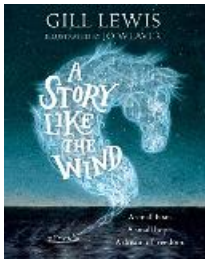


Witton Church Walk  
Upper Key Stage 2 Curriculum Overview

Upper Key Stage 2	Autumn A Where my wellies take me...	Spring A A Day in the life of...	Summer A Voyage of Discovery	Autumn B Growing up global...	Spring B Seeds of change...	Summer B I wonder...
English- texts for writing	 	 	 	  	  	 

Witton Church Walk  
Upper Key Stage 2 Curriculum Overview

**Geography & History** to be taught explicitly but to complement each other where possible.  
Fieldwork to be taught every term.

<b>History and Geography</b>	<p>(8 Lessons)</p> <p><b>Chronology (Stone age to 1066)</b></p> <p>NC objective: To include: Stone age to Iron age, Romans, Anglo-Saxons, Vikings. (could include; late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture.)</p> <p><b>Anglo Saxons and Vikings</b></p>	<p>(4 Lessons)</p> <p><b>Unit on Slave Trade and Migration to North America</b></p>	<p>(6 Lessons)</p> <p><b>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</b></p> <p>NC objective: An aspect of theme that takes pupils beyond 1066.</p>	<p>(4 Lessons)</p> <p><b>Civilizations from 1000 years ago - a non-European society that provides contrasts with British history</b></p> <p>NC objective: Choose one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>	<p>(6 Lessons)</p> <p><b>Civilizations from 1000 years ago - a non-European society that provides contrasts with British history</b></p> <p>NC objective: Choose one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>	<p>(7 Lessons)</p> <p><b>A Local History Study</b></p> <p>NC objective: A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</p>
	<p>(4 Lessons)</p> <p><b>Human and Physical Geography</b></p> <p>NC objective: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>(6 Lessons)</p> <p><b>Place Knowledge</b></p> <p>NC objective: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>(6 Lessons)</p> <p><b>Human and Physical Geography</b></p> <p>NC objective: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>(8 Lessons)</p> <p><b>Human and Physical Geography</b></p> <p>NC objective: Describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p>	<p>(6 Lessons)</p> <p><b>Human and Physical Geography</b></p> <p>NC objective: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>(6 Lessons)</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>NC objective: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
			<p><b>World War 2</b></p>	<p><b>Maya Civilisation</b></p>	<p><b>Maya Civilisation</b></p>	<p><b>Salt and Northwich</b></p>

Witton Church Walk  
Upper Key Stage 2 Curriculum Overview

	<p><b>Geographical Skills and Fieldwork</b> NC objective: 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</p>	<p>NC objective: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>NC objective: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Geographical Skills and Fieldwork</b> NC objective: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>North America</b></p>	<p><b>Geographical Skills and Fieldwork</b> NC objective: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>NC objective: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>South America</b></p>	<p><b>Geographical Skills and Fieldwork</b> NC objective: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Geographical Skills and Fieldwork</b> NC objective: 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.</p>
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Witton Church Walk  
Upper Key Stage 2 Curriculum Overview

<p><b>Science</b></p>	<p><b>Living things and their habitats (Y5 + Y6)</b></p> <p>NC objective (Y5): Describe differences in the lifecycles of a mammal, an amphibian, an insect and a bird.</p> <p>NC objective (Y5): Describe the life process of reproduction in some plants and animals. (Include asexual and sexual in plants and sexual reproduction in animals. Investigate a naturalist/ animal behaviourist.)</p> <p>NC objective (Y6): Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>NC objective (Y6): Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Electricity (Y6)</b></p> <p>NC objective: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>NC objective: Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>NC objective: Use recognised symbols when representing a simple circuit in a diagram.</p> <p><b>Evolution and inheritance (Y6)</b></p> <p>N.C Objective: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>NC objective: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	<p><b>Light (Y6)</b> (Investigation Skills/Working scientifically – Recording and presenting data leading to conclusions.)</p> <p>N.C Objective: Recognise that light appears to travel in straight lines.</p> <p>NC objective: Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>NC objective: Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>NC objective: Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p><b>Animals including humans (Y5 + Y6)</b></p> <p>N.C Objective (Y5): Describe the changes as humans develop to old age.</p> <p>NC objective (Y6): Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>NC objective (Y6): Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>NC objective (Y6): Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><b>Properties and changes of materials (Y5)</b></p> <p>NC objective: Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>NC objective: Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>NC objective: Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>NC objective: Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>NC objective: Demonstrate that dissolving, mixing and changes of state are reversible changes.</p>	<p><b>Earth and Space (Y5)</b> (Investigation Skills/Working scientifically – Predicting/ comparative/ fair testing.)</p> <p>N.C Objective: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>NC objective: Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>NC objective: Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>
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Witton Church Walk  
Upper Key Stage 2 Curriculum Overview

