

# Curriculum 2025/2026 – Year 6

















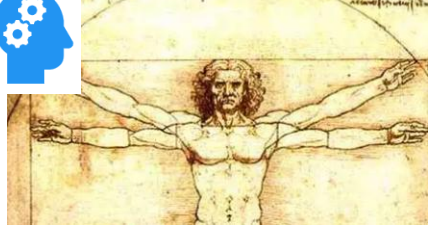









	Autumn 1- Journey and migration	Autumn 2- Evolution and inheritance	Spring 1- Protest and activism
<b>Writing</b>  <b>Reading</b> 	<b>Writing Root/Spelling Seed Text</b> The Arrival By Shaun Tan The Invention of Hugo Cabret By Brian Selznick Leila and the Blue Fox By Kiran Millwood-Hargrave Windrush Child By Benjamin Zephaniah <b>Length</b> 17 Sessions, 3 Weeks   17 Sessions, 3 Weeks   20 Sessions, 4 Weeks   15 Sessions, 3 Weeks <b>Outcomes</b> Narrative retelling (extended), Biography, Extended blog entry, Persuasive pitch to the local council <b>Reading Leaf Text</b> Fly Me Home By Polly Ho-Yen The Invention of Hugo Cabret By Brian Selznick On the Move: Poems about Migration By Michael Rosen A World Full of Journeys and Migrations By Martin Howard <b>Length</b> 15 Sessions, 3 Weeks   17 Sessions, 3 Weeks   15 Sessions, 3 Weeks   15 Sessions, 3 Weeks	<b>Writing Root/Spelling Seed Text</b> The Promise By Nicola Davies Can We Save the Tiger? By Martin Jenkins The Last Bear By Hannah Gold The Hidden Forest By Jeannie Baker <b>Length</b> 15 Sessions, 3 Weeks   15 Sessions, 3 Weeks   15 Sessions, 3 Weeks   16 Sessions, 3 Weeks <b>Outcomes</b> Sequel to continue the cyclical story in the form of a narrative poem, Discussion text, Newspaper article, Balanced discussion <b>Reading Leaf Text</b> Beetle Boy By M.G Leonard The Tiger Rising By Kate DiCamillo Darwin's Voyage of Discovery By Jake Williams On the Origin of Species By Sabina Radeva	<b>Writing Root/Spelling Seed Text</b> Resist By Tom Palmer Suffragette, The Battle for Equality By David Roberts Stonewall By Rob Sanders and Jamey Christoph <b>Length</b> 15 Sessions, 3 Weeks   10 Sessions, 2 Weeks   15 Sessions, 3 Weeks <b>Outcomes</b> A biography of Audrey Hepburn, Persuasive campaign, Visitor's guide to the Stonewall Inn National Historic Landmark <b>Reading Leaf Text</b> Malala: My story of standing up for girls' rights By Malala Yousofzai The Little Match Girl Strikes Back By Lauren Child Politics for Beginners By Louie Stowell Black and British: A Short, Essential History By David Olusoga
	Spring 2- Utopia v dystopia	Summer 1- Fate vs free will	Summer 2- Cross borders
	<b>Writing Root/Spelling Seed Text</b> Paradise Sands By Levi Pinfold The Three Little Pigs Project By The Guardian Boy in the Tower By Polly Ho-Yen The Last Wild By Piers Torday <b>Length</b> 15 Sessions, 3 Weeks   15 Sessions, 3 Weeks   15 Sessions, 3 Weeks   16 Sessions, 3 Weeks <b>Outcomes</b> Narrative prequel, A collection of letters to a newspaper expressing a range of different opinions on the same issue, Own version narrative (past and present tense), Own version dystopian narrative <b>Reading Leaf Text</b> Caged Bird (within Poetry for Young People) By Maya Angelou The Wolves of Willoughby Chase By Joan Aiken Grimm Tales for Young and Old By Philip Pullman Poetry for Kids: William Shakespeare illustrated edition By William Shakespeare The Explorer By Katherine Rundell	<b>Writing Root/Spelling Seed Text</b> Grimm Tales for Young and Old By Philip Pullman The Wind in the Wall By Sally Gardner Romeo and Juliet By William Shakespeare Rain Player By David Wisniewski <b>Length</b> 15 Sessions, 3 Weeks   15 Sessions, 3 Weeks   15 Sessions, 3 Weeks   15 Sessions, 3 Weeks <b>Outcomes</b> Own version traditional tale, Extended Gothic narrative, Balanced argument, Analytical essay about The Maya <b>Reading Leaf Text</b> Grimm Tales for Young and Old By Philip Pullman Poetry for Kids: William Shakespeare illustrated edition By William Shakespeare The Explorer By Katherine Rundell	<b>Writing Root/Spelling Seed Text</b> The Unforgotten Coat By Frank Cottrell Boyce Some Places More Than Others By Renee Watson A Beautiful Lie By Irfan Master Night Mail By W H Auden <b>Length</b> 15 Sessions, 3 Weeks   15 Sessions, 3 Weeks   15 Sessions, 3 Weeks   10 Sessions, 2 Weeks <b>Outcomes</b> Own version 'issues and dilemmas' narrative, Poetry, New chapters, Poem with similar structure <b>Reading Leaf Text</b> Incredible Journeys By Levison Wood Poetry for Young People: Langston Hughes By Langston Hughes AFTER THE WAR: From Auschwitz to Ambleside By Tom Palmer





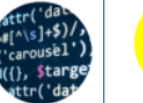















