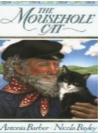
Reading for Pleasure Class Novel: The Mousehole Cat



Theme: Rainforests

<u>Driver:</u> Geography and History

The Big Question: What is life like in a rainforest?

			Partona Darber - Passala Darbey				
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Unit: Newspaper Reports	Unit: Newspaper Reports	Unit: Narrative	Unit: Narrative	Unit: Narrative	Unit: Narrative		
Supporting Text: The Great Kapok Tree THE GREAT KAPOK TREE Hylmodern	Supporting Text: The Great Kapok Tree THE GREAT KAPOK TREE PLANCE CHAPT THE GREAT TH	Supporting Text: The Great Kapok Tree THE GREAT KAPOK TREE THE GREAT KAPOK TREE THE GREAT THE G	Supporting Text: The Great Kapok THE GREAT KAPOK TREE https://www.chem.ph/	Supporting Text: The Great Kapok Tree/Short film THE BLACK HAT NC Link: discussing writing	Supporting Text: The Great Kapok Tree/Short film THE BLACK HAT NC Link: discussing writing		
NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organising paragraphs around a theme in narratives, creating settings, characters and plot extending the range of sentences with more than one	NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organising paragraphs around a theme in narratives, creating settings, characters and plot extending the range of sentences with more than one	similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organising paragraphs around a theme in narratives, creating settings, characters and plot extending the range of sentences with more than one clause by using a wider range	similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organising paragraphs around a theme in narratives, creating settings, characters and plot extending the range of sentences with more than one clause by using a wider range of conjunctions, including:		
extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause	extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause	clause by using a wider range of conjunctions, including: when, if, because, although using fronted adverbials	clause by using a wider range of conjunctions, including: when, if, because, although using fronted adverbials	of conjunctions, including: when, if, because, although using fronted adverbials	when, if, because, although using fronted adverbials		
using fronted adverbials	using fronted adverbials						
Cross curricular – geography							

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		<u>Launch:</u> Create rainforest in clas	sroom. Trip to butterfly house. Ha	ive own butterfly garden to watch	butterflies grow.				
		Key Questions: Can you imagine living in a rainforest? Would you like to live in a rainforest? Why would living in a rainforest be exciting?							
	Enrichment								
	hm								
	ricl	Media/Visual Literacy:							
	E	Rainforest videos- set scene of b							
		Tour of rainforest using maps.							
		Subject, predicate, stop,	Subject, predicate, stop,	Subject, predicate, stop,	Subject, predicate, stop,	Subject, predicate, stop,	Subject, predicate, stop,		
	S us	pronouns, fronted adverbials,	pronouns, fronted adverbials,	pronouns, fronted adverbials,	pronouns, fronted adverbials,	pronouns, fronted adverbials,	pronouns, fronted adverbials,		
	SPAG Focus	linking adverbs, adverbial	linking adverbs, adverbial	linking adverbs, adverbial	linking adverbs, adverbial	linking adverbs, adverbial	linking adverbs, adverbial		
	о, <u>н</u>	clauses, non-finite clauses	clauses, non-finite clauses	clauses, non-finite clauses	clauses, non-finite clauses	clauses, non-finite clauses	clauses, non-finite clauses		
-		Text: The Abominables by Eva	Text: The Abominables by Eva	Text: The Abominables by Eva	Text: The Abominables by Eva	Text: The Abominables by Eva	Text: The Abominables by Eva		
		Ibbotson	Ibbotson	Ibbotson	Ibbotson	Ibbotson	Ibbotson		
		IDDUCSOII	IDDUISUII	IDDUISOII	IDDUISOII	IDDUISOII	IDDUISOII		
		Rainforest Habitat	Maya Civilisation	A Trillion Tropical Leaves	Eid ul Fetr	St George and The Dragon	Rules of Football – FA		
		https://kids.nationalgeograph	https://kids.britannica.com/ki	Poem	https://www.funkidslive.com	Poem	https://www.thefa.com/foot		
