

Badgers Long-Term Rolling Curriculum

The units are planned to be done within the year and are nominally assigned to a ½ term or term. It is up to the class teacher to decide the more precise allocation of when units happen.

| Subject | | Badgers Year A (2023-24) | | | | | | |
|-------------------------------------|---|--|---|---|--|--|---|---|
| Upper Key Stage 2- Years 4, 5 and 6 | Writing genre for composition | | | | | | | |
| | Power of Reading | I was a Rat | The Rhythm of Rain | Tom's Midnight Garden | Journey to the River Sea | The True Story of my Family in WWII | Wonder | |
| | History (Kapow/ Hamilton) | <i>Topics can happen at any point in the year but please ensure there is a timeline that depicts when each event happens so children grasp an understanding of chronology</i> | | | | | | |
| | | Ancient Mayans A non-European society How did the Maya civilisation compare to the Anglo-Saxons? - Kapow Primary Learn about the Maya civilisation. Compare Maya and the Anglo-Saxons. Investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Examine theories into how the Maya cities declined. Hamilton- The Maya UKS2 hamilton-trust.org.uk | | The Victorians- Y3/4: How have children's lives changed? Chronological knowledge beyond 1066. Investigate the changes in children's lives through time including children's spare time, health and work. Explore work – in more detail- a day in the life of a working child and the significance of Lord Shaftesbury and his impact. | | WW2- significant point in British history Kapow UKS2: Y5/6: What was the impact of World War 2 on the people of Britain? Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources. <i>For 2024 the Olympics-Significant individuals: Olympic athletes</i> | | |
| | Geography (Kapow) | <i>Topics can happen at any point in the year</i> | | | | | | |
| | | Kapow- Y6 Can I carry out an independent fieldwork enquiry? - Kapow Primary Norwich- maps/ atlases/ globes/ digital maps Observing, measuring, recording and presenting their own fieldwork study of the local area. | | Kapow Y4 Why are rainforests important to us? - Kapow Primary Contrasting location - <i>S America (move to Autumn term)</i> - Develop an understanding of biomes, ecosystems and tropics; map features of the Amazon rainforest; learn about its layers; investigate how communities in Manaus use the Amazon's resources; discuss the global human impact on the Amazon; carry out fieldwork to compare and contrast two types of forest. | | Kapow Y6 Where does our energy come from? - Kapow Primary Natural resources/ time zones/ energy USA and UK/ renewable & non-renewable Learn about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment. | | |
| | Art- (Kapow/ Hamilton) | <i>Craft and Design</i> Kapow- Y5 Craft and design: Architecture Artist focus- Hamilton- Lowry | | <i>Drawing</i> Kapow- Y6 Drawing: Make my voice heard - Mayans Artist focus- Dan Fenelon | | <i>Sculpture and 3D</i> Kapow- Y5 sculpture- interactive installation Artist focus- Cai Guo-Qiang | | <i>Painting and mixed media</i> Kapow- Y4- Painting & Mixed Media- light and dark Artist focus- Clara Peeters |
| | DT- (Kapow) | <i>Alternative units can be found for those in red- but ensure that they are from the same unit type e.g. digital world</i> | | | | | | |
| | | Textiles- Kapow- Y5- Stuffed Toys | Structures- Kapow- Y5- Bridges | Electrical Systems- Kapow- Y4- Torches | Cooking and Nutrition- Kapow- Y4 Adapting a Recipe | Digital World- Kapow- Y6- Navigating the World | Mechanical Systems- Kapow- Y4- Making a Slingshot Car | |
| | Science (White Rose Science) | Y4 States of Matter inc water cycle WRS Year 4 Aut States of matter | Y4 Sound Y4 Spring Block 1 Sound Y4 Spring - Data collection B | Y6 Light Y6 Spring Block 1 Light WRS Year 6 Spring - Light pollution | Y5 Forces and magnets Y5 Autumn Block 1 Forces SOL | Y6 Evolution and inheritance- White Rose- summer term Y6 Science Y6 not yet published WRS Variation/ Adaptations/ Fossils | | |
