



Loddiswell Primary School
Curriculum Map- Long Term Overview 2021 - 2022

“Together we value, inspire, achieve and believe which empowers us all to be the best we can be”.

All of our School Improvement Action Plans/ ECM focus, link to the Spiritual, moral, social and cultural development experiences and ethos within our school family

At Loddiswell Primary School we adopt a holistic approach to encouraging and supporting all individuals in their journey to achieve their unique and full potential. We value the different interests and strengths of our pupils, uphold equity and promote equality for all by providing the support and challenge required for each individual pupil. We aim to inspire our students and are fully committed to developing a safe and stimulating learning environment that nurtures independent, life-long learning skills. We aspire to create an environment where adults and children are willing and able to take risks with their learning and where mistakes are valued and seen as learning opportunities.

An imaginative school curriculum provides a range of interesting activities that are well matched to the needs of the pupils, including disabled pupils and those with special educational needs” **Ofsted 2019**

We plan our curriculum in three phases. We have agreed a long-term plan for the Foundation Stage, Key Stage 1 and Key Stage 2 children. This indicates what topics and specific subject areas are to be taught in each term, and to which cohorts of children. The curriculum is based on an annual rolling programme which ensures that all children experience a broad and balanced breadth and depth of study throughout all subjects, as they progress through the school.

Our curriculum is planned to ensure the delivery of subject specific knowledge, understanding and key skills arranged in themes across a year. This is to ensure rigour, consistency, cohesion and progression in learning throughout all subject areas. As a school, we have identified four main “drivers” that underpin our curriculum. These are linked to the Spiritual, moral, social and cultural development experiences and ethos within our school family.

English

Reading

At Loddiswell Primary School we are fully committed to providing high quality reading resources for our children. We have well resourced library areas in each unit which are continually being updated through direct book purchasing and through our Service Level Agreement with Devon School’s Library Service. Each classroom has an inviting reading area and a reading working wall with our main aim being to foster a love of reading and to develop each pupils’ ability, understanding and enjoyment as a reader.

Reading: Phonics is taught daily using the Little Wandle Scheme of work. Where necessary, a Phonics intervention programme is delivered to individual and small groups of pupils to support reading development in Key Stage 2. A range of reading schemes (linked to the Book Banding system), are used across the

school to develop reading and comprehension skills. Children can also access “Big Cat Collins” an online reading scheme for pupils to access at home. All children who are not on Accelerated Reader are regularly “Bench marked” to assess the development of reading skills, and to ensure all children make good progress and move onto the next colour band to ensure a systematic development of reading, decoding and comprehension skills. In Key Stage 2 we use “Accelerated Reader”. This reading programme helps teachers to further monitor pupils progress and ensure that all children are accessing a range of books to meet their needs and interests.

In Key Stage 1, whole class reading is taught through the week. Within these sessions teachers focus on VIPERS skills of vocabulary, inference, prediction, explanation, reasoning and summarising. Whole class reading is also taught in Years 3-6 daily. During these sessions, teachers use high quality age related texts to support children’s knowledge and vocabulary of the wider curriculum. Our whole school reading approach helps pupils to foster a range of reading skills and transferable knowledge.

Reading Diaries

Each child, from Foundation Stage through Key Stage 1 and Key Stage 2 is given a reading diary which they themselves, parents and staff use to record progress of reading. Parents are encouraged to listen to their child read and share books regularly and to record this in their child’s reading diary. As a school we value the importance that you as parents have in the development of your child’s enjoyment of reading and we hope that you will play an active part in sharing books with your child as they journey throughout school.

All Key Stage 1 and 2 children undertake daily spelling activities in order to develop their spelling skills which is underpinned by No Nonsense spelling programme.

The development of English skills – all classes within the school use high quality texts as a basis of all English teaching . The school accesses “Texts that Teach”- A programme of learning developed by Babcock LDP to ensure continuity, cohesion and progression in the delivery of the English National Curriculum. Each unit consists of reading, speaking and listening and writing tasks. A Talk for Wiring approach is used throughout the school to ensure that children are given frequent opportunities to write for a variety of purposes and audiences. Our approach follows three distinct stages, text model, practising writing and independent writing. We use this approach as a basis to teach different genres of writing.

