To learn how to hand over in an efficient manner.

To understand the value of a circuit.
To develop running technique with good balance and coordination.

To learn how to hand over in an efficient manner.
To understand the reason for warming up.

To develop a good running technique with balance and coordination.

To complete a running circuit showing good balance, coordination and agility.

To complete a running circuit while focussing on technique.

To use the correct running technique to complete a circuit.

To complete a running circuit incorporating the skills learned throughout the unit.

To use the correct running technique to complete a circuit.
To improve fitness by raising the heart rate.

Skip to the beat (Sum 2)

To consolidate skipping techniques.
To raise the heart rate in order to improve personal fitness.

Skip to the beat (Sum 2)

To explore different ways of skipping.
To practise techniques learned in previous years.
To be aware of safety aspects concerned with skipping.

To hop consistently.
To jump with control.
To skip with good technique.

To participate in large rope skipping.
To develop large rope skipping technique.

To improve awareness of where the rope is when skipping.

To skip with a partner.
To compose a sequence of skipping moves.

To demonstrate good technique while skipping.
To observe and comment on others' performances.

To perform skipping moves in a routine.
To teach a partner your routine.

To demonstrate good technique while skipping.
To observe and comment on others' performances.

To perform large rope skipping with good technique and to songs of rhymes.

To demonstrate skipping skills learned from previous lessons.

To perform rope and non-rope skipping with good technique and to songs or rhymes.

Year 2

Body parts and their functions (A1)

To name, describe and compare external parts of the body – snakes and ladders type game.

To describe the structure and function of the skeleton – jigsaw diagram.

Year 3

Body parts and their functions (A1)

To name, describe and compare external parts of the body – create Venn diagrams with parts of the body.

To describe the structure and function of the skeleton – use laptops to research joints.

To identify the location and function of muscles – children create bones and muscles using sticks and bands.

To identify the location and function of muscles – children create an exercise to activate muscle use.

To recognise that the brain is an organ and learn what its function is – performing movements flow chart.

To recognise that the brain is an organ and learn what its function is – label parts of the brain.

To recognise that the heart and lungs are organs, and to learn what their functions are – measuring pulses.

To recognise that the heart and lungs are organs, and to learn what their functions are – comparing findings to predictions.

To recognise the organs involved in digestive system and their functions are – focus on the mouth oesophagus and stomach.

To recognise the organs involved in digestive system and their functions are – recap on last year and focus on full digestive system.

Healthy mind, emotions and goals (A2)

Healthy mind, emotions and goals (A2)

To recognise and identify a variety of emotions – draw and explain feelings.

To recognise and identify a variety of emotions – bar chart to show emotions.

To consider emotions in specific situations – compare feelings to a partner.

To consider emotions in specific situations – discuss feelings in differing situations.

To explain how they could deal with their emotions – act out situations of anger.

To explain how they could deal with their emotions – act out situations of sadness.

To practise setting a goal for ourselves – writing goals using a template.

To practise setting a goal for ourselves – writing goals using partner prompts.

To identify how to work towards goals that we have set for ourselves – complete steps to success.

To identify how to work towards goals that we have set for ourselves – children stretched for extra challenge.

To assess whether we have achieved the goals that we set for ourselves – assess performance.

To assess whether we have achieved the goals that we set for ourselves – explain progress and how to improve.

Hygiene, medicine and exercise (Sp1)

Hygiene, medicine and exercise (Sp1)

To explain how to be hygienic and prevent the spread of harmful germs – scenario based work.

To explain how to be hygienic and prevent the spread of harmful germs – design and draw microbes.

To explain how to look after our teeth and why it is important – label diagrams of healthy and unhealthy mouth.

To explain how to look after our teeth and why it is important – use vinegar and cola in a rotting experiment.

To recognise the symptoms of illness and how medicine can be used as treatment – roleplay illness sequence.

To recognise the symptoms of illness and how medicine can be used as treatment – posters linked to penicillin.

To understand the potential dangers of medicine – medicine safety posters.

To understand the potential dangers of medicine – perform and film a safety advert for medicine.

To know how exercise helps us physically – practise different movements they have been learning.

To know how exercise helps us physically – write an exercise timetable.

