

BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

**Curriculum Plan**

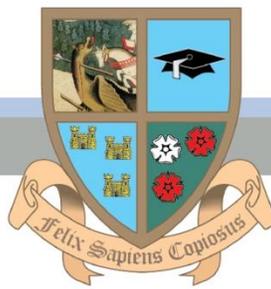
**Academic Year 2022-23**

**Subject:** Mathematics

**Year:** 6

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
	Place Value  Addition, subtraction, Multiplication and Division  Fractions  Position and Direction	Decimals  Percentages  Algebra  Converting Units  Perimeter, Area, Volume	Ratio  Statistics  Properties of shapes  Project
<b>Assessment</b>	End of topic assessments and an end of term test	End of topic assessments and an end of term test	End of topic assessments and an end of year test





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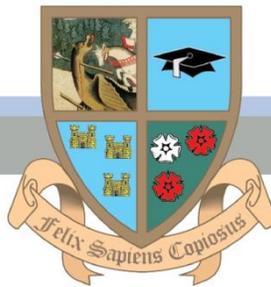
**Academic Year 2022-23**

**Subject:** English

**Year:** 6

	Term 1	Term 2	Term 3
	<ul style="list-style-type: none"> <li>• Baseline assessment</li> <li>• Biography writing – third person, past tense, passive voice, time conjunctions, structuring and organising ideas, formal register</li> <li>• Foundational grammar</li> <li>• Parts of speech, clauses, sentence types, punctuation</li> <li>• War Horse – comprehension, discursive and analytical writing</li> <li>• War Horse - descriptive writing</li> <li>• Statutory weekly spellings</li> <li>• Weekly guided reading</li> </ul>	<ul style="list-style-type: none"> <li>• Short stories – comprehension, analysis, discussion</li> <li>• Short stories – narrative writing, how to plan, structure, and create a short story using a range of narrative conventions</li> <li>• Statutory spellings</li> <li>• Weekly guided reading</li> <li>• Grammar focus: clauses, semi-colons, colons, direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Novel study – comprehension, analysis, discussion</li> <li>• Novel study – transactional writing, how to write for a range of audiences, purposes, and genres, including persuasive, informative, argumentative</li> <li>• Statutory spellings</li> <li>• Weekly guided reading</li> <li>• Grammar focus: clauses, semi-colons, colons, direct speech</li> <li>• Poetry – conventions of poems and poetic techniques</li> <li>• Speaking and listening, and drama</li> <li>• Grammar focus: sentence types and dashes</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• End of Unit Test</li> <li>• Multiple Choice Quizzes</li> <li>• Extended Writing</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit Test</li> <li>• Multiple Choice Quizzes</li> <li>• Extended Writing</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit Test</li> <li>• Multiple Choice Quizzes</li> <li>• Extended Writing</li> </ul>





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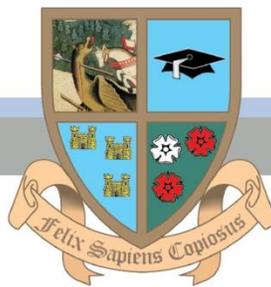
## Curriculum Plan