| | Computing- (NCCE Teach) | Y5 unit 5 Creating media – Introduction to vector graphics (teachcomputing.org) | Y5 unit 3 Programming A – Selection in physical computing (teachcomputing.org) | Y5 unit 4 Data and information – Flat-file databases (teachcomputing.org) | Y5 unit 2- Creating media - Video production (teachcomputing.org) | Y5 unit 1 Computing systems and networks - Systems and searching (teachcomputing.org) | Y5 unit 6 Programming B – Selection in quizzes (teachcomputing.org) | |
| | On-line safety Digital Matters Y5/6 | On-line safety needs to be an integra part of computing/ PSHE/ RSE teaching. These units are specific to on-line safety and can be done at any time of the year as part of our Stay Safe Week | | | Bullying On-line relationships Self-image and identity | | | |
| | Music- (Sing Up) Year A- Y6 SoW | Y6 Sing Up Term 1 KS2 Sing Up: Meet the Maya Y6 Hey, Mr Miller OR Y6 Touch the sky | Y6 Sing Up Term 1 Y6 Shadows Y6 Composing for protest | Y6 Sing Up Term 1 Y6 Dona nobis pacem | Y6 Sing Up Term 1 Y6 You to me are everything Y6 Twinkle variations | Y6 Sing Up Term 1 Y6 Race! Y6 Exploring identity through song | Y6 Sing Up Term 1 Y6 Ame sau vala tara bal | |
| | RE- Norfolk Agreed Syllabus | Is believing in God reasonable? Multi/Humanist Yr5Enquiry1.docx (live.com) | How has belief impacted on music and art through history? Christian/ Muslim Yr5Enquiry2.docx (live.com) | What can we learn about the world/ knowledge/ meaning of life from the great philosophers? Buddhist/ Christian Yr5Enquiry3.docx (live.com) | What difference does the resurrection make to Christians? Yr5Enquiry4.docx (live.com) | How do Hindus make sense of the world? Hindu Yr5Enquiry5.docx (live.com) | | |
| | RSE Norfolk Y4/ Y5/ Y6 | My feelings Y4- Recognise/ respond to emotions Y5- Emotional changes- puberty Y6- Media images and reality | My Body Y4- Understanding body changes Y5- Anticipating body changes Y6- Reproduction- scientific vocabulary | My relationships Y4- (Un)acceptable physical behaviours Y5- Healthy relationships Y6- Discrimination | My beliefs Y4- Differences and similarities Y5- Terms for gender/ sexual orientation Y6- Keeping our bodies safe (FGM) | My rights and responsibilities Y4- What is marriage Y5- Keeping safe on-line Y6- Infections | Asking for help Y4- Asking for help Y5- Upsetting on line materials Y6- Knowing who/ when to ask for help | |
| | PSHE- TWINKL Life Skills | Think Positive UKS2 TWINKL UKS2 Think Positive Unit Pack Twinkl | Safety First LKS2 TWINKL UKS2 Safety First (twinkl.co.uk) | VIPs UKS2 TWINKL UKS2 VIPs Unit Pack - Twinkl | Diverse Britain LKS2 TWINKL LKS2 Diverse Britain Unit Pack Twinkl | Digital Well-being UKS2 TWINKL UKS2 Digital Wellbeing Unit Pack (twinkl.co.uk) | Money Matters LKS2 TWINKL LKS2 Money Matters Unit Pack - Twinkl | |
| PE- Get Set 4 PE | Gymnastics Y5 - Symmetrical and asymmetrical balances, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge and a shoulder stand? Netball Y 5/6 Pass, catch, use skilled footwork to intercept, shoot and dodge? Swimming | | Football Y 5/6 Dribble, pass, maintain ball control, track/mark, turn, goal keep and receive? Yoga Improve my balance, strength, flexibility and coordination? | | Handball Y 5/6 Throw and catch, move with the ball, dribble, intercept and shoot? Rounders Y 5/6 Throw and catch, bowl, bat, track, field & retrieve a ball? Swimming | | | |
| MFL Language Angels | Instruments | Shapes | Traditions and celebrations | My family | At the tea room | The Olympics | | |

| Subject | | Badgers Year B (2024-25) | | | | | |
|--|--|--|--|--|--|---|---|
| Writing genre for composition | | | | | | | |