		ic.com/nature/habitats/articl	ds/article/Maya/353445	<u>roem</u>	/learn/top-10-facts/top-10-	<u>rociii</u>	ball-rules-		
		e/rain-forest	usy at acicy wayay 333443	NC Link: listening to and	facts-about-eid-ul-fitr/	NC Link: listening to and	governance/lawsandrules		
		<u>cyrum rorest</u>	NC Link: listening to and	discussing a wide range of	lacts about cla at hery	discussing a wide range of	governance/lawsanaraies		
		NC Link: listening to and	discussing a wide range of	fiction, poetry, plays, non-	NC Link: listening to and	fiction, poetry, plays, non-	NC Link: listening to and		
		discussing a wide range of	fiction, poetry, plays, non-	fiction and reference books or	discussing a wide range of	fiction and reference books or	discussing a wide range of		
		fiction, poetry, plays, non-	fiction and reference books or	textbooks	fiction, poetry, plays, non-	textbooks	fiction, poetry, plays, non-		
		fiction and reference books or	textbooks		fiction and reference books or		fiction and reference books or		
		textbooks		reading books that are	textbooks	reading books that are	textbooks		
			reading books that are	structured in different ways		structured in different ways	reading books that are		
		reading books that are	structured in different ways	and reading for a range of	reading books that are	and reading for a range of	structured in different ways		
		structured in different ways	and reading for a range of	purposes	structured in different ways	purposes	and reading for a range of		
2		and reading for a range of	purposes	using dictionaries to check the	and reading for a range of	using dictionaries to check the	purposes		
Visit to	ading	purposes	using dictionaries to check the	meaning of words that they	purposes	meaning of words that they			
Ë		using dictionaries to check the	meaning of words that they	have read	using dictionaries to check the	have read	using dictionaries to check the		
	Re	meaning of words that they	have read	checking that the text makes	meaning of words that they	checking that the text makes	meaning of words that they		
	ded	have read	checking that the text makes	sense to them, discussing their	have read	sense to them, discussing their	have read		
	Guide	checking that the text makes	sense to them, discussing their	understanding	checking that the text makes	understanding	checking that the text makes		
	0	sense to them, discussing their	understanding, and explaining	asking questions to improve	sense to them, discussing their	asking questions to improve	sense to them, discussing their		
		understanding, and explaining	the meaning of words in	their understanding of a text	understanding, and explaining	their understanding of a text	understanding, and explaining		
		the meaning of words in	context		the meaning of words in		the meaning of words in		
		context	asking questions to improve	identifying main ideas drawn	context	identifying main ideas drawn	context		
		asking questions to improve	their understanding of a text	from more than 1 paragraph	asking questions to improve	from more than 1 paragraph	asking questions to improve		
		their understanding of a text		and summarising these	their understanding of a text	and summarising these	their understanding of a text		
		-	identifying main ideas drawn	identifying how language,		identifying how language,	identifying how language,		
		identifying main ideas drawn	from more than 1 paragraph	structure, and presentation	identifying main ideas drawn	structure, and presentation	structure, and presentation		
		from more than 1 paragraph	and summarising these	contribute to meaning	from more than 1 paragraph	contribute to meaning	contribute to meaning		
		and summarising these	identifying how language,	retrieve and record	and summarising these	retrieve and record			
		identifying how language,	structure, and presentation	information from non-fiction	identifying how language,	information from non-fiction	retrieve and record		
		structure, and presentation	contribute to meaning		structure, and presentation	retrieve and record	information from non-fiction		
		contribute to meaning		Construction Laboratory	contribute to meaning	information from non-fiction			