	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b> 	Number- Place value Number- Addition, subtraction, multiplication and division	Fractions A Fractions B Measurement- converting units	Ratio Algebra Decimals	Fractions, decimals and percentages Measurement- Area, perimeter and volume Statistics	Geometry- shape Geometry- position and direction	Themed projects, consolidation and problem solving

<p><b>Science</b></p> 	 <p><b>Light</b></p> <p>In this unit children will learn how light travels from a source to allow us to see how it can be reflected or refracted and how the colour spectrum is created.</p>	 <p><b>Electricity</b></p> <p>In this unit children will learn about renewables and non renewable energy sources, different components that make a circuit and further build on our understanding of electrical conductors and insulators through creating our own parallel and series circuits</p>	 <p><b>Classification of Living Things</b></p> <p>In this unit children will learn about Linneaus' classification system and create their own classification keys to group a wide range of living things.</p>	 <p><b>Evolution and Inheritance</b></p> <p>In this unit children will learn about different theories of evolution, different ways that animals have adapted over time, natural selection and inheritance.</p>	 <p><b>The Human Body &amp; Circulation</b></p> <p>In this unit children will learn about the circulatory system as well as the effects on the body of smoking and alcohol consumption.</p>	 <p><b>Transition Unit</b></p> <p>In this unit children will learn about the structures of atoms, elements and molecules and how they interact as well as being introduced to the work of Albert Einstein</p>
<p><b>History</b></p> 	 <p><b>British History: Industrial Revolution</b></p> <p>In this unit, we will learn that the Industrial Revolution was the transition to new manufacturing processes and how the factory system in Britain depended on the ability to transport raw materials and finished goods over long distances.</p>	 <p><b>British History: 19th Century Britons - The Victorians</b></p> <p>In this unit, we will learn that during the 19th Century people used protest as a means of achieving change for society and that more people wanted the right to vote; this led to different Acts being passed that changed systems, such as the introduction of workhouses and new prisons.</p>	 <p><b>Non-European Study: US Civil War</b></p> <p>In this unit, we will learn that the differences between the North and the South created divisions across the country, and that after four years of fighting, President Lincoln's Gettysburg Address became a turning point for America</p>	 <p><b>Civilization Study: South American (Inca)</b></p> <p>In this unit, we will learn that the Incas, who were originally a small tribe in the highlands of Peru during the 1400s, and how in less than a century they built one of the largest, most tightly controlled empires the world has ever known</p>	 <p><b>British History: British Empire</b></p> <p>In this unit, we will learn that during the 19th century the British Empire continued to grow, taking control of approximately one quarter of the world's entire population at the time, including colonising Australia, most of India and taking part in the Scramble for Africa</p>	 <p><b>British History: World War 2</b></p> <p>In this unit, we will learn that World War Two was a war fought from 1939 to 1945 between the Axis powers - Germany, Italy and Japan and the Allies, including France and Britain.</p>
<p><b>DT</b></p> 	 <p><b>Designer Bags (Textiles):</b></p> <p>A tote bag is a large, open-top bag with parallel handles, used for carrying various items. It is versatile, practical, and made from sturdy materials like canvas or leather.</p> <p>Tote bags come in different designs and colours and are often chosen as an eco-friendly alternative to plastic bags.</p>		 <p><b>Mechanical Systems - Funfair Engineers</b></p> <p>Building on their existing knowledge of working mechanics, children will explore the fascinating world of pulleys and gears. In this unit, they will unleash their creativity and engineering skills to design and construct their very own funfair ride: a magnificent rotating Ferris wheel!</p>		 <p><b>Cooking and Nutrition - Great British Bake Off (Part 2)</b></p> <p>In this unit, children will delve into the world of seasonal produce, embarking on a culinary journey to craft an assortment of delectable muffins. They will embark on an exploration of intricate flavour pairings, aiming to elevate a basic recipe to new heights. Following their culinary creations, they will engage in an evaluation, assessing their muffins for qualities like flavour and texture.</p>	