**Academic Year 2022-23:**

**Subject:** Humanities

**Year:** 6

	Term 1	Term 2	Term 3
	<p><b>Unit 1: Geographical Skills</b></p> <ul style="list-style-type: none"> <li>• What is Geography?</li> <li>• Map skills – symbols and legends</li> <li>• Compass and Contours</li> <li>• 4 and 6 figure grid references</li> <li>• Atlas skills</li> <li>• Latitude and Longitude</li> </ul> <p><b>Unit 2: The Benin Civilisation</b></p> <ul style="list-style-type: none"> <li>• Africa’s past</li> <li>• Religion</li> <li>• Benin Art</li> <li>• The Story of Eweka</li> <li>• Artefact Exhibition</li> <li>• A Lost Kingdom</li> </ul>	<p><b>Unit 3: Mountains</b></p> <ul style="list-style-type: none"> <li>• Mountain formations</li> <li>• Mountain climates</li> <li>• Climate change and Mountains</li> <li>• Mountains and the human world</li> <li>• Tourism and Mountains</li> </ul> <p><b>Unit 4: World War Two</b></p> <ul style="list-style-type: none"> <li>• Why was the World at War?</li> <li>• Leaders and their influence in World War Two</li> <li>• The Homefront</li> <li>• Key Battles</li> <li>• The Aftermath</li> </ul>	<p><b>Unit 5: Rocks</b></p> <ul style="list-style-type: none"> <li>• Rocks and Minerals</li> <li>• Rock types (sedimentary, igneous and metamorphic)</li> <li>• Rock weathering processes</li> <li>• The rock-cycle</li> <li>• Rock formations</li> <li>• Layers of soil</li> </ul> <p><b>Unit 6: Crime and Punishment Over Time</b></p> <ul style="list-style-type: none"> <li>• The Roman Legacy</li> <li>• Anglo-Saxon Laws and Justice</li> <li>• The Torturing Tudors</li> <li>• The Highway Man: Hero or Villain?</li> <li>• Victorian Prisons</li> <li>• Through the Ages</li> </ul> <p>20<sup>th</sup> Century Prison reform</p>
<b>Assessment</b>	<p><b>Unit 1:</b> Student map creation and map use</p> <p><b>Unit 2:</b> Exhibition on Benin Civilisation</p>	<p><b>Unit 3:</b> Student letter to a teacher</p> <p><b>Unit 4:</b> War correspondent newspaper articles</p>	<p><b>Unit 5:</b> 3D diagram depicting natural rock processes</p> <p><b>Unit 6:</b> Judge’s Verdict</p>



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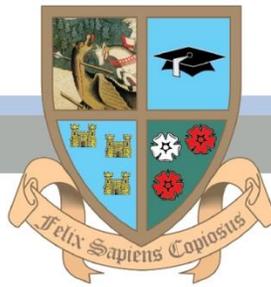
**Curriculum Plan Academic Year 2022-2023**

**Subject:** Science

**Year:** 6

	Term 1	Term 2	Term 3
	<p><b><u>Lab Safety</u></b> Risks and Hazards Hazard poster design</p> <p><b><u>Electricity</u></b> It's Electrifying Circuit symbols Volts and Voltage Series and parallel circuits Resistance Buzzwire building</p>	<p><b><u>Light</u></b> How we see Reflection and Refraction The Spectacular Spectrum Shadows Seeing Colours</p> <p><b><u>Living Things and their Habitats</u></b> Classification The Linnaean System Sorting animals Grouping animals Micro-organisms</p> <p><b>KS3 Anything That Floats Engineering Competition</b></p>	<p><b><u>Animals Including Humans</u></b> Circulatory system Water and nutrients Healthy lifestyles and exercise Impact of drugs and alcohol</p> <p><b><u>Evolution and Inheritance</u></b> Evolutionary Pioneers Evidence for Evolution Adaptation, Evolution and Human Intervention</p>
Assessment	Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests	Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests	Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests





BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

### Curriculum Plan

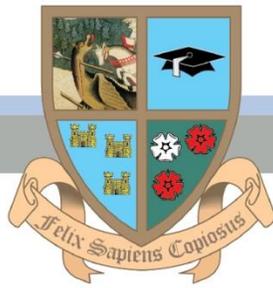
Academic Year 2022-2023

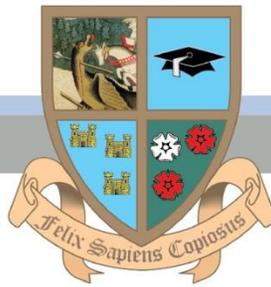
Subject: Native Chinese

Year: Y6

	Term 1	Term 2	Term 3
	《爱读书》 《将相和》 《猎人海力布》 《牛郎织女》 《白鹭》 《珍珠鸟》 《松鼠》 《落花生》 《桂花雨》 《太阳》 《父爱之舟》 《搭石》	《四季之美》 《鸟的天堂》 《月迹》 《祖父的园子》 《月是故乡明》 《草船借箭》 《景阳冈》 《猴王出世》 《红楼春趣》	《人物描写一组》 《刷子李》 《自相矛盾》 《田忌赛马》 《跳水》 《威尼斯小艇》 《牧场之国》 《金字塔》 《手指》
Assessment	单元练习  总结性综合考试	单元练习	单元练习  总结性综合考试