To know how exercise helps us mentally – draw pictures of completed exercises.

To know how exercise helps us mentally – focus on exercises that significantly impact the heart and lungs.

Body protectors and body changes (Sp2)

Body protectors and body changes (Sp2)

To recognise that our bodies are designed to protect us – make a poster that explains how we can protect our bodies.

To recognise that our bodies are designed to protect us – test and record reflex actions.

To identify how we can use our senses to protect ourselves – list loud noises that could damage ears.

To identify how we can use our senses to protect ourselves – blindfold and earplugs activity.

To identify how we can use our senses to protect ourselves – make notes on tasting.

To identify how we can use our senses to protect ourselves – impact of taste and smell on daily timetable.

To describe how different parts of our bodies are involved in the healing process – timeline of healing process for bruises.

To describe how different parts of our bodies are involved in the healing process – timeline of healing process for bones.

To identify how our bodies change over time – research how hair and skin changes over time.

To identify how our bodies change over time – research how bones, brain and heart change over time.

To identify how our bodies change over time – children to predict what they might look like as a teenager highlighting key changes.

To identify how our bodies change over time – children to predict what they might look like as an adult highlighting key changes.

Relationship with others and opinions (Sum1)

Relationship with others and opinions (Sum1)

To examine positive relationships with friends – write advice on how to be a good friend.

To examine positive relationships with friends – positive messages activity.

To recognise when relationships with friends can cause negative feelings – voting on solutions to problems encountered.

To recognise when relationships with friends can cause negative feelings – write advice and strategies that other children could use to overcome problems.

To consider relationships with parents / carers – list the things they love about parents or carers.

To consider relationships with parents / carers – reflect on what parents might find challenging.

To discuss the meaning of fair and unfair in different situations – focus on homework.

To discuss the meaning of fair and unfair in different situations – focus on chores.

To explain my opinion and listen to others – debate: people should live forever.

To explain my opinion and listen to others – debate: smoking should be banned in public.

To explain my opinion and listen to others – continue debate.

To explain my opinion and listen to others – continue debate.

Diet and vitamins (Sum 2)

Diet and vitamins (Sum 2)

To explain why food is an important part of our lives – children to present what foods they like and why.

To explain why food is an important part of our lives – record food consumed in a table.

To recognise that we need to eat a variety and balance of food to stay healthy – cut and stick foods onto the eat well plate.

To recognise that we need to eat a variety and balance of food to stay healthy – plan and design a healthy lunchbox.

To identify that different portions of food provide different amounts of energy – match portion sizes to different parts of the day.

To identify that different portions of food provide different amounts of energy – write food cards that show foods that provide the most and least energy.

To explore the importance of vitamins in staying healthy – Vitamins A-E reference table.

To explore the importance of vitamins in staying healthy – information posters on vitamins and minerals.

To identify which vitamins are in different types of foods – identify what foods vitamins and minerals can be found in.

To identify which vitamins are in different types of foods – children convince partner to buy food based on nutritional value.

To consider alternative ways of absorbing vitamins – children identify locations on a world map with little sunlight.

To consider alternative ways of absorbing vitamins – create sun safety posters.

KS2

Year 4

Invaders – football (A1)

To know how to dribble a ball, change direction and maintain control.

To be able to run with a ball. To be able to turn with a ball. To know how to pass a ball. To work as a team.

To improve accuracy of passing by using a target. To learn how to receive a ball. To dribble with control.

To learn how to support other players in a team. To know how to communicate with team members.

To learn what skills might be used to stop someone scoring. To learn how to attack as a team.

To play as a team. To use skills and tactics learned in previous lessons.

Dynamic dance (A2)

Year 5

Invaders – netball (A1)

To apply the footwork rule into a modified game.

To begin to use a variety of dodges to outwit opponents and get free to receive a pass in a modified game situation.

To begin to use a variety of dodges to outwit opponents and get free to receive a pass in a modified game situation.

To apply a variety of defending skills into a modified game.

To use the correct technique to successfully shoot a ball into a netball post from various points within the shooting circle.

To take part in a full game of High 5 Netball, playing in a range of positions.

Dynamic dance (A2)

To perform a line dance using a range of movement.

To perform a Bollywood dance using a range of movement.

