

YEAR 5 CURRICULUM GUIDE 2025-26



ELTHAM COLLEGE
JUNIOR SCHOOL





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Dear Parents,

Students at Eltham College Junior School follow a broad curriculum comprising English, Mathematics, Science, History, Geography, Religious Studies, Music, Drama, Art & Design Technology, Modern Foreign Languages, Computing, Wellbeing and PSHE, Physical Education and Games.

We believe that children learn best when they feel secure and valued, when they are challenged yet supported, when challenges are closely matched to potential, and when learning is partnered with enjoyment. As teachers, we seek to instil in our students a sense of responsibility, a caring attitude, physical, mental and emotional resilience, and the ability to adapt to a competitive and changing world.

The education offered at Eltham College Junior School, both within the classroom and beyond, has the following aims:

- To offer a broad and balanced range of opportunities for achievement to all students
- To develop logical, critical and imaginative thinking at the highest level in each student
- To develop effective use of language, both written and spoken
- To establish sound foundations of numeracy, mathematical, scientific and technological understanding
- To encourage creativity through active participation in art, dance, drama and music
- To enable students to enjoy and develop skills in physical pursuits and competition and to promote healthy living
- To foster concepts of moral responsibility and to awaken students to the spiritual dimension of life
- To provide opportunities for the growth of leadership, team spirit, co-operative tolerance and compassion
- To inspire a love of learning for its own sake and to value scholarship
- To prepare students to take up places at Eltham College by building upon the foundations of good learning and well-established work habits.

This booklet, which is a guide only, has been produced to give you an overview of the curriculum that your child will study this year. It is subject to change as we adapt and evolve our curriculum to ensure its continuing suitability.

May I take this opportunity to wish you and your children a happy and successful year ahead..

Yours sincerely,

Mrs. Joanna Dudley
Deputy Head (Academic)



| Subject Teachers

SUBJECT	TEACHER	CLASS
ENGLISH	Mr Dale Mrs Gill Mrs Wearmouth	5ND 5LG 5IW
MATHEMATICS	Mr Dale Mrs Gill Mr Wearmouth Mr Taylor	5IW/ 5ND/5LG
SCIENCE	Mrs Barber	5IW/5ND/5LG
HISTORY	Mr Dale	5ND/5IW/5LG
GEOGRAPHY	Mr Dale	5ND/5IW/5LG
RELIGIOUS STUDIES	Mr Dale	5ND/5IW/5LG
MUSIC	Mr Alexander	5ND/5IW/5AA
DRAMA	Mr Timbrell	5ND/5IW/5LG
ART & DESIGN TECHNOLOGY	Mrs Gill	5ND/5IW/5LG
FRENCH	Mrs Martin	5ND/5IW/5LG
MANDARIN	Ms Pan	5ND/5IW/5LG
COMPUTING	Ms Pan Mr Taylor	5IW 5ND/5LG
WELLBEING & PSHE	Mrs Gill Mr Wearmouth	5ND/ 5LG 5IW
PHYSICAL EDUCATION	Mr O'Dwyer + Senior School Games staff	5ND/5IW/5LG
GAMES	Mr O'Dwyer Mr Dale Mrs Dudley Mr Wearmouth + Senior School Games staff	5ND/5IW/5LG

Email contacts for form tutors

Mr Dale nad@eltham-college.org.uk
Mr Wearmouth icw@eltham-college.org.uk
Mrs Gill lhg@eltham-college.org.uk

Please contact your child’s specific subject teacher for feedback about that particular subject, rather than the form tutors.
If you need to make changes to pick-up arrangements, please telephone the office rather than emailing, as an email may not be picked up in time.

| Homework

Students will normally be given at least 2 nights to complete homework before it is due in. Homework is set either to reinforce recent learning, to practise a key skill, or to prepare for future learning. There may be occasions when a teacher’s professional judgement dictates that a homework task is unnecessary, but the weekly timetable will largely adhere to the following structure:

English

English homework is set once a week and lasts approximately 45 minutes. In addition to this there will be a weekly spelling and reading homework set.

Mathematics

Mathematics homework is set once a week and lasts approximately 45 minutes; this is in addition to regular practice of times tables and number facts.