		<p>NC objective: Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>			<p>NC objective: Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p><b>Forces (Y5)</b></p> <p>N.C Objective: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>NC objective: Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>NC objective: Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	
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Witton Church Walk  
Upper Key Stage 2 Curriculum Overview







Computing	<p><b>Online</b></p> <p><b>NC objective:</b> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>- <i>Internet Research</i> - <i>Cloud computing (save and upload files to server)</i> - <i>Blogging</i></p>	<p><b>Programming and Development</b></p> <p><b>NC objective:</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p><b>NC objective:</b> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><b>NC objective:</b> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>- <i>Scratch</i> - <i>J2e</i></p>	<p><b>Multimedia</b></p> <p><b>NC objective:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>- <i>Sound Recording</i> - <i>Video</i> - <i>Animation</i></p>	<p><b>Data and Data Representation</b></p> <p><b>NC objective:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>- <i>Excel</i> - <i>Spreadsheets</i></p>	<p><b>Programming and Development</b></p> <p><b>NC objective:</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p><b>NC objective:</b> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><b>NC objective:</b> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.- <i>Lightbot/Hopscotch</i> - <i>J2e</i></p>	<p><b>Multimedia</b></p> <p><b>NC objective:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>- <i>Presentation</i> - <i>Graphics</i></p>
	<p><b>E-Safety</b></p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>- <i>Protect your stuff (Internet Legends)</i></p>	<p><b>E-Safety</b></p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>E-safety day</p>	<p><b>E-Safety</b></p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>- <i>Respect each other (Internet Legends)</i></p>	<p><b>E-Safety</b></p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>- <i>Think before you share (Internet Legends)</i></p>	<p><b>E-Safety</b></p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>E-safety Day</p>	<p><b>E-Safety</b></p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>- <i>Check it's real</i> - <i>If in Doubt...discuss (Internet Legends)</i></p>

Witton Church Walk  
Upper Key Stage 2 Curriculum Overview

Art	<p><b>Collage</b></p>  <p>NC objective: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p><b>Study of Great Artists</b></p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>	<p><b>Painting</b></p>  <p>NC objective: Improve their mastery of art and design techniques, including painting with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p><b>Sketchbooks</b></p> <p>NC objective: Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Study of Great Artists</b></p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>	<p><b>Sculpture</b></p>  <p>NC objective: Improve their mastery of art and design techniques, including sculpture with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p><b>Sketchbooks</b></p> <p>NC objective: Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Study of Great Artists</b></p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>	<p><b>Printing</b></p>  <p>NC objective: Improve their mastery of art and design techniques with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p><b>Sketchbooks</b></p> <p>NC objective: Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Study of Great Artists</b></p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>	<p><b>Drawing</b></p>  <p>NC objective: Improve their mastery of art and design techniques, including drawing with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p><b>Sketchbooks</b></p> <p>NC objective: Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Study of Great Artists</b></p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>	<p><b>Textile</b></p>  <p>NC objective: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p><b>Study of Great Artists</b></p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>
Artist study	John Piper	Edward Hopper	Calder and Oliviera	William Morris	Frederick Catherwood	Shibori









Witton Church Walk  
Upper Key Stage 2 Curriculum Overview

<p><b>Design Technology</b></p>	<p><b>Structures and frame</b></p>  <p><b>Suspension Bridge</b></p> <p><b>Designing</b> NC objective: Product must be aimed at a particular group or individuals. Generate models and cross sectional sketches, prototypes, pattern pieces and computer aided design.</p> <p><b>Make</b> NC objective: Select and use a wider range of tools to perform practical tasks, (such as cutting, shaping, joining and finishing.</p> <p><b>Technical knowledge</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating</p>	<p><b>Cooking and Nutrition</b></p>  <p><b>Design a savoury dish using meat and vegetables</b></p> <p>NC Objective: Understand and apply the principles of a healthy and varied diet.</p> <p>NC objective: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know how ingredients are grown reared, caught and processed.</p> <p><b>Making</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their</p>	<p><b>Electrical Systems: Switches and circuits</b></p>  <p>Anderson Shelter – KS2 Electrical, Structures</p> <p>WWII Shelter with siren/buzzer switch</p> <p><b>Designing</b> 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.</p> <p><b>Making</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p><b>Technical knowledge</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p><b>Textiles: Combining different fabric and shapes</b></p>  <p>Design a fabric banner</p> <p><b>Designing</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design .</p> <p><b>Making</b> NC objective: Accurately select and use a wide range of materials, including construction materials, textiles according to their functional properties and aesthetic qualities.</p> <p><b>Technical knowledge</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p><b>Evaluate</b></p>	<p><b>Mechanical Structures: Pulleys and gears</b></p>  <p>Design and make a motorised vehicle</p> <p><b>Designing</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design .</p> <p><b>Making</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>Technical knowledge</b> Apply their understanding of how to strengthen, stiffen and</p>	<p><b>Cooking and Nutrition: Culture and seasonality</b></p>  <p>Plant and harvest potatoes Create a potato based recipe</p> <p>NC Objective: Understand and apply the principles of a healthy and varied diet.</p> <p>NC objective: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know how ingredients are grown reared, caught and processed.</p> <p><b>Making</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping,</p>
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Witton Church Walk  
Upper Key Stage 2 Curriculum Overview