			Cross curricular – History	Cross curricular – Geography	retrieve and record		Cross curricular – PE - football		
		Cross curricular – Geography			information from non-fiction				
		2008.4							
					Cross curricular – RE - Muslim				

Capacity Lesson 9 – Equivalent capacities and volumes (litres and millilitres) Lesson 10 – Compare capacity Lesson 3 – Partition the whole Lesson 1 – Pounds and pence Lesson 1 – Roman numerals to Lesson 1 – Roman numerals to 12 Lesson 2 – Tell the time to 5 minutes Lesson 7 – Days and hours Lesson 11 – Units of time Lesson 12 – Solve problems with time Lesson 12 – Solve problems with time Very capacity Lesson 13 – Pounds and pence Lesson 2 – Tell the time to 5 minutes	Lesson 4 – Measure and draw accurately Lesson 5 – Horizontal and vertical Lesson 6 – Parallel and perpendicular Lesson 7 – Recognise and describe 2-D shapes Lesson 8 – Draw polygons
Lesson 9 – Equivalent capacities and volumes (litres and millilitres) Lesson 10 – Compare capacity Lesson 3 – Partition the whole Lesson 1 – Pounds and pence Lesson 1 – Pounds and pence Lesson 1 – Roman numerals to 12 Lesson 2 – Tell the time to 5 minutes Lesson 7 – Days and hours Lesson 11 – Units of time Lesson 12 – Solve problems with time Lesson 12 – Solve problems with time Very days Lesson 7 – Days and hours	accurately Lesson 5 – Horizontal and vertical Lesson 6 – Parallel and perpendicular Lesson 7 – Recognise and describe 2-D shapes
capacities and volumes (litres and millilitres) Lesson 10 – Compare capacity Lesson 5 – Non-unit fractions Lesson 2 – Convert pounds and pence pence Lesson 3 – Add money Lesson 3 – Add money Lesson 2 – Tell the time to 5 minutes Lesson 7 – Days and hours Lesson 7 – Days and hours	accurately Lesson 5 – Horizontal and vertical Lesson 6 – Parallel and perpendicular Lesson 7 – Recognise and describe 2-D shapes
and millilitres) set of objects pence Lesson 10 – Compare capacity Lesson 5 – Non-unit fractions Lesson 3 – Add money Lesson 5 – Non-unit fractions Lesson 3 – Add money with time very lesson 7 – Days and hours	Lesson 5 – Horizontal and vertical Lesson 6 – Parallel and perpendicular Lesson 7 – Recognise and describe 2-D shapes
Lesson 10 – Compare capacity Lesson 5 – Non-unit fractions Lesson 3 – Add money minutes Lesson 7 – Days and hours ver	vertical Lesson 6 – Parallel and perpendicular Lesson 7 – Recognise and describe 2-D shapes
	perpendicular Lesson 7 – Recognise and describe 2-D shapes
	perpendicular Lesson 7 – Recognise and describe 2-D shapes
	describe 2-D shapes
	·
	Lesson 8 – Draw polygons
Lesson 1 – Add fractions add and subtract: lengths add and subtract: lengths seconds	
Lesson 2 – Subtract fractions (m/cm/mm); mass (kg/g); (m/cm/mm); (NC Link: tell and write the time
(11) (11) (111) (110)	from an analogue clock,
change using both f and n in NC Link: add and subtract analogue clock including using line	including using Roman
NC Link: measure compare	numerals from I to XII, and 12-
add and subtract: lengths simple 2-D shapes change, using both £ and p in and 12-hour and 24-hour ho	hour and 24-hour clocks
(m/cm/mm); mass (kg/g); practical contexts clocks est	estimate and read time with
Luchura o Japana situ (Llas)	increasing accuracy to the
	nearest minute; record and
	compare time in terms of
compare time in terms of sec	seconds, minutes and hours;
seconds, minutes and hours; use	use vocabulary such as o'clock,
use vocabulary such as o'clock, am	am/pm, morning, afternoon,
am/pm, morning, afternoon, no	noon and midnight
noon and midnight kno	know the number of seconds
	in a minute and the number of
	days in each month, year and
	leap year
	compare durations of events
	[for example, to calculate the
	time taken by particular events
time taken by particular events or	
or tasks	zi tusks
Unit: Animals including	
Unit: Animals including	
Trumans Trumans Trumans	
Lesson: How do humans get Lesson: What sort of diet is Lesson: Which foods do Lesson: What do our pets eat? Lesson: How do skeletons vary Lesson: How do bour bones	
the nutrition they need? needed in order to stay different animals eat? between animals? protect us and muscles help us	
healthy? NC Link: identify that animals, move?	