Science

Science homework is usually set once a week and lasts approximately 45 minutes.

Humanities/French

Humanities and French homework is set once on alternate weeks and lasts approximately 45 minutes.

Where an English, Maths or Science homework has not been set, teachers may choose to set homework in another curriculum subject instead, but this will not usually be in addition to core subject tasks.

All homework tasks and deadlines will be displayed on elthamcollege.satchelone.com

If your child encounters a problem with their homework, please contact the subject teacher by email.

| Digital Strategy

The Junior School’s adoption of personal iPads for all pupils is part of Eltham College’s wider Digital Strategy to prepare students for a world in which digital fluency is increasingly essential. Devices are used across all subjects to enhance teaching and learning—supporting collaboration, creativity, personalised learning, and immediate access to a wide range of high-quality educational resources.

In Years 4 through to 6, each pupil is issued with a personal device, which remains in school during initial training and setup. Once pupils have demonstrated readiness, devices are taken home and used as part of a shared responsibility between school and home. Pupils are introduced to safe, respectful, and balanced technology use through structured activities and shared routines. Alongside technical skill development, pupils explore digital responsibility through structured activities and co-create a Junior School Digital Charter, guiding their use of technology with care, curiosity, and confidence.

This initiative represents an evolution of classroom practice—one that balances the richness of traditional approaches with the opportunities offered by modern tools. The use of devices is integrated thoughtfully with pupils continuing to write extensively by hand, engage in practical activities, and participate in discussion and debate. The iPad is a complementary learning tool, used only when it meaningfully enhances engagement, understanding, or access. Whether reinforcing phonics, supporting research in Humanities, or enabling creative expression in Art, the iPad is one of many tools used to support a well-rounded, engaging learning experience and helps lay the foundation for confident and mindful technology use in future years.



English

Reading

Developing confident and motivated readers is a core aim of English teaching at Eltham College Junior School. The staff and students share a common love of books and there is a real culture of reading here. The English curriculum is constantly evolving, building on its rigorous traditional foundations to create a cohesive, challenging and up-to-date programme of teaching and learning with great books at its centre.

Though we expect students to be free readers, teachers are on hand to guide them to the correct choice of books for their level. We hear students read on a regular basis as part of classroom activities and we give extra help where possible.

Students should also be reading every evening at home. Regular reading aloud helps to develop fluency, comprehension and expression. We ask that parents assist by reading to and with their children, listening to them reading aloud, and completing their online reading diary and activities appropriately. Students should also be encouraged to read silently at home for their own enjoyment. The library is available at lunchtimes and the use of public libraries is encouraged.

Comprehension will develop through dialogue, as well as more formal methods. Comprehensions are based on the novels studied and we use the Let’s Think in English method, a research-based, cognitive acceleration system developed at King’s College, London. It is designed to systematically develop students’ skills of inference, deduction and analysis and by introducing the programme at Key Stage 2, we will ensure that students at ECJS are best-placed to meet the challenges of the Senior School English Curriculum.

Writing

Whether they have ambitions to be the next J.K.Rowling, to write speeches for presidents, or to pen prize-winning theses, the students’ skills with language will play a crucial role in their future careers. But good writing doesn’t just come out of nowhere.

Writers of all kinds start their training as prolific and voracious readers and it is from engagement with high-quality texts that the students will develop their skills.

They will study a wide range of contemporary and classic texts, as well as non-fiction, poetry and film. Grammar is explicitly taught, but it is also embedded within the context of the text being studied, feeding logically and seamlessly into the students’ creative writing.

Creative writing will be taught through the texts being studied, and students will be encouraged to proofread, edit and revise their own work and give feedback to their peers. The students will have clear models to emulate and a strong purpose for their writing, be it blogging, performance poetry, or a short story competition.

Spelling

An online spelling scheme, with practice and application at its centre, has recently been introduced, and the students will begin to see the benefits of being taught how to apply learned rules to unfamiliar words. The students are encouraged to learn words that follow a particular spelling pattern, but their progress will be assessed with a weekly activity and online exercises, testing application rather than rote learning.

Handwriting

This is taught using the Collins Handwriting Scheme, which encourages starting all letters from the line. Correct formation of letters is taught from Year 3, and ‘joined-up’ or cursive writing is expected in Years 4, 5 and 6. Students in Year 5 are expected to use pen for their written work.