To demonstrate an awareness of the music's rhythm when line dancing.

To demonstrate an awareness of the music's rhythm and phrasing when improvising.

To create an individual dance that reflects the line dancing style.

To create an individual dance that reflects the Bollywood dance style.

To create partnered dances that reflect the line dancing style and apply the key components of dance.

To create partnered dances that reflect the Bollywood dancing style and apply the key components of dance.

To create partnered dances that reflect the line dancing style and apply the key components of dance.

To create group dances that reflect the line dancing style and apply the key components of dance.

To perform a line dance using a range of movement patterns.

To evaluate own and others' work.

To perform a line dance using a range of movement patterns.

To evaluate own and others' work.

Gym sequences (Sp1)

Gym sequences (Sp1)

To use and refine the following skills:
flexibility, strength, balance, power,
and mental focus.

To perform new gymnastic moves
with control and accuracy.

To learn how to perform symmetrical
and asymmetrical balances with a
partner and put them into a
sequence.

To learn how to work co-operatively
with a partner to produce a
sequence.

To learn how to link moves together
with fluency and good body tension.

To adapt a sequence.
To perform gymnastic moves using a
piece of equipment.

To develop skills for movement
including rolling, bridging and
dynamic movement.

To use own and others' body weight
to balance.

To learn new counterbalance skills
with a partner.
To include counterbalance skills in a
short sequence.

To add interest to a sequence by
varying movement or balance.

To complete a sequence of balances
and moves at the same time as a
partner in unison.

To make up longer sequences and
perform them with fluency and
clarity of movement.

To make up longer sequences and
perform them with fluency and
clarity of movement.

To develop the skill of critique,
including the ability to identify
strengths and areas for
improvement.

Striking and fielding (Sp2)

Striking and fielding (Sp2)

To practise overarm and underarm throws and when to use them.

To develop skills in batting and fielding.

To use ABC (agility, balance, co-ordination) to field a ball well.

To choose which type of fielding technique to use.

To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it to a game situation.

To run throw and catch.
To return the ball accurately.

To use hand-eye co-ordination to strike a moving and a stationary ball.

To develop a safe and effective overarm throw and know when to use it.

To develop fielding skills and understand their importance when playing a game.

To practise batting technique.
To know how to direct the ball.

To play a game using all the skills learned in this unit.

To use all the skills learned by playing a mini tournament.

Nimble nets (Sum1)

Nimble nets (Sum1)

To learn how the racket feels and the best methods of holding it.

To improve hand-eye coordination by sending and receiving a ball with a hand and racket.

To know the correct technique for forehand, backhand and volley.

To learn how to drop and hit the ball.

To use the correct technique for holding the racket (forehand).

To develop the techniques for ground strokes and volleys.

To learn how to play collaborative games, demonstrating forehand and backhand strokes.

To explore tactics for beating an opponent.

To consolidate back hand technique.

To practise backhand technique.
To be aware of the correct body position and contact point for an accurate shot.

To accurately play shots on the move.

To run towards the net to play a volley (approach shot).

To practise the volley technique.

To learn the correct techniques for an overhead serve.

To learn when to play the correct shot in order to beat a partner.

To apply all the tennis skills learned to a game.

Young olympians (Sum 2)

Young olympians (Sum 2)

To learn how to modify stride length, arm action and knee lift to select and maintain appropriate running paces for different distances.

To sustain running at a continuous pace.
To improve the technique for running at speed.

To learn the pull technique for throwing.
To throw and retrieve implements safely.

To throw with accuracy and power.

To describe the effect of different throwing positions.

To know the position to stand in when receiving a baton.

To sprint a short distance as part of a team.

To demonstrate good running technique when jumping over obstacles.

To understand how to successfully perform a standing long jump.

To explore different footwork patterns.

To understand which technique is most effective when jumping for distance.

To learn how to use skills to improve the distance of a pull throw.

To utilise all the skills learned in this unit in a competitive situation.

To compete and set goals.
To apply the skills learned in this unit to a competition.