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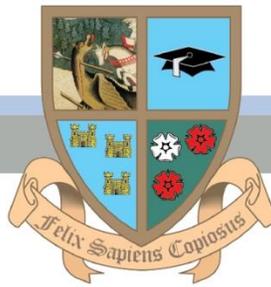
**Academic Year 2022-2023**

**Subject: Mandarin Level 2**

**Year: Y6**

	Term 1	Term 2	Term 3
	<ol style="list-style-type: none"><li>1. Pinyin</li><li>2. Address</li><li>3. Date</li><li>4. Animals</li><li>5. Colour</li><li>6. Appearance</li></ol>	<ol style="list-style-type: none"><li>1. Chinese New Year</li><li>2. School life</li></ol>	<ol style="list-style-type: none"><li>1. Languages</li><li>2. School</li><li>3. Time</li><li>4. Daily Routine</li><li>5. Meals</li><li>6. Hobbies</li></ol>
Assessment	<p>-Formative assessment on each topic.</p> <p>-Summative assessment on topics in Term 1.</p>	<p>-Formative assessment on each topic</p> <p>-Summative assessment on topics in Term 2</p>	<p>-Formative assessment on each topic.</p> <p>-Summative assessment on all the topics learned this year.</p>





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## Curriculum Plan

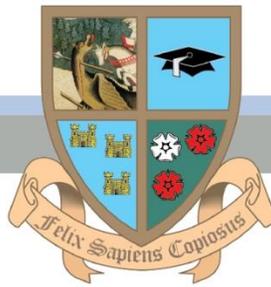
### Academic Year 2022-23:

**Subject:** Mandarin Non-native Level 3

**Year:** Y6

	Term 1	Term 2	Term 3
	clothes weather seasons illness feelings	snacks western food Chinese food	vegetables fruits professions my house furniture
<b>Assessment</b>	<b>-Formative assessment on each topic. -Summative assessment on topics in Term 1.</b>	<b>-Formative assessment on each topic -Summative assessment on topics in Term 2</b>	<b>-Formative assessment on each topic. -Summative assessment on all the topics learned this year.</b>





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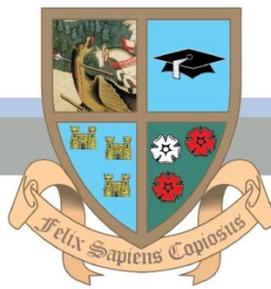
Academic Year 2022-23:

**Subject:** Mandarin

**Year:** Y6

	Term 1	Term 2	Term 3
	Baseline	我不怕打针	马路如虎口
	一起看电视		爱心无障碍
	我们是兄弟姐妹	活动	阅读训练
	妈妈，对不起	Chinese New Year Holidays	写作训练
	今天我值日	他的脸红了	总复习
	复习	复习	考试
	期中测试	考试	
	考卷分析		
<b>Assessment</b>			





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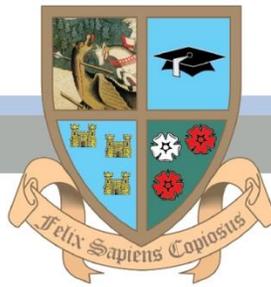
**Academic Year 2022-23:**