Text model

During this stage, pupils immerse themselves in the text in order to familiarise themselves with the language and features of the text. This is delivered through a variety of activities- such as story mapping, vocabulary games and role play.

Practising writing

Once children are familiar with the text, they are taught the key skills for the genre of writing. As they unpick the writing process to prepare for independent writing, they build up a toolkit. The building stage will include a range of activities such as creating their own story maps, exploring variation in sentence structures and learning how to control writing with appropriate punctuation and grammar. Opportunities are provided for children to practice key targets related to their identified next steps. This stage is completed when children have built a piece of writing based on the genre.

Independent writing

Once the children have these skills, they are equipped to be able to transfer them into an independent piece of writing which will demonstrate their knowledge of the genre they have been working on and incorporate the grammar and language structures. Throughout this section, grammar toolkits are

used which enables children to include the elements needed for a successful piece of writing. Children are given opportunities to plan their invented writing by amending story maps (editing, re-drafting, proof reading) and boxing up to structure a piece of independent work which is then used for assessment.

Oracy

At Loddiswell Primary School we aim to develop confident children, who can express themselves with clarity. We encourage our pupils to talk in purposeful and imaginative ways, to explore ideas and feelings, adapting vocabulary according to purpose, listeners and content. We also stress the importance of listening skills with the role of the listener being as important as that of the speaker. The children learn about predicting, persuading, reflecting and debating as part of their oracy activities.

Mathematics

Mathematics is taught through a mastery approach. Pupils are taught through whole class interactive teaching where the focus is on all pupils working together on the same lesson focus. Lessons are carefully sequenced to support the children in their understanding through the use of concrete and visual resources. Learning is built up in small steps and the children are given the opportunity to discuss and rehearse their learning before moving on. The children are encouraged to explain their answers showing their depth of understanding by reasoning and problem solving. The teaching of mathematics follows the revised National Curriculum Framework.

Lessons will start with the children revising key mathematical skills to develop fluency. The lesson's objective will be broken down into small steps to ensure that children are secure in their understanding before the lesson moves forward. (For any children who find the learning objective challenging, concrete resources and /or further adult support will be provided either within or after the lesson- this is Mastery with support). Small steps will be clearly modelled using concrete and visual resources with the children having time to rehearse these skills through practical and written activities. Depth of learning and challenge is developed through variation in activities and representations of learning.

There is a termly plan for each year group from Year 1 to Year 6; each term is split into twelve weeks. You will see from the overviews that a significant amount of time is devoted to developing key number concepts each year. This is to build their fluency as number sense will affect their success in other areas of mathematics.

	Learning	Relationships	Community
Emotional and Social Awareness Values	Attend and enjoy school Ensure all groups of children are literate and numerate to a high standard. Achieve stretching national educational standards Achieve personal and social development and enjoy recreation.	Develop positive relationships with each other Be physically healthy Mental and emotionally healthy Healthy Lifestyles Keeping safe Security and caring for each other Develop self confidence and successfully deal with significant life changes and developments	Engage in decision-making and support the community and environment. Make a positive contribution to society – be active citizens in the local community. Develop enterprising behaviour
Creativity Key Skills	Independent Enquires Enquire- be curious, question. Problem Solve-plan, make choices, reason. Apply Knowledge-form opinions, apply knowledge. Reflective Learners Evaluation- reflect, revise. Creative Thinkers use imagination, lateral thinking, Meta-Learning	Self-Managers Motivation- Persevere, Manage distractions, set goals. Emotional Skills-be self-aware, manage own feelings, understand others feelings. Empathy	Team Workers Be independent, collaborate, value and support others, communicate, listen.
Personal Qualities	Enquiry Adaptability Resilience	Respect Morality Co-operation	Thoughtfulness Communication
Understanding of the World And The Environment	Curiosity and interest in the world around, based on knowledge of the earth and its human and physical geography. Knowledge and understanding of the scientific basis that identifies the earth's environment as a common entity of value to everyone. Diplomatic Economic and Commercial IM	Open attitudes towards other ways of life and a predisposition to tolerance towards other cultures and their beliefs. Human values that combine respect for other ways of life with care and concern for the welfare and well-being of people in general. Spiritual Multiculturalism Human Rights	Recognition of the interconnectedness of human affairs (in place and time) as part of the holistic experience of life. Political - best interest of all in global terms Humanitarian Environmentalist Globalization
School Events	Theme Weeks Productions and Performances Sports Activities/ Competitions Musical Performances in school /Federation/SDPP/ Devon. Forest Schools	School Open Days Parents Consultations Coffee Afternoons/Mornings Residential Experiences for Year 3 Forest Schools Cyber Safety	Christmas Fayre Summer Fayre Charity Fund Raising Activities and Events. History Society Swim-marathon Rotary Club Life Skills Harbour House Exhibition Craft Displays Village Hall Gardening /Agricultural Shows