KS2

Year 4

Boot camp (A1)

- To understand how to prepare the body for exercise.
- To understand what fitness means.
- To experience some of the changes that occur to the body during exercise.
- To raise the heart rate.
- To complete a range of circuit-based activities and understand the reason for doing them.
- To understand what happens to the heart rate during exercise.
- To learn new moves and perform them with technique and balance –
- To demonstrate correct technique for activities.
- To discover which activities individuals find easy or difficult.
- To develop agility and co-ordination.
- To perform more complex patterns of movement – partners to count and
- To demonstrate the correct technique for activities.
- To improve on scores from lesson 3.
- To develop agility and co-ordination.
- To perform more complex patterns of movement.
- To demonstrate the correct technique for activities.
- To improve on scores from lesson 4.
- To develop agility and co-ordination.
- To perform more complex patterns of movement.

Year 5

Boot camp (A1)

- To understand how to prepare the body for exercise.
- To understand what fitness means.
- To experience some of the changes that occur to the body during exercise.
- To raise the heart rate
- To complete a range of circuit-based activities and understand the reason for doing them.
- To understand what happens to the heart rate during exercise.
- To learn new moves and perform them with technique and balance –
- To demonstrate correct technique for activities.
- To discover which activities individuals find easy or difficult.
- To develop agility and co-ordination.
- To perform more complex patterns of movement – pairs of children to
- To demonstrate the correct technique for activities.
- To improve on scores from lesson 3.
- To develop agility and co-ordination.
- To perform more complex patterns of movement.
- To demonstrate the correct technique for activities.
- To improve on scores from lesson 4.
- To develop agility and co-ordination.
- To perform more complex patterns of movement.

To demonstrate the correct technique for activities.

To improve on scores from lesson 5.

To develop agility and co-ordination.

To perform more complex patterns of movement.

To demonstrate the correct technique for activities.

To improve on scores from lesson 5.

To develop agility and co-ordination.

To perform more complex patterns of movement.

Fitness Frenzy (A2)

Fitness Frenzy (A2)

To complete a circuit of that includes a range of aerobic activities.

To compete a circuit that includes a range of activities.

To perform a boxercise routine with precision.

To learn how boxercise moves can be adapted and used in a different format.

To practise and apply a sequence of step moves to the beat of the music.

To create and perform a series of step moves

To perform a sequence of steps in time with the music.

To understand the benefits of improving muscle tone and aerobic fitness (strength and stamina).

To perform indoor athletics and understand their adaptations.

To demonstrate correct technique in most activities.

To perform a fitness circuit that aims to improve strength and stamina. To understand the relevance of each activity.

To master Pilates moves with accuracy and control, and understand the value of doing them.

To devise a sequence of yoga / Pilates moves with fluency and accuracy.

To devise own unique move and name it.

To perform a sequence of moves at each station within a circuit with increased accuracy.

To perform a sequence of moves at each station within a circuit with increased accuracy.

Cool core pilates (Sp1)

Cool core pilates (Sp1)

To perform basic Pilates moves with good technique and understanding.

To perform Pilates/ yoga moves with accuracy.

To learn how to link moves together to make a sequence.

To perform some controlled Pilates movements and understand the benefit of doing them.

To learn a new pose with accuracy.

To perform basic Pilates moves with good technique and understanding.

To help a partner to achieve good technique by observing and coaching.

To develop balance techniques when performing cool core moves.

To identify techniques to improve balance and core strength.

To learn new moves and develop correct technique.

To learn improvement is needed and how to improve.

To understand why breathing is important throughout all of the moves.

To discover our strengths.

To perform moves with fluency and control.

To create a cool core move using balance techniques.

To devise a sequence of yoga / Pilates moves with fluency and accuracy.

To devise own unique move and name it.

To master Pilates moves with accuracy and control and understand the value of doing them.	To devise a sequence of yoga / Pilates moves with fluency and accuracy. To identify techniques to improve balance and strength.
Gymfit circuits (Sp2)	Gymfit circuits (Sp2)
To perform a simple ball-skill circuit with understanding and accuracy.	To perform a fitness circuit that aims to improve strength and stamina.
To work with a partner in a skill-based situation. To complete a hockey-based circuit with understanding and accuracy.	To understand the relevance of each activity.
To complete a netball / basketball circuit with understanding and accuracy.	To explore reasons for improvement or lack of improvement. To perform a fitness circuit with understanding, aiming to improve strength and stamina.
To complete a football-based circuit with accuracy and understanding.	To develop personal fitness in an To understand that circuits take different forms and work on different fitness elements. To improve technique and performance.
To complete a cricket based circuit with knowledge and understanding.	To understand why fitness is good for health and wellbeing.

