



Lower Heath CE Primary School

Long Term Learning Pathway - Cycle A (2025-2026)



Autumn Term				
Values	Vision - Let Your Light Shine		Thankfulness	
	EYFS MARVELLOUS ME	Y1/2	Y3/4	Y5/6
Enrichment Visits and Visitors	➤ EAD: Singing Sal - Storytelling using Story Sticks http://sallytonge.co.uk/general/storytelling.html	➤ History and English: Traction Man Workshop - Shrewsbury Museum ➤ Science: Xplore - Wild Weather: Wild Weather - Xplore	➤ Religious Education: Trip to Sikh Gurdwara (Telford) ➤ History: Edgmond Hall Stone Age Explorers https://www.sandwellresidential.co.uk/our-centres/edgmond-hall-centre-for-outdoor-learning/#programmes	➤ History: Shropshire Museum Service, Museum in School Viking Raiders! Viking-Raiders-Overview-KS2-2024.pdf ➤ Art: British Ironwork Centre / Shropshire Museum Art Workshop ➤ Science: Xplore - Materials Magic Materials Magic - Xplore ➤ OUTDOOR LEARNING: YEAR 5 ENGLISH POETRY
Personal Development Whole School Enrichment Days	➤ Harvest Festival (September) ➤ European Day of Languages (26 th September: https://edl.ecml.at/) HH ➤ Yom Kippur (September/October) ➤ Black History Month (October) JL ➤ Grandparents Day (2 nd October) ➤ Diwali (October/November) ➤ GURPURAB (November) ➤ Remembrance (November) HR ➤ EYFS/KS1 Nativity at Church (December) ➤ KS2 Christmas Carol Service at Church (December) ➤ Whole School Pantomime visit (December)			
Geography Kapow Scheme of Work	Exploring maps Exploring maps through discussion, story-telling, games and creative activity.	What is it like here? In line with the KS1 Geography curriculum, in this unit, children are locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved. YEAR 1 OUTDOOR LEARNING UNIT	Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.	What is life like in the Alps? Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.
History Kapow Scheme of Work	Peek into the past Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.	How am I making history? Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.	British history 4: Were the Vikings raiders, traders or something else? Investigating what the Vikings were really like, creating a Viking trade route game, writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings in a 'Viking achievement gallery'.
Science EYFS: Developing Experts Scheme of Work KS1 and KS2: Kapow Scheme of Work	Changing seasons A unit to be taught across the year: observing how the natural world transforms through the year and recognising how these changes affect the weather, plants and animals. Animal adventures Exploring animals big and small on the school grounds and further afield, identifying similarities and differences and sorting animals into groups.	Introduction to plants Venturing outside, children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They use magnifying glasses to observe and name plant parts and draw and label diagrams of flowers. Children closely observe leaves and sort them into groups based on their appearance. They use non-standard units to measure leaf length and record their observations in a table. Pupils investigate if beans need water for growth and identify edible plant parts. Seasonal changes Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and our choices about outfits. They plan and carry out their own weather reports.	Light and shadows Identifying examples of light sources, children learn that light is needed to see and how its absence causes darkness. Children investigate reflection and shadow formation, including how different factors affect shadows. They explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light. Movement and nutrition Studying the human skeleton, children identify key bones and compare them to other animals explaining the role within the body. Pupils explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs. They study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.	Mixtures and separation Pupils explore different types of mixtures and the different methods that can be used to separate them. They dissolve a range of substances, identify different solutions and investigate how temperature affects the time taken to dissolve. They design and create a water filter, sieve soil and evaporate solutions. Properties and changes Broadening their experience of the properties of materials, children investigate hardness, transparency and conductivity and consider how these properties influence the uses of materials. They explore reversible changes, including dissolving and changes of state. Children compare these to irreversible changes, including rusting, burning and mixing vinegar and bicarbonate of soda.
PSHE/SRE Kapow Scheme of Work	Self-Regulation My feelings In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions. Building relationships: Special relationships In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individuals and explore diversity through thinking about similarities and differences.	Mixed Y1/2 planning Family and Relationships Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Looking at conventions of manners and developing an understanding of self-respect Mixed Y1/2 planning Citizenship Identify groups we belong to; explain the roles people have in the local community; discuss what makes a good school environment and recognise that everyone has a responsibility to maintain it.	Mixed Y3/4 planning Family and Relationships Learning about how to deal with friendship issues and identifying bullying and its effects, learning about the issues with stereotyping, considering physical and emotional boundaries and who to trust, thinking about how to support someone who has suffered a bereavement. Mixed Y3/4 planning Citizenship Learning about the importance of reusing and recycling; considering groups in the local community; understanding the role of the local council; understanding why we have rules and the consequences of breaking them; knowing about the rights that children have and human rights in general.	Mixed Y5/6 planning Family and Relationships Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement Mixed Y5/6 planning Citizenship Understanding what happens when the law is broken; learning how to recognise and challenge discrimination; understanding the waste hierarchy; recognising the contribution people make to our community; exploring the link between rights and responsibilities; learning how parliament works.
Art Kapow Scheme of Work	Drawing: Marvellous marks Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.	Craft and design: Map it out Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end	Sculpture and 3D: Abstract shape and space Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.	Sculpture and 3D: Interactive installation Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.