	<p>switches, bulbs, buzzers and motors]. Apply their understanding of computing to program, monitor and control their products.</p> <p><b>Evaluate</b> NC objective: Investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand people in design and technology have helped to shape the world.</p>	<p>functional properties and aesthetic qualities.</p> <p><b>Evaluate</b> NC objective: Investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand people in design and technology have helped to shape the world.</p>	<p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>Apply their understanding of computing to program, monitor and control their products.</p> <p><b>Evaluate</b> NC objective: Investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand people in design and technology have helped to shape the world.</p>	<p>NC objective: Investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand people in design and technology have helped to shape the world.</p>	<p>reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, cams, levers and linkages]. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. Apply their understanding of computing to program, monitor and control their products.</p> <p><b>Evaluate</b> NC objective: Investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand people in design and technology have helped to shape the world.</p>	<p>joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>Evaluating</b> Investigate and analyse a range of existing products.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Understand how key events and individuals in design and technology have helped shape the world.</p>
<p><b>Designers and inspirers</b></p>	<p>Thomas Telford</p> 	<p>David H. Goodell Inventor of the potato peeler</p> 	<p>Jane Fawcett code-breaker during WWII</p> 	<p>Mary Lowndes</p> 	<p>Elon Musk, Tesla</p> 	<p>Mindful Chefs Seasonal Eating</p> 

Witton Church Walk  
Upper Key Stage 2 Curriculum Overview

<b>Music</b>	<b>Performing</b>  NC objective: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<b>Compose</b>  NC objective: Improvise and compose music for a range of purposes using the inter-related dimensions of music.	<b>Listen</b>  NC objective: Listen with attention to detail and recall sounds with increasing aural memory.	<b>Use and understand</b>  NC objective: Use and understand staff and other musical notations.	<b>Appreciate</b>  NC objective: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<b>History of Music</b>  NC objective: Develop an understanding of the history of music.
<b>PSHCE</b>	<b>Get Heart Smart</b>	<b>Don't forget to let love in</b>	<b>Too much selfie isn't healthy!</b>  <b>Healthy Schools Week</b>	<b>Don't hold on to what's wrong!</b>	<b>Fake is a mistake!</b>	<b>No Way through isn't true!</b>  <b>Healthy Schools Week</b>
<b>PE</b>	<b>Netball/ Basketball</b>  N.C Objective: Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.  <b>Outdoor Activity/ Residential:</b>  NC objective: Take part in outdoor and adventurous activity challenges both individually and within a team.	<b>Dance Gymnastics</b>  N.C Objective: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  NC objective: Perform dances using a range of movement patterns.	<b>Athletics Striking/ Fielding Rounders</b>  N.C Objective: Use running, jumping, throwing and catching in isolation and in combination.  NC objective: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Invasion Dodgeball</b>  N.C Objective: Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.  <b>Outdoor Activity/ Residential:</b>  NC objective: Take part in outdoor and adventurous activity challenges both individually and within a team.	<b>Dance Gymnastics Key Steps</b>  N.C Objective: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  NC objective: Perform dances using a range of movement patterns.	<b>Striking/fielding Cricket Athletics</b>  N.C Objective: Use running, jumping, throwing and catching in isolation and in combination.  NC objective: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Witton Church Walk  
Upper Key Stage 2 Curriculum Overview

			<b>Swimming</b>  N.C Objective: Swim competently, confidently and proficiently over a distance of at least 25 metres  Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].  NC objective: Perform safe self-rescue in different water-based situations.			<b>Swimming</b>  N.C Objective: Swim competently, confidently and proficiently over a distance of at least 25 metres  Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].  NC objective: Perform safe self-rescue in different water-based situations.
<b>Trips and WOW days</b>	Tatton Park River Walk- Afternoon during English time.  Min y don residential		Imperial War Museum	Min y don residential		Salt Museum Lion Salt Works
<b>Place of worship &amp; Art Gallery</b>	Hindu- Ganesh Temple			Cathedral  Manchester Art Gallery/Whitworth Art Gallery		