| Power of Reading | The Adventures of Odysseus | Cosmic | The Rooftoppers | Dark Sky Park | Alex Rider: Stormbreaker | Treason | |
| History (Kapow/Hamilton) | <p><i>Topics can happen at any point in the year but please ensure there is a timeline that depicts when each event happens so children grasp an understanding of chronology</i></p> <p>Ancient Greece A non-European society Kapow UKS2: Y5/6: What did the Greeks ever do for us? Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p> <p>The Tudors- Chronological knowledge beyond 1066: Kapow UKS2: Y5/6: British history 5: What was life like in Tudor England? Compare Henry VIII and Elizabeth I; learn about the changing nature of monarchy. Examine how monarchs tried to control their public images using portraits and royal progresses. Use Tudor inventories to investigate whether people were rich or poor, to learn what life was like for people in Tudor times.</p> <p>KAPOW transition units: These units prepare for KS3 focussing on skills of inference, extracting information from sources, evaluating historical figures and deciding criteria for significance. Pupils consider the contributions to Britain of a diverse group of people, whose experiences are less well-known. Y5/6: The Sikh Empire OR Y5/6: Unheard histories: Who should feature on the £10.00 banknote?</p> | | | | | | |
| Geography (Kapow) | <p><i>Topics can happen at any point in the year</i></p> <p>Contrasting locality- Europe Kapow Y5 What is life like in the Alps? - Kapow Primary Hamilton: Alps UKS2 - Y5 & Y6 The climate of mountain ranges, why people visit the Alps; the town of Innsbruck; the human and physical features that attract tourists; tourism; map recreational land use; present findings to compare the Alps to the children's own locality.</p> <p>Human and physical geography Kapow Y4 Where does our food come from? - Kapow Primary Describe/ understand where energy/ food/ minerals/ water come from; look at the distribution of the world's biomes; map food imports from around the world; learn about trading fairly, focusing on Côte d'Ivoire and cocoa beans; explore where food for our school dinners comes from; the argument of 'local versus global' vocabulary</p> <p>How can we protect our planet? Kapow Y5 Why do oceans matter? - Kapow Primary Great Barrier Reef Explore the importance of our oceans and how they have changed over time; focus on the Great Barrier Reef, specifically addressing climate change and pollution.</p> | | | | | | |
| Art- (Kapow/Hamilton- meet the artist units) | <p>Drawing Kapow- Y5 Drawing: I need space Artist Focus- Teis Albers</p> | | <p>Craft and Design Kapow- Y4 Y4 Craft and Design- fabric of nature Hamilton- meet the artist- William Morris</p> | | <p>Painting and mixed media Kapow- Y6- Painting and mixed media: Artist study Unit- a range of artists</p> | | <p>Sculpture and 3D Kapow- Y4- Y4 3D & Sculpture- Mega materials Hamilton- meet the artist- Barbara Hepworth</p> |
| DT- (Kapow) | <p><i>Alternative units can be found for those in red- but ensure that they are from the same unit type e.g. digital world</i></p> <p>Structures- Kapow- Y4- Pavilions</p> <p>Cooking and Nutrition- Kapow- Y5- What could be healthier?</p> <p>Electrical Systems Kapow-Y6- Steady Hand Game</p> <p>Digital World- Kapow- Y4 Mindful Moments timer</p> <p>Textiles Kapow- Y4- Fastenings</p> <p>Mechanical Systems- Kapow- Y6- Automata Toys</p> | | | | | | |
| Science (White Rose Science) | <p>Y5 Space Y5 Autumn Block 2 SOL.pdf (whiteroseeducation.com)</p> <p>Y5 Global warming WRS Year 5 Autumn B3 SOL Global warming.pdf (whiteroseeducation.com)</p> | | <p>Y4 WRS Y4 spring Electricity not yet published + Y4 Sustainability- WRS Y4 Spring- Energy (not yet published)</p> <p>Y6 Electricity Y6 Aut Electricity WRS Year 6 Aut Renewable energy</p> | | <p>Y5 Animals inc humans- changes in humans, birth to old age WRS Year 5 Spring - Animals including humans</p> <p>Y6 animals inc humans- WRS Y6 spring- diet drugs and lifestyle- not yet published + WRS Y6 spring- circulatory system- not yet published</p> | | |