NC Link: identify that animals NC Link: identify that animals Including humans need the NC Link: identify that humans	
including humans, need the right types and amount of right types and amount of on the right types a	
right types and amount of including humans, need the right types and amount of nutrition, and that they cannot skeletons and muscles for and some other animals have	
nutrition, and that they cannot right types and amount of nutrition, and that they cannot make their own food; they get support, protection and skeletons and muscles for	
make their own food; they get nutrition, and that they cannot make their own food; they get nutrition from what they eat movement support, protection and	
nutrition from what they eat make their own food; they get nutrition from what they eat movement	
nutrition from what they eat	
Cross curricular – PE/PSHE	

		Unit: Data and Information	Unit: Data and Information	Unit: Data and Information	Unit: Data and Information	Unit: Data and Information	Unit: Data and Information
		Onit. Data and information	Onit. Data and information	Onit. Data and information	Onit. Data and information	Onit. Data and information	Olit. Data and information
		Lesson: Yes or No Questions	Lesson: Making Groups	Lesson: Creating a Branching	Lesson: Structuring a	Lesson: Using a Branching	Lesson: Two ways of
		Lesson. Tes of No Questions	Lesson: Making Groups	Database	Branching Database	Database	Presenting Information
		NC Link Use search	NC Link Use search	Database	Branching Database	Database	resenting information
		technologies effectively,	technologies effectively,	NC Link Use search			
		appreciate how results are	appreciate how results are	technologies effectively,	technologies effectively,	technologies effectively,	technologies effectively,
		selected and ranked, and be	selected and ranked, and be	appreciate how results are			
		discerning in evaluating digital	discerning in evaluating digital	selected and ranked, and be			
		content	content	discerning in evaluating digital			
		Select, use, and combine a	Select, use, and combine a	content	content	content	content
	B	variety of software (including		Select, use, and combine a			
	Computing	,	variety of software (including				
	Ē	internet services) on a range of digital devices to design and	internet services) on a range of digital devices to design and	variety of software (including internet services) on a range of	variety of software (including internet services) on a range of	variety of software (including internet services) on a range of	variety of software (including internet services) on a range of
	ŏ	-		digital devices to design and	digital devices to design and	digital devices to design and	
		create a range of programs, systems, and content that	create a range of programs, systems, and content that		create a range of programs,	•	digital devices to design and
		•		create a range of programs,		create a range of programs,	create a range of programs,
		accomplish given goals,	accomplish given goals,	systems, and content that			
		including collecting, analysing,	including collecting, analysing,	accomplish given goals,	accomplish given goals,	accomplish given goals,	accomplish given goals,
		evaluating, and presenting data and information	evaluating, and presenting	including collecting, analysing,	including collecting, analysing,	including collecting, analysing,	including collecting, analysing,
		data and information	data and information	evaluating, and presenting	evaluating, and presenting	evaluating, and presenting	evaluating, and presenting
				data and information	data and information	data and information	data and information
							Cross curricular –
							maths/science
_					Unit: TEXTURE	Unit: TEXTURE	Unit: TEXTURE
					<u> </u>	<u> </u>	<u> </u>
					Lesson: Exploring texture	Lesson: Exploring texture	<u>Lesson: Creating rainforest</u>
					How does Rousseau use	Can I use texture?	<u>animal</u>
					texture?		Can I use texture?