Verbal Reasoning

A range of question types and methods is explored weekly.

Presentation of Written Work

From entry to the Junior School students will be instructed how to present their work in their books.

The following guidelines must be followed;

- All students will write in blue ink pen
- The date needs to be written on the left hand side of the page e.g. Monday 13th March and underlined using blue ink with a ruler
- We expect no graffiti on exercise books, and a high level of presentation at all times

The following shows the layout of a typical page in an English book:

	<i>This area at the top of the page is not a space to write in as it has no top line</i>
	Tuesday 5th September
	‘Title’ or ‘Unit of Work’
1.	Start your work here...
2.	Miss a line after each answer





Mathematics

Scheme of Work

Mathematics work this year will continue to primarily use content from the White Rose Education scheme and Pearson “Power Maths” workbooks, although we supplement this with other relevant and engaging resources; we do not follow the Power Maths workbooks lesson-by-lesson. This approach will give students the chance to develop their conceptual understanding of topics and apply them in problem-solving and structured practice situations. Students will be expected to have full and deep confidence in the schemes’ Year 5 content, with extension through depth of topic application. Below you will find a list of key topics and learning for the year.

Calculations

Students will meet, revisit, practise and perfect a range of calculation methods in all four operations (addition, subtraction, multiplication and division) over the course of the year. These will include formal written methods, mental approaches and informal methods involving jottings.

The key idea is efficiency – students will be encouraged to reflect on the numbers involved in a calculation and choose a method which will lead to the solution efficiently and securely, rather than always using a certain method whatever the problem.

Mental Arithmetic and Times Tables

Students will receive regular informal mental arithmetic tasks – designed to identify areas for extra practice and development – as well as check-ups of times table knowledge. It is expected to have recall of all times table facts to 12x12 and related division facts by the end of the year, and students should be increasingly able to recall square and prime numbers under 100 from memory.

Problem-Solving

Much mathematical content is learned or applied through problem-solving. As such, students will be given opportunities to use their ‘problem-solving toolkit’ regularly, involving skills such as:

talk it through; act it out; make a list; try a simpler case; draw a diagram; use a system; trial and improvement; find a rule or pattern

Explicit reference to these strategies within lessons will give students confidence to identify and use them in their own independent problem-solving. Students should be learning to explain and prove mathematical patterns using appropriate language.

Number and Place Value

- Addition and Subtraction
- Efficient strategy choice
- Fluency in mental methods, including with decimals
- Formal written addition and subtraction
- Use of estimating and inverses for checking

Multiplication and Division

- Factors, multiples, primes
- Multiplication / division facts and times tables
- Scaling up and down by 10, 100 and 1000
- Formal written multiplication (four-digit by one-digit and two-digit by two-digit)
- Formal written division (by a one-digit number)
- Interpreting remainders, including as fractions
- Use of estimating and inverses for checking

Fractions

- Three-place decimal numbers
- Decimal, fraction and percentage equivalence
- Comparing fractions with different denominators
- Improper and mixed fractions
- Adding and subtracting fractions
- Multiplying fractions by whole numbers
- Fractions and percentages of amounts

Measurement

- Metric and common imperial units
- Solving problems involving time
- Area and perimeter of rectilinear shapes
- Understanding and calculating volume
- Problem solving involving measure

Geometry

- Properties of shapes
- Measuring and drawing angles of different sizes
- Drawing shapes from given criteria
- Use of co-ordinates in translation and reflection

Statistics

- Interpreting and presenting data
- Solving questions using presented information

Science

We have devised our own exceptional scheme of work for Science, which provides excellent coverage of the National Curriculum as well as incorporating additional strands. The students learn about a wide range of living things, materials and physical.

phenomena. They make links between ideas and explain things using simple models and theories.

They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They think about the effects of scientific and technological developments on the environment and other contexts. They carry out more systematic investigations, working on their own and with others.

The students use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and IT to communicate their ideas.

Science work in the Junior School is focused on experiment, investigation and practical observation. Our scheme of work provides students with a clear knowledge and skills focus.