	<p><u>Optional Activities</u> <u>Autumn Crafts: Nature wreaths</u> Designing and making autumn wreaths using natural objects; exploring colour and pattern to crate individual designs.</p> <p><u>Winter Crafts: Threaded snowflakes</u> Making pipe-cleaner snowflakes; applying skills with threading, choosing colours and shapes to create patterns.</p> <p><u>Christmas Craft: Salt dough decorations</u> Manipulating salt dough and using a range of tools to create a Christmas decoration</p>	of the project, evaluate their design ideas, choosing the best to meet the brief.		
D&T Kapow Scheme of Work	<p><u>Structures: Junk modelling</u> Exploring and learning about various types of permanent and temporary join. Pupils are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</p> <p><u>Optional Activities</u> <u>Christmas: Sliding Santa chimneys</u> Children explore a simple paper slider mechanism as part of a practical example and then apply it to create their own sliding Santa chimney</p>	<p><u>Structures: Constructing a windmill</u> Inspired by the song, ‘Mouse in a windmill’, design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.</p>	<p><u>Cooking and nutrition: Eating seasonally</u> Pupils discover when and where fruits and vegetables are grown and learn about seasonality in the UK. They respond to a design brief to design a seasonal food tart using ingredients harvested in the UK in May and June.</p>	<p><u>Electrical systems: Doodlers</u> Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.</p>
Computing Kapow Scheme of Work	<p><u>Using a computer</u> The main parts of a computer, how to use the keyboard and mouse and logging in and out</p> <p><u>All about instructions</u> Learn to receive and give instructions and understand the importance of precise instructions</p>	<p><u>Online Safety Lesson 1: Using the Internet Safely</u> To recognise what the internet is and how to use it safely</p> <p><u>Online Safety Lesson 2: Online Emotions</u> To identify how people’s feeling and emotions can be affected by online content</p> <p><u>Improving mouse skills</u> Learning how to log in, navigate around a computer and develop mouse skills.</p> <p><u>Algorithms unplugged</u> Understanding what an algorithm is, follow precise instructions and debug an algorithm.</p>	<p><u>Online Safety Lesson 1: Beliefs, opinions and facts on the internet</u> Identifying the difference between fact, opinion and belief.</p> <p><u>Online Safety Lesson 2: Who should I ask?</u> Learning to speak to a responsible adult before sharing personal information online.</p> <p><u>Option 2: Computing systems and networks - emailing</u> Learning to use email safely and effectively by logging in and out, sending and editing messages with correct details, and adding attachments.</p> <p><u>Scratch</u> Learning to use loops to program an animation, a story and a game in Scratch.</p>	<p><u>Online Safety Lesson 1: Online Protection</u> Learning how applications can access personal information and how to alter permissions to limit the sharing of information with others online.</p> <p><u>Online Safety Lesson 2: Online communication</u> Learning the positive and negative aspects of online communication and how to use technology safely, respectfully and responsibly.</p> <p><u>Micro:bit</u> Learning to build animations by choosing blocks, predicting outcomes, and breaking programs into steps. Recognising key coding concepts and using them independently.</p> <p><u>Mars Rover 1</u> Identifying some of the types of data that the Mars Rover collects and how it is transmitted back to earth.</p>
Languages Year 3-6 Primary Languages Network Scheme of Work	<p><u>Let’s Sing</u> Explore core language through song. Greetings, colours, birthdays, numbers.</p> <p><u>Listen and join in</u> Listen and join in with core language. Name, feelings, colours, numbers, commands.</p>	<p><u>Greetings and numbers</u> Feelings, name, greetings. Numbers 1-10.</p> <p><u>Playground games</u> Explore key vocabulary through games that can be played in the playground. Numbers, sea creatures, days of the week.</p>	<p><u>Greetings, numbers, colours</u></p> <ul style="list-style-type: none"> Say a greeting Respond to a question about name or feelings Attempt a question - name or feelings Remember some numbers between 0-11 Say at least 4 colours <p><u>YEAR 3 OUTDOOR LEARNING UNIT</u> <u>Colours, classroom commands, calendar, celebrations</u></p> <ul style="list-style-type: none"> Read and say some adjectives of colour Recognise and say a day of week Attempt to copywrite accurately a day of week Recognise and say most months Attempt to write accurately an important month of year 	<p><u>Talking about us/school subjects</u></p> <ul style="list-style-type: none"> Say an extended sentence about how you are feeling with a reason Say a 3rd person singular sentence with details about someone else Recognise and say at least 5 school subjects Say and write an extended opinion about a school subject using a like/dislike verb <p><u>In the city, shopping, festive jumpers</u></p> <ul style="list-style-type: none"> Understand at least 5 places in the city/town nouns Say and write a simple sentence to describe what is in a town/city Can say and write the nouns for presents on a charity stall Can ask and answer politely to purchase an item Write a simple descriptive sentence about a festive jumper