**Subject:** Music

**Year:** 6

	Term 1	Term 2	Term 3
	<p><b>Unit 1: Cuban Music</b></p> <ul style="list-style-type: none"> <li>• History/Geog</li> <li>• Conga and Tumbao</li> <li>• Ukulele technique</li> <li>• 2-3, 3-2 clave</li> <li>• Polyrhythms and ensemble skills</li> <li>• Simple chord voicing on keyboards for <i>Chan Chan</i></li> <li>• Whole class performance</li> </ul> <p><b>Unit 2: Musical Ladders</b></p> <ul style="list-style-type: none"> <li>• Pentatonic Scale</li> <li>• Chromatic Scale</li> <li>• Major Scale</li> <li>• Whole Tone Scale</li> <li>• Listening exercises</li> <li>• Semitones as building blocks</li> <li>• Group composition</li> </ul>	<p><b>Unit 3: Hip-hop and Beatboxing</b></p> <ul style="list-style-type: none"> <li>• Types of sound</li> <li>• Methods of bb sound production</li> <li>• Microphone technique</li> <li>• Beat writing</li> <li>• Bass line writing</li> <li>• Lyrics writing</li> <li>• Hook writing</li> </ul> <p><b>Unit 4: Rounds and Cannons</b></p> <ul style="list-style-type: none"> <li>• Rounds from around the world</li> <li>• Singing technique.</li> <li>• Part singing</li> <li>• Small group singing</li> <li>• Keyboard skills</li> <li>• Instrumental round writing</li> </ul>	<p><b>Unit 5: Zimbabwe and South Africa</b></p> <ul style="list-style-type: none"> <li>• Spiritual music</li> <li>• Protest</li> <li>• /emancipatory music</li> <li>• Polyrhythms</li> <li>• Compound time signature</li> <li>• Marimba and xylophone technique</li> <li>• Class performance</li> </ul> <p><b>Unit 6: Music and Art</b></p> <ul style="list-style-type: none"> <li>• Program Music</li> <li>• <i>Pictures at an Exhibition</i></li> <li>• <i>Danse Macabre</i></li> <li>• <i>Isle of the Dead</i></li> <li>• Composition based on artwork</li> <li>• Musical elements</li> </ul>
<b>Assessment</b>	<p><b>Unit 1:</b> Whole class ensemble performances. Formative testing through small group work</p> <p><b>Unit 2:</b> Mini-compositions. Performance, evaluation</p>	<p><b>Unit 3:</b> Performative and ongoing. Composition quality and final stage performance evaluation</p> <p><b>Unit 4:</b> Performance evaluation + Compositions</p>	<p><b>Unit 5:</b> Rhythmic and vocal small group performances. Whole class performance</p> <p><b>Unit 6:</b> Questioning, composition, performance and evaluation</p>





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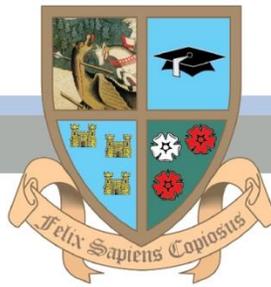
**Academic Year 2022-23**

**Subject:** Art & Design

**Year:** 6

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
	<p><b>Edvard Munch:</b> An introduction to Expressionism and the work of Edvard Munch as well as a practical application of this style.</p> <p><b>African Pottery:</b> Learning about African pottery and clay works. Practical application and basic knowledge of clay.</p>	<p><b>Medieval Art History and Architecture:</b> The students will learn about European Art and Architecture, replicating work in this style with materials available to them in modern times. They will learn to mix pigment paints and use tools appropriately.</p> <p><b>Print Making:</b> The students will learn multiple printmaking techniques.</p>	<p><b>Pop Art:</b> Famous artists from this period of time. Creating Pop art inspired by Pop artists.</p> <p><b>Op Art:</b> The students will learn about Op Art and the illusion of movement. Creating Op art inspired by Op artists.</p>
<b>Assessment</b>	Practical Assessment	Practical Assessment	Practical Assessment





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## Curriculum Plan

Academic Year 2022-23:

**Subject:** Spanish

**Year:** 6

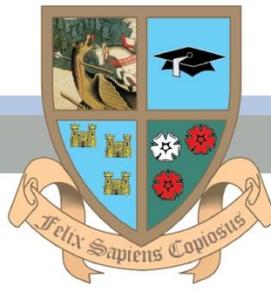
	Term 1	Term 2	Term 3
	<p><b>Greetings and Introducing yourself</b></p> <p>Simple greetings</p> <p>Making simple statements (name and age)</p> <p>Numbers 1-10</p> <p><b>Grammar</b></p> <p>Llamarse : yo me llamo, tu te llamas</p> <p>Possesive adjective: mi</p> <p>Core Language</p> <p>Buenos días, buenas tardes, buenas noches</p> <p>Hola</p> <p>Bien/Mal</p> <p>Adiós</p> <p>Señor/Señora</p> <p>Sí/ No</p>	<p><b>School related language</b></p> <p>Qué haces el (lunes)? (Yo) juego al tenis / al cricket / al baloncesto (Yo) monto en bici</p> <p>(Yo) patino/bailo</p> <p>(Yo) hago gimnasia / natación</p> <p>el zumo de naranja</p> <p>el pescado</p> <p>el chocolate</p> <p>el yogurt</p> <p>la coca</p> <p>los caramelos (m)</p> <p>las patatas fritas (f)</p> <p>las zanahorias (f)</p> <p>una manzana</p> <p>Esbueno/buena/malo/mala para la salud</p> <p>Son buenos/buenas/ malos/malas para la salud</p> <p>¿Dónde vives?</p> <p>Vivo en ...</p> <p>rápido/rápida</p> <p>lento/lenta</p> <p>pequeño/pequeña</p> <p>grande</p> <p>fuerte</p> <p>suave</p> <p>¿Qué hora es?</p> <p>la una, las dos, las tres, las cuatro, las cinco, las seis,</p>	<p><b>Grammar approach</b></p> <p>Regular -ar and -er verbs:</p> <p>yo form&gt; Simple adverbs</p> <p>Position of simple adverbs</p> <p>poder: ¿(Yo) puedo? (asking permission)</p> <p>saber: (yo) sé + infinitive</p> <p>ser: (yo) soy, (tú) eres en + month</p> <p>(Yo) nado bien</p> <p>(Yo) leo/bailo/canto bien</p> <p>(Yo) juego bien al fútbol</p> <p>¡bravo/estupendo/fenomenal/ guai!</p> <p>¡Soy/Eres un campeón/ una campeona!</p> <p>¡Feliz cumpleaños!</p> <p>enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</p> <p>(Yo) sé</p> <p>¿(Yo) puedo?</p> <p>(Yo) quiero</p> <p>por favor</p> <p>Parts of the body</p> <p>Colours</p> <p>Descriptions of people</p> <p>los colores</p>





	<p>¿Como te llamas?</p>	<p>las siete, las ocho, las nueve, las diez, las once, las doce</p> <p>Nieva Hielo Cuando ... llevas ... (Yo) llevo bajo cero</p> <p>lunes, 5 de junio, etc el 5 de junio, etc.</p> <p>(</p>	<p>rojo, negro, blanco, amarillo, violeta, naranja, rosa, marrón, azul, verde</p> <p>(Yo) tengo ... (Él/Ella) tiene ... el pelo azul/rojo/verde/ amarillo/rubio</p> <p>la boca azul/roja/verde/amarilla</p> <p>los ojos azules/rojos/verdes/ amarillos</p> <p>(Él/Ella) es ... alto/alta bajo/baja</p> <p>Questions: with ¿Qué?</p> <p>gustar: me/te gusta, me/te gustan</p> <p>gustar: negative no me gusta / no me gustan</p> <p>querer: (usted) quiere (polite form)</p> <p>ir: (yo) voy</p> <p>(Yo) voy al colegio en autobús/coche/bicicleta a pie ¿A dónde vas? (Yo) voy ... a México/España Hace calor / mal tiempo / buen tiempo / viento / frío / sol Lluvia</p> <p>lunes, martes, miércoles, jueves, viernes, sábado, domingo</p> <p>eso/esa</p> <p>Me encanta ... No me gusta nada ...</p> <p>veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta</p> <p>¿Cuánto es? un euro</p> <p>Es genial, magnífico</p> <p>No tengo</p>
<p><b>Assessment</b></p>	<p>End of term 1 test</p> <p>Teacher Observations.</p> <p>Peer-Assessment.</p>	<p>End of term 2 test</p> <p>Teacher Observations.</p> <p>Peer-Assessment.</p>	<p>End of term 3 test</p> <p>Teacher Observations.</p> <p>Peer-Assessment.</p>





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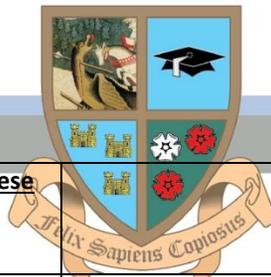
Curriculum Plan