| Computing- (NCCE Teach) | <p>Y6 unit 5 Creating media – 3D Modelling (teachcomputing.org)</p> | <p>Y6 unit 3 Programming A – Variables in games (teachcomputing.org)</p> | <p>Y6 unit 4 Data and information - Introduction to Spreadsheets (teachcomputing.org)</p> | <p>Y6 unit 2 Creating media – Web page creation (teachcomputing.org)</p> | <p>Y6 unit 1 Computing systems and networks - Communication and collaboration (teachcomputing.org)</p> | <p>Y6 unit 6 Programming B - Sensing movement (teachcomputing.org)</p> | |
| On-line safety Digital Matters Y5/6 | <p><i>On-line safety needs to be an integra part of computing/ PSHE/ RSE teaching. These units are specific to on-line safety and can be done at any time of the year as part of our Stay Safe Week</i></p> | | | <p>On-line reputations Health well-being and lifestyle</p> | | | |
| Music- (Sing Up) Year B -Y5 SoW | <p>Y5 Sing Up Term 1 Y5 What shall we do with the drunken sailor?</p> | <p>Y5 Sing Up Term 1 Y5 Why we sing Y5 Songwriting</p> | <p>Y5 Sing Up Term 2 Y5 Madina tun Nabi</p> | <p>Y5 Sing Up Term 2 Y5 Building a groove Y5 Época Sing Up</p> | <p>Y5 Sing Up Term 3 Y5 Balinese music Y5 Composing in ternary form</p> | <p>Y5 Sing Up Term 3 Y5 Kisne banaaya</p> | |
| RE- Norfolk Agreed Syllabus | <p>How and why does religion bring peace and conflict? Multi Yr6Enquiry1.docx (live.com)</p> | <p>How do Buddhists explain the suffering in the world? Buddhist Yr6Enquiry2.docx (live.com)</p> | <p>What does it mean to be human? Is being happy the greatest purpose in life? Humanist/ Christian Yr6Enquiry3.docx (live.com)</p> | <p>Creation or science: conflicting or complementary? Christian/ Humanist Yr6Enquiry4.docx (live.com)</p> | <p>What difference does being a Muslim make to daily life? Muslim (prepare for KS3) Yr6Enquiry5.docx (live.com)</p> | <p>Sikhism- link to history unit</p> | |
| RSE Norfolk Y4/ Y5/ Y6 | <p>My feelings Y4- Recognise/ respond to emotions Y5- Emotional changes- puberty Y6- Media images and reality</p> | <p>My Body Y4- Understanding body changes Y5- Anticipating body changes Y6- Reproduction- scientific vocabulary</p> | <p>My relationships Y4- (Un)acceptable physical behaviours Y5- Healthy relationships Y6- Discrimination</p> | <p>My beliefs Y4- Differences and similarities Y5- Terms for gender/ sexual orientation Y6- Keeping our bodies safe (FGM)</p> | <p>My rights and responsibilities Y4- What is marriage Y5- Keeping safe on-line Y6- Infections</p> | <p>Asking for help Y4- Asking for help Y5- Upsetting on line materials Y6- Knowing who/ when to ask for help</p> | |
| PSHE- TWINKL Life Skills | <p>Aiming High UKS2 TWINKL UKS2 Aiming High Unit Pack - Twinkl</p> | <p>Money Matters – additional work (Living in the wider world)</p> | <p>One World UKS2 TWINKL UKS2 One World Unit Pack - Twinkl Life</p> | <p>Be Yourself UKS2 TWINKL UKS2 Be Yourself Unit Pack Twinkl</p> | <p>Safety First UKS2 TWINKL UKS2 Safety Unit (twinkl.co.uk)</p> | <p>Digital Well-being LKS2 TWINKL LKS2 Digital Wellbeing Unit Pack (twinkl.co.uk)</p> | |
| PE- Get Set 4 PE | <p>Fitness Improving strength, speed, power, agility, coordination, balance and stamina? Gymnastics Y6 Performing a straddle roll, forward roll, backward roll, use counterbalance, counter tension, build skills towards a bridge, shoulder stand, handstand and cartwheel Swimming</p> | | <p>Dance Performing a variety of dance actions, using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring? Basketball Y 5/6 Throw and catch, dribble, intercept and shoot?</p> | | <p>Athletics Y 5/6 Can I maintain pace, sprint, jump for distance and throw for distance? Cricket Y 5/6 Can I use an underarm and overarm throw, catch, over and underarm bowl, long and short barrier and batting? Swimming</p> | | |