<p><b>Geography</b></p> 	 <p>North West England</p> <p>In this unit, children will learn about different types of settlement and land use; economic activity and the distribution of natural resources including energy, food, minerals and water.</p>	 <p>Spatial Sense</p> <p>In this unit children will learn about lines of longitude and latitude and develop an understanding of maps for different purposes.</p>	 <p>North America</p> <p>In this unit children will learn about the process of erosion to create landforms, the factors that affect population distribution and the causes and consequences of flooding.</p>	 <p>South America</p> <p>In this unit children will learn about Rio de Janeiro exploring the wealth of the country and the impact this has on living conditions, growing up there and more general social and economic issues.</p>	 <p>Shackleton and Antarctica</p> <p>In this unit children will learn about Shackleton's exploration of Antarctica and we will explore the composition of Antarctica and why people are drawn to exploring it today.</p>	 <p>Cities of the UK</p> <p>In this unit children will learn about the physical features of the capital cities (London, Edinburgh, Cardiff and Belfast) and how they are different to one another.</p>				
<p><b>PSHE</b></p> 	<p><b>Me and My Relationships</b></p> <p>Assertiveness Cooperation Safe/unsafe touches Positive relationships</p>	<p><b>Valuing Difference</b></p> <p>Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping</p>	<p><b>Keeping Myself Safe</b></p> <p>Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)</p>	<p><b>Rights and Responsibilities</b></p> <p>Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy</p>	<p><b>Being my Best</b></p> <p>Aspirations and goal setting Managing risk Looking after my mental health</p>	<p><b>Growing and Changing</b></p> <p>Coping with changes Keeping safe Body Image Sex education Self-esteem</p>				
<p><b>Religious Education</b></p> 	  <p><b>How and why does religion bring peace and conflict?</b></p> <p>Moral philosophy: investigation of moral issues such as peace and conflict.</p> <ul style="list-style-type: none"> <li>Christianity, Hinduism, Islam: individual, community and society: the life and work of a Christian/Muslim/Hindu individual whose faith impacted on their actions.             <ul style="list-style-type: none"> <li>The impact of Christian/Muslim/Hindu teachings on daily life.</li> </ul> </li> <li>Hinduism: ahimsa: non-violence springs naturally from the Hindu belief of unity in diversity.             <ul style="list-style-type: none"> <li>The impact of ahimsa on daily life, including many Hindus being vegetarian.</li> </ul> </li> <li>The role of the Muslim community in charity work as an expression of their faith.</li> </ul>  <p>Multi</p>		  <p><b>How do Buddhists explain the suffering in the world?</b></p> <p>The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five Precepts.</p> <ul style="list-style-type: none"> <li>The use of Jakata Tales as a source of moral guidance.</li> <li>The different views about the nature of knowledge, meaning and existence.</li> <li>Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma.</li> </ul>  <p>Buddhist</p>		  <p><b>What does it mean to be human? Is being happy the greatest purpose in life?</b></p> <ul style="list-style-type: none"> <li>St. Augustine's ideas on sin as a defect rather than an effect - referring to Socrates and Plato's work stating that ignorance is the cause of sin.             <ul style="list-style-type: none"> <li>Theological understandings of right and wrong - viewing St. Augustine's ideas about 'bodily desires' overthrowing the soul's desire to be virtuous.</li> </ul> </li> <li>Moral issues such as poverty and wealth, peace and conflict or justice and injustice - looking at Christian attitudes to suffering after St. Augustine's <i>City of God</i> in which he argues that suffering in this life is of little consequence when considering the Last Judgement.             <ul style="list-style-type: none"> <li>Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife.</li> </ul> </li> <li>The work of Jeremy Bentham and John Stuart Mill on Utilitarianism.</li> </ul>  <p>Christian, Humanist</p>		  <p><b>Creation or science: conflicting or complementary?</b></p> <p>Creation: Christian belief that humans are made in God's image, by God.</p> <ul style="list-style-type: none"> <li>Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations.</li> <li>Scientific Theory: The Big Bang Theory.</li> <li>Textual theology: consideration of the genre of Genesis.</li> <li>Logic: debates about whether some things can be proven.</li> </ul>  <p>Christian, Humanist</p> <p>(None in Summer 1)</p>		  <p><b>How do beliefs shape identity for Muslims?</b></p> <p>The ways in which the Qur'an and Hadith form a source of authority.</p> <ul style="list-style-type: none"> <li>Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi).</li> <li>Muslim perspectives on moral issues including the idea of 'intention'.             <ul style="list-style-type: none"> <li>The role of the Masjid (mosque).</li> </ul> </li> <li>The significance and impact of Five Pillars of Islam.</li> <li>The importance of Ramadan, the two Eid festivals and Jumah Prayers.</li> </ul>  <p>Muslim</p>	



<p>Music</p> 	<p><b>Music Speaks</b> (featuring YuStudio Hip Hop Project)</p> <p>Year 6 Unit 1 Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Create and produce music with multiple sections that include repetition and contrasts.</li> <li>2. Use chord changes as part of a (sequenced) composition.</li> </ol>	<p><b>Express, Inspire And Perform</b> (featuring Panto Pandemonium, Bells Ring Out and The Match Girl's Christmas)</p> <p>Year 6 Unit 2 Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Perform songs in school assemblies, school performance opportunities and to a wider audience.</li> <li>2. Develop listening skills, balance between parts and vocal independence by experimenting with where students stand.</li> </ol>	<p><b>Music Reimagined</b> (featuring Sinfonia Cymru's Regenerate: Seasons for Change Project 3)</p> <p>Year 6 Unit 3 Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Compose a piece using music software to create and record it.</li> <li>2. Understand and be able to explain how musical contrasts are achieved.</li> </ol>	<p><b>Musical Sketches</b> (featuring Roll Alabama)</p> <p>Year 6 Unit 4 Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Plan and compose 8 bars of music with melodic and rhythmic interest.</li> <li>2. Notate and play this music, adding dynamic contrasts.</li> </ol>	<p><b>Music Remixed</b> (featuring Dragon Beats)</p> <p>Year 6 Unit 5 Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Develop students' knowledge and understanding of the music they are listening to.</li> <li>2. Learn how to remix real instrumental loops.</li> </ol>	<p><b>The Grand Finale</b> (featuring La Bamba)</p> <p>Year 6 Unit 6 Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Sing a range of songs, including those that involve syncopated rhythms, with appropriate style.</li> <li>2. Sing rounds and partner songs.</li> </ol>
<p>Computing</p> 	<div data-bbox="290 804 617 1024">  Can you code? Code Studio   Analyse and classify suitable online behaviour         </div> <p>In this unit children will finish developing our block coding skills that we have been developing in previous years. By the end of the unit children will be able to write code confidently using a variety of coding blocks to get specific outcomes with specific functions, variables and parameters.</p>	<div data-bbox="795 846 1032 1035">  Can you program? Scratch   Evaluate the risk the internet can have on everyday life         </div> <p>In this unit children will learn how all our concepts of coding come together to create a functioning application with a practical purpose. Children will use Scratch to write their own code and create interactive games using a variety of tools.</p>	<div data-bbox="1210 867 1507 1098">  Script Writers   Critically analyse content that can be viewed online         </div> <p>In this unit children will learn how to use an online document and its formatting and editing functions to create their own script.</p>	<div data-bbox="1670 888 1938 1098">  Film Editors   Know how advertisers target and group individuals         </div> <p>In this unit children will learn how to use online editing software to make changes and create their own film.