To complete an athletics-based circuit with knowledge and understanding.

To perform a fitness circuit that aims to improve strength and stamina.

Mighty movers - boxercise (Sum 1)

Mighty movers - boxercise (Sum 1)

To learn footwork movement patterns showing co-ordination.
To demonstrate correct technique for a jab.

To perform a boxercise routine demonstrating good technique.

To understand the value of boxercise moves.

To learn how to build an aerobic exercise routine including skilled moves.

To understand the principles of dynamic stretching.

To learn how to build an aerobic exercise routine including skilled moves focussing on footwork patterns.

To improve fitness by raising the heart rate and strengthening the legs and arms.

To develop personal fitness levels, particularly strength and stamina.

To create and apply compositional ideas to the sequence.

To create and perform a boxercise sequence with increased accuracy.
To refine the technique of moves learned in lessons 1-4.

To perform actions and moves fluently to music in order to improve personal fitness.

To perform a boxercise routine with precision.
To learn the value of completing a full boxercise workout.

To learn how boxercise moves can be adapted and used in a different format.

Skip to the beat (Sum 2)

Skip to the beat (Sum 2)

To understand the importance of a warm-up.
To improve fitness, particularly strength and stamina.

To understand the importance of a warm up.
To develop co-ordination and balance.

To complete a step routine to music to improve fitness.
To develop co-ordination and balance.

To develop co-ordination, balance and timing.
To improve general fitness levels.

To develop co-ordination and balance.

To understand the benefits of improving muscle tone in the abdominals and legs.
To learn new strength based moves.

To practise and apply a sequence of step moves to the beat of the music.
To understand the value of step exercise.

To perform a sequence of steps in time with the music.

To understand the importance of a warm-up.
To practise and apply a sequence of step moves to the beat of the music.
To understand the value of step exercise.

To develop understanding of this type of exercise.
To construct own moves from knowledge gained in the previous lessons.

To understand the importance of a warm-up.

To practise and apply a sequence of step moves to the beat of the music.

To understand the value of step exercise.

To create and perform a sequence of

To devise a routine using knowledge from the whole unit.

KS2

Year 4

Healthy body: inside out (A1)

To understand how the human skeleton supports, protects and moves the body.

To identify how muscles help to support, protect and move the body.

Year 5

Healthy body: inside out (A1)

To understand what a joint does and how it works in the human body.

To identify how muscles help to support, protect and move the body
– identify muscles using cards.

To identify the major organs and their functions.

To identify the major organs and their functions – labelling organs.

To identify the main features of human teeth.

To identify the main features of human teeth – list the different types of teeth.

To identify the main organs of the digestive system and their functions.

To identify the main organs of the digestive system and their functions – match digestive system cards to descriptions.

To explain how we can maintain digestive health.

To explain how we can maintain digestive health – children draw pictures of themselves saying each day I should.

Healthy mind: going for goals (A2)

Healthy mind: going for goals (A2)

To explain strategies to use to deal with stress.

To explain strategies to use to deal with stress – children act out how to deal with situations.

To explain strategies to deal with challenges and look for help.

To explain strategies to deal with challenges and look for help – explore and discuss reactions to challenges.

To recognise the importance of our mental health.

To recognise the importance of our mental health – discussion on mental illness.

To identify the importance of self-confidence and self-belief.

To identify the importance of self-confidence and self-belief – interpretation of behaviour activity.

To set personal goals and reflect on who we want to be.

To set personal goals and reflect on who we want to be – prompts for personal goals.

To learn strategies to manage our emotions.

To learn strategies to manage our emotions – posters for managing emotions.

Healthy lifestyle: you are what you eat! (Sp1)

Healthy lifestyle: you are what you eat! (Sp1)

To identify the importance of a healthy diet.

To identify the importance of a healthy diet – match food group to definition.

To explain why vitamins and minerals are essential for our bodies.