Programme of Study

Topic 1: Space

- Solar system
- Day and year length
- Seasons
- The Moon
- Phases of the moon

Topic 2: Hot and Cold

- Comparing and grouping materials
- Using materials for a certain purpose

Topic 3: Reactions

- Changing state
- Testing materials
- Reversible and irreversible reactions
- Separating mixtures
- Dissolving
- Purifying water

Topic 4: Forces

- Measuring forces
- Gravity and weight
- Air resistance
- Parachutes
- Friction

Topic 5: Life Cycles and Living Things

- Comparing life cycles of mammals, insects, amphibians and birds
- Flower parts for reproduction
- The life cycle of flowering plants
- Animal reproduction
- Human growth and development



History

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Geography

During Key Stage 2, students learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives.

They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Autumn Term

- The Tudors

Spring Term

- Exploration and a study of Empires around the World

Summer Term

- The Stuarts and the World in the 17th century.

Religious Studies

The students will investigate a variety of people, places and environments at different scales in the United Kingdom and abroad and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it.

They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

Summer Term - Europe

- Labelling European countries and capital cities
- Physical Geography of Europe
- Ways to travel to Europe
- Population and tourism/economic groups and wealth/trade/EU

Autumn Term - Rainforests study

- Looking particularly at the rainforests of South America and endangered species.
- Study the location, climate, people, Amazon Rainforest, pollution, deforestation and the greenhouse effect.
- Skills – using the atlas to find out information about the environment and population.

Spring Term - Coastal formations (Leading up to residential trip to Norfolk)

- Erosion and deposition
- Habitats
- Protection

Music

Students learn about the major world religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. Students consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings.

Students learn about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary and have the opportunity to communicate their ideas, recognising other people's viewpoints. They consider their own beliefs, values, and those of others in the light of their learning in religious education.

Our daily assemblies deal with many issues, often through weekly themes. Students also have the chance to debate and discuss topical and relevant issues thus allowing them to think critically and form opinions.

We also study:

Autumn Term

- Pilgrimage and creation stories

Spring Term

- Ethical queries and questions

Summer Term

In Music, classwork will reinforce the skills of performance, composition, listening and appraising. These elements will be taught through songs and practical activities, helping students to consolidate and develop their knowledge of the key musical concepts.

Students have the opportunity to perform pieces which they have studied in their individual lessons at any time to the form.

They will have regular singing sessions. In these, students will extend their repertoire of assembly songs and hymns as well as learning a selection of light-hearted songs. They will develop their understanding of how the voice is produced and managed through a series of vocal activities.

All Year 5 Students are invited to join Year 5 and 6 Choir and many will be invited to join appropriate Chamber Ensembles by Heads of Sections.





Drama

Scheme of Work

Autumn Term

- Melodic Shape in compositions
- Smetana's Ma Vlast is looked at in detail
- Prokofiev's Dance of the Knights from Romeo and Juliet is looked at in detail
- Different forms of notation such as graphic scoring are analysed
- Preparation for Christmas services and concerts

Spring Term

- Preparation for Inter-House Music Competition
- Opera and themes common to this genre
- Britten's Peter Grimes is studied in detail

Summer Term

- World Music – examples which highlight a range of music from across the globe are compared
- Introduction to Music Technology and composition using MusicFirst software
- Preparations for Summer Concert





Art and Design Technology

Throughout their time at Eltham College Junior School students will learn the key elements of Drama including Storytelling, Devising, Improvisation, Stanislavski and The System, Method Acting, Actioning and Playwriting. This will allow them to develop a range of skills within the ‘Core Learning Outcomes’ of Drama; Performance, Creativity and Reflection. They will explore a wide range of characters, texts and techniques whilst gaining confidence and developing their performance skills. The bespoke curriculum will lay the foundations for Drama as a subject, which will set them up with the tools and experience needed to pursue Drama in the Senior School and beyond. They will have regular opportunities to use these skills while working towards performances. Lessons will be highly interactive, physical and collaborative. Lessons will also incorporate elements of the pupils’ study in other areas of the curriculum. Productions will happen for each year group once a year and will give each pupil the opportunity to experience a production process and live performance. Productions will include Shakespeare, Chaucer in Performance, Dr Seuss in Performance and Poetry in Performance.