</p>	<div data-bbox="2101 867 2383 1077">  Python - module 1   Know what effect my online presence can have on later life         </div> <p>In this unit, children will learn to use Python a coding platform that is used in the science and finance industry building on our knowledge of Code.org and Scratch.</p>	<div data-bbox="2531 856 2828 1098">  Python - module 2   Can critically evaluate the usefulness of online safety features         </div> <p>In this unit children will continue to build on their knowledge of the coding language Python, by looking at how to apply complicated code to program multi levelled applications.</p>
<p>Art &amp; Design</p> 	<div data-bbox="350 1350 557 1507">  </div> <p><b>Language of art - LS Lowry</b></p> <p>In this unit children will learn about the artist Lowry and how he created the perspective of buildings and movement of figures in his artwork</p>	<div data-bbox="839 1350 973 1518">  </div> <p><b>Victorian Artists</b></p> <p>In this unit, children will learn about art produced by a range of artists during the Victorian era (including Paul Signac and Edvard Munch) with a particular focus on how line, colour and texture can be used in artwork.</p>	<div data-bbox="1285 1371 1433 1507">  </div> <p><b>American Artists</b></p> <p>In this unit children will learn about different techniques used by pop artists including Roy Lichtenstein, Alma Thomas and Keith Haring.</p>	<div data-bbox="1715 1339 1893 1518">  </div> <p><b>Art of Latin Artists</b></p> <p>In this unit children will learn about art styles from Latin America including Ojo de Digs, molas and the artist Beatriz Milhazes.</p>	<div data-bbox="2175 1318 2323 1465">  </div> <p><b>Photography, Painting and Block Painting</b></p> <p>In this unit children will learn how to take illusion photographs using land art, how to create an abstract painting and how to carve a printing plate studying the artists Andy Goldsworthy and Vincent van Gogh.</p>	<div data-bbox="2605 1339 2783 1518">  </div> <p><b>Great Artists of the 20<sup>th</sup> Century</b></p> <p>In this unit children will learn about famous artwork from artists including Jackson Pollock, Banksy and Gustav Klimt looking at how to recreate work in the style of these artists.</p>
<p>French</p>	<p>Review Year 3/5 The Time</p>	<p>Daily routine Physical description</p>	<p>Personality Clothes and colours</p>	<p>Going Shopping for clothes In the city and directions</p>	<p>Snacks and drinks at the café Occupations and professions</p>	<p>A letter from France Revisit</p>



<p>PE</p>	<p><b>Basketball</b> (6 Lessons)</p> <p>In <b>Year 6</b>, basketball lessons focus on <b>advanced skills and game understanding</b>. Pupils will refine their dribbling, passing, shooting and defending under pressure, and begin to <b>use strategies for attacking and defending in game situations</b>. The term emphasises <b>applying these skills in full-court games</b>, communicating effectively with teammates and making tactical decisions. Pupils will be encouraged to <b>evaluate their own performance, recognise strengths and areas to improve</b>, and demonstrate confidence and control when competing.</p>	<p><b>Hockey</b> (6 Lessons)</p> <p>In <b>Year 6</b>, hockey lessons build on prior years by emphasising <b>precision, control and tactical awareness</b>. Pupils will work on stick and ball control at speed, <b>accurate passing, receiving, tackling and shooting</b>, while understanding how to <b>position themselves effectively</b> in matches. The term focuses on <b>applying skills in competitive games</b>, understanding match rules and developing strategies for attack and defence. Pupils will also <b>analyse their performance and set personal improvement goals</b>.</p>	<p><b>Football</b> (6 Lessons)</p> <p>In <b>Year 6</b>, football lessons focus on <b>developing and applying a broad range of technical skills</b> such as dribbling, passing, shooting and controlling the ball in dynamic scenarios. Pupils will learn to <b>use tactics, adapt to opponents and support teammates</b>, showing awareness of space and time. The term emphasises <b>competitive play</b>, communication, and self-evaluation, encouraging pupils to <b>reflect on their performance and strive for personal bests</b> in matches.