To explain why vitamins and minerals are essential for our bodies – information leaflets about vitamins and minerals required by the body.

To identify how what we eat can affect the health of our hearts.

To identify how what we eat can affect the health of our hearts – mind map to show what leads to a healthy heart.

To explain the health benefits of exercise.

To explain the health benefits of exercise – working out how much sport it takes to burn calories.

To recognise the health implications of sleep.

To recognise the health implications of sleep – investigate the effects of sleep deprivation.

To make responsible choices and prioritise our time.

To make responsible choices and prioritise our time – create timetable to include sleep.

Healthy body: blood and guts (Sp2)

Healthy body: blood and guts (Sp2)

To identify the main functions of the circulatory system.

To identify the main functions of the circulatory system – use flash cards to label the parts of the heart.

To explain what the main functions of the blood vessels are in the body.

To explain what the main functions of the blood vessels are in the body – labelling veins and arteries.

To explain the function of blood and what it is made of.

To explain the function of blood and what it is made of – roles of blood cells.

To identify the main parts and the purpose of the respiratory system.

To identify the main parts and the purpose of the respiratory system – flow charts to explain each step in ventilation.

To explain how exercise affects our bodies.

To explain how exercise affects our bodies – information text on the health benefits of cardiovascular exercise.

To identify how our bodies change when growing from birth to old age.

To identify how our bodies change when growing from birth to old age – the importance of having your eyes, ears and teeth checked.

Healthy mind: healthy body (Sum1)

Healthy mind: healthy body (Sum1)

To explain how we can learn from our mistakes.

To explain how we can learn from our mistakes – how to overcome failure.

To explain what it means to be happy and ways to improve our happiness.

To explain what it means to be happy and ways to improve our happiness – explanations of what makes the children happy.

To identify the potential dangers when we are out on the street and recall strategies to keep us safe.

To identify the potential dangers when we are out on the street and recall strategies to keep us safe – things to remember to stay safe activity.

To identify the potential dangers when online and recall strategies to keep me safe.

To identify the potential dangers when online and recall strategies to keep me safe – discussion around the subject of bullying.

To identify potential dangers when crossing a road and recall strategies to keep safe.

To identify potential dangers when crossing a road and recall strategies to keep safe – discuss and share findings on different types of road crossing.

To discuss issues affecting society that can affect the health and wellbeing of others.

To discuss issues affecting society that can affect the health and wellbeing of others – write a speech about our human right to education.

Healthy lifestyle: Germ busters (Sum 2)

To explain the importance of personal hygiene and ways to keep our bodies clean.

Healthy lifestyle: Germ busters (Sum 2)

To explain the importance of personal hygiene and ways to keep our bodies clean – spot things in the home that should be acted upon.

To define the different types of microorganisms and what they do.

To define the different types of microorganisms and what they do – children to collectively write three paragraphs about the different types of microorganisms.

To recognise signs of ill health and recall strategies to help them get better.

To recognise signs of ill health and recall strategies to help them get better – children to respond to a letter on what to do if you are unwell.

To identify the dangers of different substances.

To identify the dangers of different substances – create an advertising campaign encouraging people to stop smoking.

To identify what we mean by living standards and the importance of living in a clean, warm environment.

To identify what we mean by living standards and the importance of living in a clean, warm environment – write a letter to the government relating to poverty.

To understand what can happen if we get too hot and how to protect against this.

To understand the dangers of sunlight and recall strategies to protect our skin – children draw all of the things they can do to protect their skin.

Year 6

Invaders – rugby (A1)

To know how to tag. To practise ball handling skills.

To improve spatial awareness. To practise moving into a space.

To improve ball handling skills.
To be able to place the ball down as if scoring a try.

To practise footwork and dodging skills while carrying the ball.

To reinforce catching and tagging skills and to apply them in a game.

To play as a team.
To use skills and tactics from previous lessons.

Dynamic dance (A2)

To observe and understand the style
of street dance.

To learn some street dance moves
and devise poses.

To demonstrate an awareness of the
music's rhythm and phrasing when
improvising.

To create an individual dance that
reflects the street dancing style.

To create a dance as a group, using
any street dance moves.

To work as a group to adapt two
routines and put them together.

To perform and analyse own and
others' performances.