Scheme of Work

Autumn Term

- Devising
- Commedia Del-Arte and Melodrama

Spring Term

- Shakespeare in Performance
- Year 5 Production: Shakespeare Stories

Summer Term

- Duologues: Textual Analysis in Performance
- Monologues: Writing and Performing

French

We spend half a term on design technology projects and half a term on Art during the weekly timetabled lessons. This allows students time to develop their projects in greater depth. Whilst there is an overlap between Art and Design Technology, DT focuses on the design and making process of a product with a use or purpose and Art focuses on creating and responding to stimulus and developing creative skills.

Art

In Art lessons, students develop their creativity and imagination by experimenting, inventing and creating their own varied works of art using a range of materials. They will learn how to draw, paint, sculpt and explore other art, craft and design techniques.

Students are introduced to a wide range of media including paint, pastels, clay, collage, printing and textiles. They will have

the opportunity to discover the work of a variety of artists from different art periods and use their work as inspiration for their own pieces. They will have the chance to either attend our own art gallery, Gerald Moore Gallery, and/or participate in a workshop day led by an artist.

Students will produce their own sketch books to record their learning and use them to explore ideas and themes.

Scheme of Work

This year our topics will have a strong focus on 3D Art and sculpture, whilst still developing painting, composition and sketching skills. This year pupils will explore the Mexican artist Freida Kahlo, where pupils will combine their knowledge of acrylics, collage and modelling to create their own piece. We will start to appreciate that art can be interpreted in different ways,

Mandarin

whilst learning about famous sculptures. Pupils learn to work with wire to create their own abstract sculpture inspired by Van Gogh. This year pupils will be building on how to use tools safely when working with cardboard to create their own low relief works of art.

Design Technology

Students work on their own and part of a team on a range of designing and making activities. They think about what the products are used for and the needs of the people who use them.

They plan the making process and identify what works well and what could be improved in their own and other people’s designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways.

This year, the students build upon their knowledge of the design process and use each stage of it to support their ideas for solutions to everyday problems. The students also learn how to record and annotate elevations so that they are able to be used as a blueprint for construction.

Our projects will be based around the following areas:

Mechanical Systems

- Students will create a product that helps them to understand how movement can be created from different pneumatic systems.

Structures

- Students will partake in a cross-curricular project to make a carnival mask. They will investigate different materials and make selections according to a specific brief.

Electrical Systems

- Students will design and make a moving vehicle which can move using an electrical circuit.



Computing

In Year 5, students will expand their knowledge of French language and culture through a variety of activities. They will revisit familiar topics in order to refresh their repertoire from Year 4 and then extend and develop their awareness of grammar and vocabulary via new contexts.

Topics include:

- Numbers up to 100
- The time
- Myself and Family
- Body parts
- Physical descriptions
- Weather and Seasons
- Festivals and Celebrations

Via these topics, they will reinforce their knowledge of French phonics and develop grammatical structures such as gender,

adjectival agreements and pronouns. Language games and song are used to enthuse students and develop the skills necessary for effective language learning.

Strong emphasis is placed on listening and speaking during lessons, while writing is gradually introduced during class time. Learning technology is integrated throughout the curriculum to support and contextualise learning.



Wellbeing and PSHE

In Year 5, students have one Mandarin lesson of 40 minutes per week. During the first term, students will have a taste of this language through a variety of linguistic and cultural activities. They will be exposed to the key elements of Mandarin language including pinyin (spelling with tones) and basic characters writing. They will then explore the curriculum topics as listed here in more depth throughout the course of the year. Their language knowledge and four skills (speaking, listening, reading, and writing) will continue to be enhanced by exploring the Chinese language and culture through a range of project-based activities, culture-related lifestyle, events, and festivals, and comparing them to their home countries.

The students are encouraged to start working on accurate pronunciation and intonation and be familiar with the character writing system and basic grammar rules. Songs, short stories, role plays, arts and crafts, games, videos, and ICT-based tasks related to their age and level will be integrated into the lesson activities.

Students will also have access to a few language-learning platforms. They have included individualised learning programme (based on individual language level), matching activities, and games to support each learner's Mandarin learning journey.