| MFL Language Angels | The Date | Do you have a pet? | What is the weather? | My home | Clothes | At school | |

Upper Key Stage 2- Years 4, 5 and 6

| Year C | | | | | | | |
|----------------------------|--|--|---|--|---|---|---|
| Upper Key Stage 2 | Writing genre for composition | | | | | | |
| | Power of Reading | Ug | Norse Mythology | The Iron Man | The Promise | The London Eye Mystery Floodland | |
| | History (Kapow/ Hamilton) | <i>Topics can happen at any point in the year but please ensure there is a timeline that depicts when each event happens so children grasp an understanding of chronology</i> | | | | | |
| | | Settlement of the Anglo-Saxons: Kapow LKS2: Y3/4: British history 3: How hard was it to invade and settle in Britain? Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain. | Vikings: Kapow UKS2: Y5/6: Were the Vikings raiders, traders or something else? Investigate whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Make deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source. | Kapow UKS2: Y5/6: What does the census tell us about our local area? Local study: Based on a significant person from the area- Nelson? Investigate local history during the Victorian period, carry out an enquiry using census and factory records. Learn about changes to a family over a period of time; suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street. | | | |
| | Geography annually recap continents/ countries etc (Kapow) | <i>Topics can happen at any point in the year</i> | | | | | |
| | | Kapow Y5 Would you like to live in the desert? - Kapow Primary Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment Kapow Y6- Can I carry out an independent fieldwork enquiry? Local study (Also year A) | Kapow Y4 What are rivers and how are they used? Water cycle/ rivers around the world/ local river study (Distribution of trade and natural resources / fair trade) Kapow Y3 What are rivers and how are they used? - Kapow Primary Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used. | Kapow Y6- Why does population change? - Kapow Primary Investigate why some parts of the world are more populated than others; explore birth and death rates; discuss social, economic and environmental push and pull factors; learn about the population in Britain and its impacts Hamilton UKS2 Climate Change mini-topic Causes and effects of climate change. What influences population density? Time zones | | | |
| | Art- Kapow/ Hamilton | <i>Painting & Mixed media</i> Kapow- Y5- Y5 Painting and mixed media: Portraits Artist focus- Chila Kumari Singh Burman Hamilton- Meet the artist- Lowry | <i>Craft and Design</i> Kapow- Y6- Craft and Design- Photography Artist focus- Hannah Hoch/Chris Plowman | <i>Drawing/ Printing</i> Kapow Y4- Art and Design Drawing: Power prints Artist focus- Georges Seurat/ Henri Matisse | <i>Sculpture + 3D</i> Kapow- Y6 Year 6 3D and Sculpture - Making Memories Artist focus- Louise Nevelson | | |
| | DT- (Kapow) | <i>Alternative units can be found for those in red- but ensure that they are from the same unit type e.g. digital world</i> | | | | | |
| | | Structures Kapow- Y6- Playgrounds – or similar | Mechanical Systems- Kapow- Y5- Making a pop-up book | Electrical systems Kapow- Y5 Doodlers | Digital World- Kapow- Y5- <i>Monitoring Devices or similar</i> | Cooking and Nutrition- Kapow- Y6- Come Dine with Me | Textiles Kapow- Y6- <i>Waistcoats- or something similar!!!!</i> |