							Residential Experiences for Year 4/5/6 Sex Education/Drug Awareness		
National	EYFS Baseline Assessment and End of EYFS Outcomes. Year 1 Phonics Screening Key Stage 1 SATs Key Stage 2 SATs						Children in Need Red Nose Day Sports Relief		
PSHE/SMCC	Autumn Health and Wellbeing <i>Minimum 10 lessons</i>			Spring Relationships <i>Minimum 10 lessons</i>			Summer Living in the wider world <i>Minimum 10 lessons</i>		
Topics	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing Difference	Rights and Responsibilities	Environment	Money
Class 1	What helps keep bodies healthy	Recognising what they are good at; goals; loss and how it feels	Keeping safe around the house; how to ask for help	Recognising feelings; sharing feelings	Secrets and keeping safe, special people in their lives	Respecting similarities and differences; sharing views and ideas	Groups and class rules; everybody is unique in some ways and the same in others	Looking after the environment	Where money comes from; how to use money – saving and spending money
Year 2	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and being more independent ; correct names for body parts	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved
Year 3/4	What makes a balanced diet; opportunities for making own	Recognising what they are good at; setting goals. Describing feelings; conflicting	School rules on health and safety; basic emergency aid; people who help them stay	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; maintaining friendship; actions affect	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise (CROSS YEAR-

	choices with food; what influences their food choices; habits	feelings and how to manage feelings	healthy and safe		ourselves and others; working collaboratively				
Year 5/6	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment ; online safety; including sharing images; mobile phone safety	Responding to feelings in others	Actions have consequences of actions; working collaboratively ; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax RSE
FOREST SCHOOLS	Autumn			Spring			Summer		
The children will re-familiarise themselves with their environment as well as a "theme' running through each session. The children will also be able to access the woods and build on previous experiences, interests, activities or projects such as fire lighting, tool use, woodland management, shelter, building and cooking on the fire.									
	Foundation Stage Introduction to space, boundaries, FS Rules and the concept of keeping self safe. Working around and cooking on the fire. Year 1-Seed Collection/planting/creating a tree nursery. Journey stick. Year 2 Planting a willow bed. Insect survey, signs of animals.			Foundation Stage Who lives in the woods? Year 3 Compass points, making a natural compass, tracking the sun. Year 4 Creating a herb spiral. Using natural colours and materials to paint with.			Foundation Stage Changes in the woods, identifying natives flowers and trees. Year 5 Setting a camera trap. Preparing wood for Summer. Cutting back, mulching young trees. Year 6 John Muir Award.		