Gym sequences (Sp1)

To identify and practise gymnastic shapes and balances.

To identify and practise symmetrical and asymmetrical body shapes.
To co-operate with others.

To construct sequences using balancing and linking movements.

To use counterbalances and incorporate them into a sequence of movements.

To complete a sequence of balances and moves at the same time as a partner in unison.
To perform movements in cannon and in unison.

To perform and evaluate each others' sequences using the skills learned in previous years.

Striking and fielding (Sp2)

To demonstrate good agility and balance in order to throw accurately.

To use fielding skills to stop the ball effectively using the long barrier technique.

To practise batting technique.
To know how to direct the ball.

To know how to play as a backstop in a game.

To assess and analyse others' strengths.

To play in a mini tournament and understand the rules of the game using tactics to beat another team.

Nimble nets (Sum1)

To demonstrate and use the correct grip of the racket and understand how to get into the ready position.
To be able to contact the shuttle with the face of the racket.

To demonstrate the correct technique when serving the shuttle to start a game.

To be able to explain and demonstrate the correct technique for the overhead clear shot.

To develop children's ability to perform a drop shot and their understanding of when to play the shot in a game in order to win the point.

To be able to select and apply a range of shots in a game situation to win points.

To be able to demonstrate a variety of badminton shots in order to perform rallies and clearly understand, know how, and be able to win a point.

Young olympians (Sum 2)

To run efficiently for speed.
To demonstrate good arm and leg technique.

To practise throwing with power and accuracy. To learn the pull technique for throwing.

To throw safely and with understanding.
To describe the effect of different throwing positions.

To sprint a short distance as part of a team.

To react quickly to stimulus.
To demonstrate good running technique in a competitive situation.

To explore different footwork patterns.

To understand which technique is most effective when jumping for distance.

To understand how to perform a standing broad jump (two feet to

To utilise all the skills learned in this unit in a competitive situation.

To put skills into practise, aiming to improve on previous results.

Year 6

Boot camp (A1)

To understand how to prepare the body for exercise.

To understand what fitness means.

To experience some of the changes that occur to the body during exercise.

To raise the heart rate.

To understand what happens to the heart rate during exercise.

To learn new moves and perform them with technique and balance – children to walk around the room, change direction and, on a clap, sit down and breathe deeply.

To demonstrate correct technique for activities.

To discover which activities individuals find easy or difficult.

To develop agility and co-ordination.

To perform more complex patterns of movement – in pairs children to

To demonstrate the correct technique for activities.

To improve on scores from lesson 3.

To develop agility and co-ordination.

To perform more complex patterns of movement.

To demonstrate the correct technique for activities.

To improve on scores from lesson 4.

To develop agility and co-ordination.

To perform more complex patterns of movement.

To demonstrate the correct technique for activities.

To improve on scores from lesson 5.

To develop agility and co-ordination.

To perform more complex patterns of movement.

Fitness Frenzy (A2)

To complete a circuit that includes different aerobic activities.

To demonstrate an understanding of boxercise moves and how they can be linked together to make a routine.

To select a wide range of compositional ideas and skills to create a routine.

To suggest ways to improve performance showing sound knowledge and understanding.

To develop a personal programme that is suitable for each child, using the knowledge and understanding they have learned from previous fitness sessions.

To learn how to evaluate others' creations.

To perform sequences of strength and balance.

To perform a sequence of moves at each station within a circuit with increased accuracy.

Cool core pilates (Sp1)

To link core strength activities together with fluency. To demonstrate good technique in moves already learned.

To apply balance techniques when performing core exercises.

To perform cool core exercises of increased difficulty with balance.

To learn how to improve cool core, and how to create moves that need balance and strength.

To work with a partner to create new moves.

To devise a suitable warm-up activity for cool core.

To link cool core moves together to teach another pair.

To improve balance and core strength.

To complete a workout for personal improvement.

To learn how to evaluate others' creations.

To perform sequences of strength and balance.

Gymfit curcuits (Sp2)

To develop a personal programme that is suitable for each child, using the knowledge and understanding they have learned from previous fitness sessions.

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Mighty movers - boxercise (Sum 1)

To compose an aerobic warm-up that raises the heart rate over a sustained time.