Academic Year 2022-23

Subject: KOREAN  
Year: 6

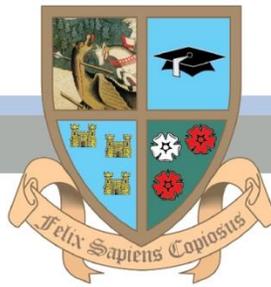
	Term 1	Term 2	Term 3
	<p><b><u>the words and actions of character in a story</u></b>  <b>등장인물의 말과 행동</b>            ; Poetry - Shared Umbrella 시(詩)            함께 쓰는 우산            : Korean fairy tale &lt;Stubbornness&gt;            전래동화 &lt;옹고집전&gt;            : Korean fairy tale &lt;Operation to Make a Brother&gt;            동화 &lt;동생 만들기 대작전&gt;            : Korean fairy tale &lt;Seven steps, nineteen steps&gt;            동화 &lt;일곱 발, 열아홉 발&gt;</p> <p><b><u>Proverb and four-character Chinese idiom (1)</u></b>  <b>속담 및 사자성어</b></p> <p><b><u>a word suitable for the situation</u></b>  <b>상황에 알맞는 낱말</b>            with a fairy tale &lt;To get along with friends&gt;            동화 &lt;친구와 시이 좋게 지내기&gt;            with a fairy tale &lt;About friendship&gt;            동화 &lt;우정에 대하여&gt;</p> <p><b><u>usage of word with multiple meanings</u></b>  <b>다의어의 쓰임새</b></p> <p><b><u>a difference of opinion about a work</u></b>  <b>작품에 대한 생각의 차이</b></p>	<p><b><u>To describe with the characteristics of an object ; classification, analysis, comparison and contrast</u></b>  <b>대상의 특성을 살려 설명하기 ; 분류, 분석, 비교와 대조</b></p> <p><b><u>Korean Symbols</u></b>  <b>한국을 상징하는 것들</b></p> <p><b><u>Korean Heroes</u></b>  <b>한국의 영웅들</b></p> <p><b><u>the influence of words</u></b>  <b>말이 미치는 영향</b></p> <p><b><u>To guess the meaning of a word</u></b>  <b>낱말의 뜻</b>            ; story &lt; to children&gt;, story &lt;a lady who carries dreams&gt;            ; story &lt;what is your dream?&gt;</p> <p><b><u>the right use of the media)</u></b>  <b>매체의 올바른 활용</b></p>	<p><b><u>sentence structure</u></b>  <b>문장의 구조</b>            ; fairy tale &lt; The cat that taught the seagull how to fly&gt;            갈매기에게 나는 법을 가르쳐 준 고양이</p> <p><b><u>how to read by inferring the content</u></b>  <b>내용을 유추하며 읽기</b>            ; story &lt;the western window where the sun sets&gt; 해기우는 서쪽 창</p> <p>; biography &lt;ate what she doesn't want to eat, wore what you she doesn't want to wear, did what she doesn't want to do.&gt; 먹기 싫은 것 먹고, 입기 싫은 옷 입고, 하기 싫은 일 하고</p> <p><b><u>the process of writing</u></b>  <b>글쓰기의 과정</b></p> <p><b><u>the correct construction of an assertive article</u></b>  <b>주장하는 글의 올바른 구성</b></p> <p><b><u>How to write an argument logically</u></b>  <b>주장하는 글을 논리적으로 쓰는 방법</b></p>





	<b>Proverb and four-character Chinese idiom</b> <b>속담 및 사자성어</b>		<b>Four-character Chinese idiom/proverb</b> <b>사자성어/속담</b>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• End of Unit Test</li> <li>• Multiple Choice Quizzes</li> <li>• Extended Writing</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit Test</li> <li>• Multiple Choice Quizzes</li> <li>• Extended Writing</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit Test</li> <li>• Multiple Choice Quizzes</li> <li>• Extended Writing</li> </ul>





BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

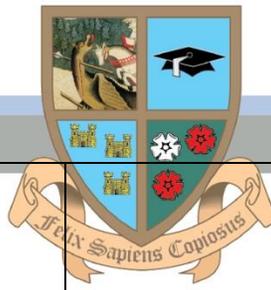
**Curriculum Plan Academic Year 2022-2023**