					NC Limbs to solution of any arrest	NC Link: taught about great	NC tinh to what about super
					NC Link: taught about great artists, architects and	artists, architects and designers in history.	NC Link: taught about great artists, architects and
					designers in history.	to improve their mastery of art	designers in history.
	ign				to improve their mastery of art	and design techniques,	to improve their mastery of art
	Design				and design techniques,	including drawing, painting	and design techniques,
	ૐ				including drawing, painting	and sculpture with a range of	including drawing, painting
	Art				and sculpture with a range of	materials [for example, pencil,	and sculpture with a range of
					materials [for example, pencil,	charcoal, paint, clay]	materials [for example, pencil,
					charcoal, paint, clay] to create sketch books to	to create sketch books to record their observations and	charcoal, paint, clay] to create sketch books to
					record their observations and	use them to review and revisit	record their observations and
					use them to review and revisit	ideas	use them to review and revisit
					ideas	-	ideas
					Cross curricular - history		

		T	T	1	I	1	T
	Unit: Construction	Unit: Construction	Unit: Construction				
	Lesson: Research	Lesson: Design	Lesson: Evaluate				
ology	How and where are plants kept?	What is the purpose of my planter?	How successful was my planter?				
Design & Technology	NC Link: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Cross curricular – science -	NC Link: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	NC Link: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work				
	plants						
Geography				Lesson: Map Skills and Field Work Can I find my way through a forest? NC Link: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Unit: Rainforests Lesson: Physical geography What are the layers of the rainforest? NC Link: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		
History	Unit: Mayans Lesson: Significant People and Impact Who was Pakal the Great? NC Link: a non-European society that provides contrasts with British history	Unit: Mayans Lesson: Childhood What games did the Mayas play? NC Link: a non-European society that provides contrasts with British history	Unit: Mayans Lesson: Life and Death What was life like for the Ancient Mayas? NC Link: a non-European society that provides contrasts with British history			Unit Mayans Lesson: Legacy What was the legacy of the Mayan civilisation? NC Link: a non-European society that provides contrasts with British history	

		Unit: Twinkl Spanish – The	Unit: Twinkl Spanish – The	Unit: Twinkl Spanish – The	Unit: Twinkl Spanish – The	Unit: Twinkl Spanish – The	Unit: Twinkl Spanish – The
		People Around Me	People Around Me	People Around Me	People Around Me	People Around Me	People Around Me
		1 copie / irouna ivic	- copie / tround trie	- copie / irouna inc	respie / il outla live	respie / tround trie	Teople Attouria Me
		Lesson 1 – Meet My Family	Lesson 2 – Have You Got Any	Lesson 3 – The Alphabet	Lesson 4 – What's Their	Lesson 5 – How Do You	Lesson 6 – Let's Recap!
		LESSON 1 WICELINIY Family	Pets?	LESSON 5 THE AIDHABEE	Name?	Spell?	Lesson o Let's Necap:
		NC Link: listen attentively to	rets:	NC Link: listen attentively to	ivaille:	<u> 5pen:</u>	NC Link: listen attentively to
		spoken language and show	NC Link: listen attentively to	spoken language and show	NC Link: listen attentively to	NC Link: listen attentively to	spoken language and show
			spoken language and show		spoken language and show	spoken language and show	1 .