</p>	<p><b>Fitness</b> (6 Lessons)</p> <p>In <b>Year 6</b>, fitness lessons focus on <b>enhancing personal fitness, stamina, strength, speed and flexibility</b> through varied training such as circuits, aerobic challenges and sport-specific conditioning. Pupils will learn to <b>set and monitor fitness goals</b>, understand the components of fitness, and evaluate their progress over time. The term emphasises the importance of <b>healthy, active lifestyles</b>, self-discipline and resilience in improving performance and achieving personal bests.</p>	<p><b>Cricket</b> (6 Lessons)</p> <p>In <b>Year 6</b>, cricket lessons develop pupils' ability to <b>execute accurate bowling, striking and fielding skills</b> with consistency. Pupils will apply these skills in <b>structured match play</b>, understanding roles, positions and when to make tactical decisions. The term emphasises <b>team collaboration, competitive play and applying standard cricket rules</b>, while pupils learn to <b>assess and improve their technique, positioning and decision-making</b>.</p>	<p><b>Athletics</b> (6 Lessons)</p> <p>In <b>Year 6</b>, athletics lessons aim to <b>enhance performance across running, jumping and throwing events</b>. Pupils will refine technique, develop speed, power and endurance, and learn to <b>apply tactical awareness in competitions</b> such as pacing in runs or approach angles in jumps. The term focuses on <b>achieving and recording personal bests</b>, evaluating results and identifying areas for improvement, promoting confidence and an understanding of how to train effectively.</p>
	<p><b>Our Assessments</b> (8 Lessons)</p> <p>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all game's activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p>	<p><b>Tag Rugby</b> (6 Lessons)</p> <p>In <b>Year 6</b>, tag rugby lessons continue to develop pupils' <b>running, passing, evasion and defensive skills</b> in more complex game situations. Pupils will learn to <b>apply tactics</b>, support teammates, anticipate play, and make effective decisions under pressure. The term emphasises <b>competitive small-sided and full games</b>, communication, teamwork and strategic thinking, encouraging pupils to <b>reflect on performance and work on personal and team improvement</b>.</p>	<p><b>Gymnastics</b> (6 Lessons)</p> <p>In <b>Year 6</b>, gymnastics lessons focus on <b>performing and refining sequences with control, balance, flexibility and strength</b>. Pupils will work on linking more complex movements, using a range of apparatus, and emphasising <b>precision, fluidity and grace</b>. The term encourages pupils to <b>evaluate their routines</b>, understand how to improve technique, and <b>perform with confidence and expressive quality</b> in both individual and group performances.</p>	<p><b>Netball</b> (6 lessons)</p> <p>In <b>Year 6</b>, netball lessons emphasise <b>advanced passing, catching, footwork, shooting and positional play</b>. Pupils will learn to <b>apply tactics for attack and defence</b>, communicate effectively and anticipate play during competitive games. The term focuses on <b>self-evaluation, teamwork and strategic awareness</b>, helping pupils to perform with confidence, control and understanding of standard netball rules in more structured matches.</p>	<p><b>Swimming</b> (12 Lessons)</p> <p>In <b>Year 6</b>, swimming lessons support pupils to <b>swim competently, confidently and proficiently over a distance of at least 25 metres</b>, using a range of strokes effectively. Pupils will also focus on <b>safe self-rescue skills and water safety</b>, applying coordinated breathing and efficient technique. The term emphasises <b>building endurance, refining stroke technique and confidence in the water</b>, preparing pupils to meet national expectations for swimming at Key Stage 2.</p>	<p><b>Rounders</b> (6 Lessons)</p> <p>In <b>Year 6</b>, rounders lessons focus on <b>refining batting, fielding, throwing and catching</b> while applying these skills with consistency in match play. Pupils will develop <b>strategic awareness</b>, knowing when to take risks, support teammates and use space effectively. The term emphasises <b>competitive games, understanding of rules, teamwork and tactical decision-making</b>, encouraging pupils to evaluate and improve their individual and team performance.</p>