**Subject:** Physical Education

**Year:** 6

<b>Year Group</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b><u>6A</u></b>	<p><b><u>Block 1</u></b> <b><u>Invasion Games</u></b> Sports Choice: Football, Basketball, Netball or Hockey.</p> <ul style="list-style-type: none"> <li>• Ball Control.</li> <li>• Passing, Shooting and Dribbling.</li> <li>• Tactical Awareness.</li> <li>• Team working skills.</li> <li>• Rules and Regulations.</li> <li>• Match Fitness.</li> <li>• Gameplay.</li> </ul> <p><b><u>Block 2</u></b> <b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>• Entry and Exit (Crouch and standing Dives).</li> <li>• Water Skills (Push and Glide Techniques, Floating Positions, Treading Water, Underwater Confidence).</li> <li>• Swimming Strokes (Freestyle and Breast Stroke).</li> </ul>	<p><b><u>Block 3</u></b> <b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Jumping techniques using the trampette and the vault</li> <li>• Rolling techniques (dive forward roll and backward roll)</li> <li>• Balancing techniques (handstand and headstand).</li> <li>• Individual and Team Sequences.</li> <li>• Individual and Team Performances.</li> </ul> <p><b><u>Block 4</u></b> <b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Running events (100m/200m/600m).</li> <li>• Jumping events (Long Jump/High Jump/Triple Jump).</li> <li>• Throwing events (Shot Putt/Discus).</li> </ul>	<p><b><u>Block 5</u></b> <b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>• Consolidating skills from Block 2.</li> <li>• Developing Water Skills (Underwater Swimming, Retrieving Underwater Objects, Skull Diving to different meters).</li> <li>• Developing Swimming Strokes (Backstroke and Butterfly).</li> <li>• Developing Breathing Techniques for different strokes.</li> </ul> <p><b><u>Block 6</u></b> <b><u>Net/Wall</u></b> Sports choice: Badminton or Tennis.</p> <ul style="list-style-type: none"> <li>• Hitting Techniques (Serve/Smash/Net).</li> <li>• Movement around the court (Positioning).</li> <li>• Tactical Awareness.</li> <li>• Rules and Regulations.</li> <li>• Match Fitness.</li> <li>• Singles and Doubles Gameplay.</li> </ul>





<b>6B</b>	<p><b><u>Block 1</u></b> <b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Jumping techniques using the trampette and the vault</li> <li>• Rolling techniques (dive forward roll and backward roll)</li> <li>• Balancing techniques (handstand and headstand).</li> <li>• Individual and Team Sequences.</li> <li>• Individual and Team Performances.</li> </ul> <p><b><u>Block 2</u></b> <b><u>Invasion Games</u></b></p> <p>Sports Choice: Football, Basketball, Netball or Hockey.</p> <ul style="list-style-type: none"> <li>• Ball Control.</li> <li>• Passing, Shooting and Dribbling.</li> <li>• Tactical Awareness.</li> <li>• Team working skills.</li> <li>• Rules and Regulations.</li> <li>• Match Fitness.</li> <li>• Gameplay.</li> </ul>	<p><b><u>Block 3</u></b> <b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>• Entry and Exit (Crouch and standing Dives).</li> <li>• Water Skills (Push and Glide Techniques, Floating Positions, Treading Water, Underwater Confidence).</li> <li>• Swimming Strokes (Freestyle and Breast Stroke).</li> </ul> <p><b><u>Block 4</u></b> <b><u>Net/Wall</u></b></p> <p>Sports choice: Badminton or Tennis.</p> <ul style="list-style-type: none"> <li>• Hitting Techniques (Serve/Smash/Net).</li> <li>• Movement around the court (Positioning).</li> <li>• Tactical Awareness.</li> <li>• Rules and Regulations.</li> <li>• Match Fitness.</li> <li>• Singles and Doubles Gameplay.</li> </ul>	<p><b><u>Block 5</u></b> <b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Running events (100m/200m/600m).</li> <li>• Jumping events (Long Jump/High Jump/Triple Jump).</li> <li>• Throwing events (Shot Putt/Discus).</li> </ul> <p><b><u>Block 6</u></b> <b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>• Entry and Exit (Crouch and standing Dives).</li> <li>• Water Skills (Push and Glide Techniques, Floating Positions, Treading Water, Underwater Confidence).</li> <li>• Swimming Strokes (Freestyle and Breast Stroke).</li> </ul>
	<b><u>Assessment</u></b>	<p>Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.</p>	<p>Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.</p>