		understanding by joining in		understanding by joining in	understanding by joining in		understanding by joining in
		and responding	understanding by joining in	and responding	0	understanding by joining in	and responding
		speak in sentences, using	and responding	speak in sentences, using	and responding	and responding	speak in sentences, using
	교	familiar vocabulary, phrases	speak in sentences, using	familiar vocabulary, phrases	speak in sentences, using	speak in sentences, using	familiar vocabulary, phrases
	MFL	and basic language structures	familiar vocabulary, phrases	and basic language structures	familiar vocabulary, phrases	familiar vocabulary, phrases	and basic language structures
		read carefully and show	and basic language structures	read carefully and show	and basic language structures	and basic language structures	read carefully and show
		understanding of words,	read carefully and show	understanding of words,	read carefully and show	read carefully and show	understanding of words,
		phrases and simple writing	understanding of words,	phrases and simple writing	understanding of words,	understanding of words,	phrases and simple writing
		present ideas and information	phrases and simple writing	present ideas and information	phrases and simple writing	phrases and simple writing	present ideas and information
		orally to a range of audiences	present ideas and information	orally to a range of audiences	present ideas and information	present ideas and information	orally to a range of audiences
		describe people, places, things	orally to a range of audiences	describe people, places, things	orally to a range of audiences	orally to a range of audiences	describe people, places, things
		and actions orally* and in	describe people, places, things	and actions orally* and in	describe people, places, things	describe people, places, things	and actions orally* and in
		writing	and actions orally* and in	writing	and actions orally* and in	and actions orally* and in	writing
			writing		writing	writing	
_							
		Inspire Music: Drums	Inspire Music: Drums	Inspire Music: Drums	Inspire Music: Drums	Inspire Music: Drums	Inspire Music: Drums
	Music						
	Σ						
		<u>Unit:</u> Invasion Games-Football	<u>Unit:</u> Invasion Games-Football	Unit: Invasion Games-Football	Unit: Invasion Games-Football	Unit: Invasion Games-Football	Unit: Invasion Games-Football
_		<u>Unit:</u> Invasion Games-Football and Net Games-Tennis	Unit: Invasion Games-Football and Net Games-Tennis	Unit: Invasion Games-Football and Net Games-Tennis	Unit: Invasion Games-Football and Net Games-Tennis	Unit: Invasion Games-Football and Net Games-Tennis	Unit: Invasion Games-Football and Net Games-Tennis
		and Net Games-Tennis	and Net Games-Tennis	and Net Games-Tennis	and Net Games-Tennis	and Net Games-Tennis	and Net Games-Tennis
		and Net Games-Tennis Lesson: Play competitive	and Net Games-Tennis Lesson: Play competitive	and Net Games-Tennis Lesson: Play competitive	and Net Games-Tennis Lesson: Play competitive	and Net Games-Tennis Lesson: Play competitive	and Net Games-Tennis Lesson: Play competitive
_		and Net Games-Tennis Lesson: Play competitive games and apply basic	and Net Games-Tennis Lesson: Play competitive games and apply basic	and Net Games-Tennis Lesson: Play competitive games and apply basic	and Net Games-Tennis Lesson: Play competitive games and apply basic	and Net Games-Tennis Lesson: Play competitive games and apply basic	and Net Games-Tennis Lesson: Play competitive games and apply basic
		and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for
		and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending
		and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to
		and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending
	PE	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to perform a Cooperative Rally	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to perform a Cooperative Rally	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to perform a Cooperative Rally	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to perform a Cooperative Rally	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to perform a Cooperative Rally	and Net Games-Tennis Lesson: Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to perform a Cooperative Rally
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	Jigsaw Unit: Healthy Me	Jigsaw Unit: Healthy Me	Jigsaw Unit: Healthy Me	Jigsaw Unit: Healthy Me	Jigsaw Unit: Healthy Me	Jigsaw Unit: Healthy Me
				_		
	Lesson: Being Fit and Healthy	Lesson: Being Fit and Healthy	Lesson: What do I know about	Lesson: Being Safe	<u>Lesson: Safe or Unsafe</u>	Lesson: My Amazing Body
	understand how exercise	know that the amount of	Drugs?	identify things, people and	identify when something feels	understand how complex my
	affects my body	calories, fat and	tell you my knowledge and	places that I need	safe or unsafe	body is and
ш	and know why my heart and	sugar I put into my body will	attitude towards	to keep safe from	take responsibility for keeping	how important it is to take
Ϋ́	lungs are such	affect my health	drugs	know some strategies for	myself and	care of it
Δ.	important organs	know what it feels like to make	identify how I feel towards	keeping myself	others safe	respect my body and
	set myself a fitness challenge	a healthy	drugs	safe, who to go to for help and		appreciate what it does
		Choice		how to call		for me
	Cross curricular – science –			emergency services		
	the body			express how being anxious or		
				scared feels		