English	Autumn		Spring		Summer	
English						
The school uses “Texts that Teach” (Babcock LDP) to ensure continuity, consistency and cohesion when delivering the English National Curriculum. These are only the topics for the progress writes. Any remaining time other units of teacher’s choosing: fiction, poetry, non-fiction, play-scripts, will be followed.						
	Fiction Texts- a range of genres Non- Fiction Texts- a range of genres.		Fiction Texts- a range of genres Non- Fiction Texts- a range of genres.		Fiction Texts- a range of genres Non- Fiction Texts- a range of genres.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Dear Mother Goose Fiction Zim, Zam, Zoom poetry	Non-Fiction- How to Wash a Wooly Mammoth	Fiction A mouse called Jullian	Non-Fiction Hidden World- Ocean	Fiction- Don’t Spill the milk	Non-Fiction – This is how we do it
Year 2	Fiction-Stuck	Non-Fiction- Weather	Fiction-Bonkers about Beetroot	Non-Fiction- What do you do with a tail like this?	Non-Fiction- Reptiles Elsworths electric cars Poetry	Fiction- Fatou fetch the water
Year 3/4	Fiction- Arthur and the Golden Rope	Non-Fiction- Until I meet Dudley	Poetry - Rivers Fiction-Paddington	Non-Fiction- Poetry - Rivers	Fiction- The Paperbag Prince	Non-Fiction- Rainforest Rough Guide
Year 5/6	Fiction-Westlandia Poetry- Bethlehem	Non-Fiction- Women in Science	Fiction- A word in your ear	Non-Fiction- Are humans damaging the atmosphere	Fiction- Blackberry Blue	Non-Fiction- The lost book of adventure
	Autumn		Spring		Summer	
Mathematics						
The school uses White Rose Mathematics Hub teaching and learning programme across the whole across all year groups.						
Reception						
Year 1	Number – Place value Number – Addition and subtraction Geometry – Shape Number – Place value		Number – Addition and Subtraction Number – Place value Measurement – Length and height Measurement – Weight and volume		Number – Multiplication and division Number – Fractions Geometry – Position and direction Number – Place value Measurement – Money Measurement - Time	
Year 2	Number – Place value		Number – Multiplication and division		Geometry – Position and direction	

	Number – Addition and subtraction Measurement – Money Number – Multiplication and division	Statistics Geometry – Properties of shape Number – Fractions Measurement – Length and height	Problem Solving Measurement – Time Measurement – Mass, Capacity, Temperature
Year 3/4	Number – Place value Number – Addition and Subtraction Number – Multiplication and division	Number – Multiplication and division Measurement – Length and Perimeter Number – Fractions Measurement – Mass and Capacity (Y3) Numbers: Decimals (Y4)	Number – Decimals (including Money) Measurement – Time Statistics Geometry – Properties of shapes (Y4 including position and direction)
Year 5/6	Number – Place value Number – Four operations Number – Fractions	Number – Fractions (Y5) Ratio (Y6) Number – Decimals and Percentages Number – Decimals (Y5) Algebra (Y6) Measurement – Covering units Measurement – Perimeter, area and volume Statistics	Geometry – Properties of shapes Geometry – Position and Direction SATS Investigation and consolidation
	Autumn		Spring
EYFS Topics	All About Me	Traditional Tales	Celebrations
			Transport
			Growing/Mini Beasts
			Treasure
History	Autumn		Spring
			Summer
Year 1 Topic Enquiry Question	Bonfire Night and the Great fire of London Did the Great fire make London a better or worse place?	Local History Who are our local heroes and why should we remember them?	Holidays How have seaside holidays changed over time?
Year 2 Topic Enquiry Question	My Family history. What was life like when our grandparents were little?	The Greatest Explorers Who were the greatest explorers and what did they do?	Great Inventions- The First Flight. How did the first flight change the world?
Year 3/4 Topic Enquiry Question	The Stone Age What was new about the Stone Age?	The Bronze Age and Iron Age Which was more impressive- the Bronze Age or the Iron Age?	Indus Valley How can we investigate the Indus Valley Civilisation?
Year 5/6 Topic Enquiry Question	The Anglo Saxons Was the Anglo Saxon period really a Dark Age?	The Vikings Would the Vikings do anything for money?	Benin The development of a non- European society.
Geography	Autumn		Spring
			Summer
Year 1	Seasons	Our wonderful world	Journeys- Food
Year 2	Our Local Area	People and their communities	Animals and their habitats
Year 3/4	Climate and Weather	Our World	Coasts
Year 5/6	Changes in our local environment	Journeys- clothes	Alpine Regions

Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Measuring	Animals Incl. Humans: Ourselves	Seasons	Animals Incl. Humans: Animals	Materials	
Year 2	Measuring	Animals Incl. Humans: Ourselves	Seasons	Animals Incl. Humans: Animals	Materials	
Year 3/ 4	Living Things and Their Habitat 2	Animals incl. Humans: Nutrition	States of Matter	Living Things and Their Habitats 3	Electricity 1	Sound
Year 5/6	All Living Things: Animal Reproduction	Properties of Materials 1	Forces	All Living Things: Plant Reproduction	Animals incl. Humans: Health	Properties of Materials 2
Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	We are astronauts Programming on screen Programming	We are games testers Exploring how computer games work Computational thinking	We are photographers Taking, selecting and editing digital images Creativity	We are researchers Researching a topic Computer networks	We are detectives Communicating clues Communication/ Collaboration	We are zoologists Recording bug hunt data Productivity
Year 2	We are astronauts Programming on screen Programming	We are games testers Exploring how computer games work Computational thinking	We are photographers Taking, selecting and editing digital images Creativity	We are researchers Researching a topic Computer networks	We are detectives Communicating clues Communication/ Collaboration	We are zoologists Recording bug hunt data Productivity
Year 3/4	We are programmers Programming an animation Programming	We are bug fixers Finding and correcting bugs in programs Computational thinking	We are presenters Videoing performance Creativity	We are network engineers Exploring computer networks, including the internet Computer networks	We are communicators Communicating safely on the internet Communication/ Collaboration	We are opinion pollsters Collecting and analysing data Productivity
Year 5/6	We are app planners Planning the creation of a mobile app Computer networks	We are project managers Developing project	We are market researchers Researching the app market	We are interface designers	We are app developers	We are marketers

		management skills Computational thinking	Productivity	Designing an interface for an app Communication Collaboration	Developing a simple mobile phone app Programming	Creating video and web copy for a mobile phone app Creativity
Art, Craft and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Each Craft and Design topic has a 'Projects on a Page' unit						
	Art, Craft and Design	Design Technology	Art, Craft and Design	Design Technology	Art, Craft and Design	Design Technology
KS1	Drawing – landscapes or own ideas (i.e. still life or imagination)	Food Preparing fruit and vegetables including cooking and nutrition requirements.	Print making	Freestanding Structures	Mixed media collage	Mechanisms Sliders and leavers
Lower KS2	Drawing – landscapes or own ideas (i.e. still life or imagination)	Food Healthy and varied diet including cooking and nutrition requirements.	Print making	Structures – shell structures (including computer aided design)	Mixed media collage – including digital media	Textiles – 2D to 3D shape product
Upper KS2	Drawing – landscapes or own ideas (i.e. still life or imagination)	Food Celebrating culture and seasoning including cooking and nutrition requirements.	Print Making	Structures – frame structures	Mixed media collage – including digital media	Electrical systems – More complex circuits and switches (including programming, monitoring and control)
R.E	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Using the new Devon Agreed Syllabus (Sept 2019-2024) and Discovery RE Scheme of Work						
Reception	Unit F1: God Why is the word 'God' so important to Christians?	Unit F2: Christmas Why is Christmas special for Christians? ^[SEP]	Unit F4: Being Special Why is Easter special for Christians? ^[SEP]	Unit F3: Easter Being special: where do we belong?	Unit F5: Special Places Which places are special and why?	Unit F6: Special Times Which stories are special and why?
Learning Outcomes						