Games, Swimming, and PE

Specific topics to be explored will be:

- Facts about China and the Mandarin language
- Basic greetings and classroom phrases
- Numbers and age
- Introduce myself and my family
- Zodiac animals and Chinese festivals
- Parts of the body

Welcome to our dynamic Computing curriculum, where young minds embark on a journey to become confident, creative, and responsible digital citizens. In this critical stage of learning, students are introduced to the fundamental concepts of computing, developing skills that are essential in today's technology-driven world. Our curriculum is designed to nurture problem-solving abilities, logical thinking, and creativity through engaging and interactive lessons.

Students will explore a variety of topics, including basic coding, digital literacy, internet safety, and the responsible use of technology. In addition to these core areas, our curriculum emphasises the creation of digital media, allowing students to express their creativity and ideas through various forms of technology.

By working with a range of specialised software tools, students will gain confidence in using technology to bring their ideas to life. They will learn to navigate different interfaces, understand the basics of file management, and appreciate the importance of precision and attention to detail in digital creation.

In Year 5, they cover topics such as:

- Systems and Services
- Video Production and Editing
- Further Developing Block Coding
- Exploring Physical Computing, Input and Output

Our aim is for our students to develop a strong foundation in both the technical and creative aspects of computing. Our hope is that they will become equipped with the skills to tackle more advanced challenges in their educational journey and prepared to navigate the digital world with confidence and creativity, in a safe and secure manner.

Wellbeing & PSHE (Personal, Social and Health Education) is a subject through which students develop an awareness of physical, social, emotional and sexual health. We try to provide students with knowledge and promote the development of skills they need to create a balanced lifestyle.

Much of this work occurs through other subjects and is therefore cross-curricular. We deal with issues as diverse as 'personal safety' and 'Staying Healthy'. There will also be opportunities to discuss relevant current affairs and issues that affect the class.

Sometimes issues arise through our daily interaction in school. These may also be dealt with in assembly as well as in the classroom.





Learning Support

The following topics will be looked at in PSHE:

- Me and My Relationship (includes feelings, emotions, conflict resolution and friendships)
- Valuing Difference (includes British Values focus)
- Keeping Myself Safe (Includes aspects of safe internet use, drugs and Relationships Education)
- Rights and Responsibilities (includes money, living in the wider world and the environment)
- Being My Best (includes keeping healthy, growth mindset, goal setting and achievement)
- Growing and Changing (includes RSE related issues)

During the year, our School Nurse Catherine Baker, will be taking the students for sex education lessons which will cover puberty, conception, pregnancy and birth.

The sports studied in Games lessons are:

Autumn Term

Netball

- Girls in Year 5 will play netball following the England Netball Scheme Bee Netball.
- Bee Netball enables children to play netball and develop other key skills such as friendship, inclusion and fair play.

Skills taught in Netball include:

- Passing and receiving the ball.
- Footwork & pivoting
- Reinforcing attacking & defending roles
- Shooting
- Reinforcement of the various player roles and building on the rules of the game introduced in Year 5

Rugby

- Boys in Year 5 will play rugby as per the new continuum rules.
- Team sizes have been reduced as per the RFU requirements to a maximum of 8 a side.
- Boys are not assigned positions to enable them to experience a broad range of skills.

Skills taught in Rugby are:

- Passing, receiving, off-loading (from feet and from ground.)
- Tackling (side, front and rear.)
- Evasive running skills, lines of running, support lines.
- Breakdown skills.

Spring Term

Football is taught this term.

Skills taught in Football are:

- Passing (inside and outside of foot, along the floor, in the air)
- First Touch
- Shooting
- Positional Understanding

- Tackling

- Ball distribution and match play

Communication

Summer Term

Cricket is taught this term.

Lessons are divided between net sessions where there is specific focus on battling and bowling and sessions on the square where match play, field positions and fielding techniques are taught.

Skills taught in Cricket are:

- Bowling (focus on accurate technique aiming to produce a consistent action)
- Batting (correct grip, stance and footwork, calling, backing up)
- Throwing (underarm and overarm)
- Fielding skills (long barrier, backing up, etc)
- Fielding positions and match play

PE Swim

The PE Swim programme for the Autumn and Spring terms has been revamped for this year with pupils taught in their forms as they were last year. Details of the plan has been mailed round

Gloria Filiorum Patres



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