| | Science White Rose Science | Y5- Properties and Changes of Materials Y5 Spring Block 1 Properties of materials SOL.pdf (whiteroseeducation.com) | | Y4 Living things and habitats- Y4 Aut Group and classify living things Y4 Aut- data collection Y4 Animals inc humans- teeth/ digestive system WRS Y4 summer The digestive system | | Y5+Y6 Living things and habitats- Y5 lifecycles and reproduction WRS Y5 Spring term Life cycles- not yet published Y6- classifying due to characteristics | |
| | Computing- (NCC Teach) | Y4 unit 5 Creating media – Photo editing (teachcomputing.org) | Y4 unit 3 Programming A – Repetition in shapes (teachcomputing.org) | Y4 unit 4 Data and information – Data logging (teachcomputing.org) | Y4 unit 2 Creating media - Audio production (teachcomputing.org) | Y4 unit 1 Computing systems and networks – The Internet (teachcomputing.org) | Y4 unit 6 Programming B – Repetition in games (teachcomputing.org) |
| | On-line safety Digital Matters Y5/6 | On-line safety needs to be an integra part of computing/ PSHE/ RSE teaching. These units are specific to on-line safety and can be done at any time of the year as part of our Stay Safe Week | | | Copyright and ownership Privacy and security Managing on-line information | | |
| | Music- (Sing Up) Year C- Y4 SoW | Y4 Sing Up term 1 Y4 This little light of mine | Y4 Sing Up term 1 Y4 The Pink Panther theme Y4 Composing with colour | Y4 Sing Up term 2 Y4 The doot doot song | Y4 Sing Up term 2 Y4 Fanfare for the common man Y4 Spain | Y4 Sing Up term 3 Y4 Global pentatonics Y4 The horse in motion | Y4 Sing Up term 3 Y4 Favourite song |
| | RE- Norfolk Agreed Syllabus DNEAT | Where do religious beliefs come from? Christian Yr4Enquiry1.docx (live.com) | What do we mean by truth? Multi- including Sikh Yr4Enquiry2.docx (live.com) | How do religious groups contribute to society and culture? Hindu/ Christianity Yr4Enquiry3.docx (live.com) | Why is there so much diversity of belief within Christianity? Yr4Enquiry4.docx (live.com) | Includes theological aspects. What does sacrifice mean? Christian/ Humanist Yr4Enquiry5.docx (live.com) | |
| RSE Norfolk Y4/ Y5/ Y6 | My feelings Y4- Recognise/ respond to emotions Y5- Emotional changes- puberty Y6- Media images and reality | My Body Y4- Understanding body changes Y5- Anticipating body changes Y6- Reproduction- scientific vocabulary | My relationships Y4- (Un)acceptable physical behaviours Y5- Healthy relationships Y6- Discrimination | My beliefs Y4- Differences and similarities Y5- Terms for gender/ sexual orientation Y6- Keeping our bodies safe (FGM) | My rights and responsibilities Y4- What is marriage Y5- Keeping safe on-line Y6- Infections | Asking for help Y4- Asking for help Y5- Upsetting on line materials Y6- Knowing who/ when to ask for help | |
| PSHE- WINKL Life Skills | TEAM (Together Everyone Achieves More) UKS2 TWINKL UKS2 TEAM Unit Pack (twinkl.co.uk) | It's My Body UKS2 TWINKL UKS2 It's My Body Unit Pack - Twinkl | VIPs LKS2 TWINKL LKS2 VIPs Unit Pack Twinkl | Digital well-being – additional work (Relationships) | Diverse Britain UKS2 TWINKL UKS2 Diverse Britain Unit Pack - Twinkl | Money Matters UKS2 TWINKL UKS2 Money Matters Unit Pack - Twinkl | |
| PE- Get Set 4 PE | Fitness Improving strength, speed, power, agility, coordination, balance and stamina Gymnastics Y6 Performing a straddle roll, forward roll, backward roll, use counterbalance, counter tension, build skills towards a bridge, shoulder stand, handstand and cartwheel Swimming | | Dance Performing a variety of dance actions, using canon, union, formation, dynamics, character, emotion, transitions, matching & mirroring? Basketball Y 5/6 Throw and catch, dribble, intercept and shoot? | | Athletics Y 5/6 Can I maintain pace, sprint, jump for distance and throw for distance? Cricket Y 5/6 Can I use an underarm and overarm throw, catch, over and underarm bowl, long and short barrier and batting? Swimming | | |
| MFL Rachel Hawkes | | | | | | | |