(Possible links with Early Learning Goals)						
Year 1 and 2	U1.2 Christianity - Creation Who do Christians say made the world?	U1.10 Christianity, Judaism & Non-Religious What does it mean to belong to a faith community?	U1.1 Christianity - God What do Christians believe God is like?	U1.7 Judaism Who is Jewish and how do they live? Part 1	U1.7 Judaism Who is Jewish and how do they live? Part 2	U1.9 Christianity, Judaism & Non-Religious How should we care for the world and for others, and why does it matter?
Year 3 and 4	L2.1 Christianity – Creation/Fall What do Christians learn from the creation story?	L2.10 Judaism How do festivals and family life show what matters to Jewish people?	L2.2 Christianity – People of God What is it like for someone to follow God?	L2.9 Islam How do festivals and worship show what matters to Muslims?	L2.4 Christianity – Gospel What kind of world did Jesus want?	L2.12 Christianity, Islam & Non-Religious How and why do people try to make the world a better place?
Year 5 and 6	U2.3 Christianity – Incarnation Why do Christians believe that Jesus is the Messiah?	U2.8 Islam What does it mean to be a Muslim in Britain today?	U2.9 Judaism Why is the Torah so important to Jewish people?	U2.1 Christianity – God What does it mean for Christians that God is holy and loving?	U2. How do Christians decide how to live? 'What would Jesus do'? (Gospel)	U2. What matters most to Humanists and Christians?
Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Using Charanga as a supporting resource						
Reception	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
Year 1	Hey You!	Rhythm In The Way We Walk and Banana Rap	In the Groove	Round and About	Your Imagination	Reflect, Rewind, Replay
Year 2	Hands, Feet, Heart	Ho Ho Ho	I wanna play in a band	Zootime	Friendship Song	Reflect, Rewind, Replay
Year 3/4	Mamma Mia	Glockenspiel Stage 2	Stop	Lean on me	Blackbird	Reflect, Rewind, Replay
Year 5/6	Happy	Classroom Jazz2	A New Year Carol	You've got a friend	Music and Me	Reflect, Rewind, Replay
MFL	Autumn		Spring		Summer	
Year 2	Greetings		Classroom objects		Parts of the body and colours	

	Classroom instructions Numbers 1-10	Numbers 10-20 Days and months	Numbers 20-30
Year 3/4	Masculine and feminine nouns Adjectives French rhymes	Adjectives after the noun Verbs Building sentences French songs	French towns French stories Ask and answer questions
Year 5/6	Prepositions in directions Verbs in the infinitive form Perform verbally	Write sentences correctly Use of the negative Present tense of avoir and être	French Art Past tense comparing a town then and now
P.E.	Autumn	Spring	Summer
Reception Balanceability	The Balanceability programme runs throughout the year		
Reception/ Year 1 PEDPASS	Games – Unit 1	Gymnastics – Unit 1	Dance – Unit 1
Reception/ Year 1 Real PE	Unit 1 – Personal Unit 2 - Social	Unit 3 – Cognitive Unit 4 - Creative	Unit 5 – Physical Unit 6 – Health and Fitness
Year 2 PEDPASS	Games – Unit 2	Gymnastics – Unit 2	Dance – Unit 2
Year 2 Real PE	Unit 1 – Personal Unit 2 - Social	Unit 3 – Cognitive Unit 4 - Creative	Unit 5 – Physical Unit 6 – Health and Fitness
Year 3/4 PEDPASS	Invasion Games – Unit 1 and Athletics – Unit 1	Gymnastics – Unit 3 and Dance – Unit 3	Striking and Fielding – Unit 1, Net and Wall Games – Unit 1, Education Activities –Unit 1 (through residential)
Year 3/4 Real PE	Unit 1 – Personal Unit 2 - Social	Unit 3 – Cognitive Unit 4 - Creative	Unit 5 – Physical Unit 6 – Health and Fitness
Class 5 - PEDPASS	Invasion Games – Unit 3 and Athletics Unit - 3	Gymnastics – Unit 5 and Dance – Unit 5	Striking and Fielding – Unit 2, Net and Wall Games – Unit 2, run alongside Swimming – Unit 2 and Outdoor Adventurous Activities – Unit 3
Year 5/6 Real PE	Unit 1 – Personal Unit 2 - Social	Unit 3 – Cognitive Unit 4 - Creative	Unit 5 – Physical Unit 6 – Health and Fitness
Year 5/6 – PEDPASS	Invasion Games – Unit 4 and Athletics Unit – 3	Gymnastics – Unit 6 and Dance – Unit 6	Striking and Fielding – Unit 2, Net and Wall Games – Unit 2, run alongside Swimming – Unit 2 and Outdoor Adventurous Activities – Unit 3