To understand how moves can be linked together to perform more complex / challenging moves.

To demonstrate fluency of moves.
To perform complex moves to music.
To understand the value of this type of exercise.

To perform and devise a series of movements to music.

To demonstrate understanding of boxercise moves and how they can be linked together to make a routine.

To perform and devise a sequence of movements to music.

To demonstrate understanding of boxercise moves and how they can be linked together to make a routine.

Skip to the beat (Sum 2)

To understand the value of aerobic exercise.

To learn how to measure the heart rate and note any changes.

To perform aerobic activity to music.

To understand the value of aerobic exercise.

To practise and apply a sequence of step moves to the beat of the music.

To devise a sequence of step based activities to the music.

To select and use a wide range of compositional ideas and skills to create a routine.

To select and use a wide range of compositional ideas and skills to create a routine.

To suggest ways of improving performance showing sound knowledge and understanding.

Year 6

Healthy body: inside out (A1)

To understand how the human skeleton supports, protects and moves the body – identify support, protection and movement.

To identify how muscles help to support, protect and move the body
– flow chart diagrams.

To identify the major organs and their functions – matching organs to descriptions.

To identify the main features of human teeth – create a glossary for the different layers of teeth.

To identify the main organs of the digestive system and their functions – flow chart to explain the order of the digestive system.

To explain how we can maintain digestive health – research about the good and bad bacteria in the gut.

Healthy mind: going for goals (A2)

To explain strategies to use to deal with stress – bookmarks to counter exam stress.

To explain strategies to deal with challenges and look for help – practise assertiveness and confidence.

To recognise the importance of our mental health – matching up mental health types.

To identify the importance of self-confidence and self-belief – work on modesty.

To set personal goals and reflect on who we want to be – reflecting on mistakes.

To learn strategies to manage our emotions – number lines listing different emotions.

Healthy lifestyle: you are what you eat! (Sp1)

To identify the importance of a healthy diet – modifying recipes.

To explain why vitamins and minerals are essential for our bodies – matching food to the correct way of cooking it.

To identify how what we eat can affect the health of our hearts –
labelling a diagram of an artery.

To explain the health benefits of exercise – exercise and endorphins
cartoon strip.

To recognise the health implications of sleep – flow chart showing the
stages of sleep.

To make responsible choices and prioritise our time – children to
create a revision timetable.

Healthy body: blood and guts (Sp2)

To identify the main functions of the circulatory system – create
information text on what happens when the heart pumps.

To explain what the main functions of the blood vessels are in the body –
sketch cross section of a blood vessel.v

To explain the function of blood and what it is made of – information text on blood including sub-headings.

To identify the main parts and the purpose of the respiratory system – writing a report on gas exchange.

To explain how exercise affects our bodies – spider diagram explaining the benefits of exercise in relation to the respiratory system.

To identify how our bodies change when growing from birth to old age – anonymous questions to be answered by the group.

Healthy mind: healthy body (Sum1)

To explain how we can learn from our mistakes – create a presentation on famous inventions that were discovered accidentally.

To explain what it means to be happy and ways to improve our happiness – discuss the importance of happiness.

To identify the potential dangers when we are out on the street and recall strategies to keep us safe – dangers related to specific items.

To identify the potential dangers when online and recall strategies to keep me safe – tips on sticky notes for staying safe online.

To identify potential dangers when crossing a road and recall strategies to keep safe – children create a presentation about car and public transport safety.

To discuss issues affecting society that can affect the health and wellbeing of others – children create a poster highlighting the importance of recycling.

Healthy lifestyle: Germ busters (Sum 2)

To explain the importance of personal hygiene and ways to keep our bodies clean – matching the product with the purpose game.

To define the different types of microorganisms and what they do – sketch the cell structures for viruses.

To recognise signs of ill health and recall strategies to help them get better – children create their own emergency scenarios and then what to do in those situations.

To identify the dangers of different substances – research the different hazard symbols and their meaning.

To identify what we mean by living standards and the importance of living in a clean, warm environment – work on living standards in different types of home.

To understand the dangers of sunlight and recall strategies for how to protect our skin – children to create a poster to educate people on why the sun is good for their bodies in moderation.