Music Kapow Scheme of Work	<p><u>Exploring Sound</u> Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p> <p><u>Celebration music</u> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.</p>	<p><u>Keeping the pulse (My favourite things)</u> Children explore keeping the pulse together through music and movement, by exploring their favourite things.</p> <p><u>Tempo (Snail and mouse)</u> Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.</p>	<p><u>Instrumental unit</u> South Africa Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils’ rhythmic, singing and notation skills.</p> <p><u>Developing Singing Technique</u> (Theme: the Vikings) Learning to perform music as a team by following lyrics, recognising rhythms, adding sound effects.</p>	<p><u>Film Music</u> Exploring film music through discussion, musical elements, and creative composition using voice, instruments, and graphic scores.</p> <p><u>Ancient Egypt</u> <u>Composition notation</u> Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.</p>
Religion and Worldviews Kapow Scheme of Work	<p><u>Time to celebrate</u> (Adaptable unit to be delivered at an appropriate time in the year) Exploring the significance of various festivals, through stories, images and creative activities; learning about the customs and meanings behind these celebrations.</p> <p><u>What makes us special?</u> Exploring the different ways people are special; using stories, discussions and creative activities to learn about what makes themselves, people around them and in the community special.</p> <p><u>What are special times?</u> Discovering what special times are for different people; using pictures, stories and videos to explore the significance of Diwali and Christmas and how they are celebrated.</p>	<p><u>Introductory lesson - What do I believe?</u> A stand-alone Year 1/2 (Cycle A) introductory lesson outlining how to respectfully engage in Religion and worldviews lessons, introducing important vocabulary and key concepts.</p> <p><u>What do some people believe God looks like?</u> Exploring how other people understand God on Earth; considering different representations of God and understanding why this is challenging.</p> <p><u>How did the world begin?</u> Exploring a range of creation stories in imaginative ways, children present their own ideas using art and language. They consider how creation stories help some people understand what God is like.</p> <p><u>Additional celebration lesson: Why is Christmas important to so many Christians?</u> Recognising why Christmas is important to Christians by exploring some of the ways it is celebrated.</p>	<p><u>Introductory lesson: What are worldviews?</u> A stand-alone Year 3/4 (Cycle A) introductory lesson outlining how to respectfully engage in Religion and worldviews lessons, introducing important vocabulary and key concepts.</p> <p><u>What makes us human?</u> Children interpret and use art to express beliefs about spirituality, inner self and the soul. They also design the cover and blurb for a book titled ‘What makes us human?’</p> <p><u>Why is water symbolic?</u> Looking at water’s symbolic use and the many ways it is used in religious rituals and ceremonies.</p> <p><u>Additional celebration lesson: Why do many Christians think that Christmas is good news?</u> Considering how people in the nativity story would have reacted to the news of Jesus’ birth.</p>	<p><u>Introductory lesson: Does everyone have the same beliefs about God?</u> A stand-alone introductory lesson outlining how to respectfully engage in Religion and worldviews lessons, introducing important vocabulary and key concepts.</p> <p><u>Why do people have to stand up for what they believe in?</u> Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs, debating and analysing controversial issues.</p> <p><u>Why do Dharmic religions look different around the world?</u> Considering how culture, history, geography and tradition can influence religion and worldviews.</p> <p><u>Additional celebration lesson: Why do some people use different names for Jesus?</u> Investigating the different names and titles used for Jesus and what these mean for some Christians.</p>
Physical Education Complete PE Scheme of Work	<ul style="list-style-type: none"> Play: Playing through games Locomotion: Walking Ourselves Ball Skills: Hands 	<ul style="list-style-type: none"> Learning through play: Playing Games Locomotion: Running Ball Skills: Hands Dance: Heroes 	<ul style="list-style-type: none"> Games Sense: Invasion Dance: Wizards and Witches Outdoor Adventure: Communication and Tactics Games: Handball 	<ul style="list-style-type: none"> Games Sense: Invasion Dance: The Greeks Outdoor Adventure: Orienteering Games: Handball



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Spring Term				
Values	Respect		Faith	
	EYFS WHERE THE WILD THINGS ARE	Y1/2	Y3/4	Y5/6
Enrichment Visits and Visitors	<ul style="list-style-type: none">➤ UW: Fordhall Farm / Preston Montford➤ UW: Appleby's Dairy	<ul style="list-style-type: none">➤ History: Shrewsbury Museum in school Toys in Time➤ Science: Corner Exotics (in school visit)➤ Visit to Wem Library	<ul style="list-style-type: none">➤ History: Shropshire Museum Romans workshop➤ Science: Shropshire Hills Discovery Centre Rocks and Soils or Shropshire Museums: Rock-Detectives-Overview-KS2-2024.pdf➤ Visit to Wem Library	<ul style="list-style-type: none">➤ PSHE: Industry link - AICO Oswestry➤ Science: Inflatable planetarium - Marches or Xpolore - Stardome: Stardome - Xplore➤ Visit to Wem Library
Personal Development Whole School Enrichment Days	<ul style="list-style-type: none">➤ Safer Internet Day (February) JHW➤ Ramadan (February/March)➤ Eid al-fitr (March)➤ Holi Festival - link with Colour Run (March)➤ Science Week (March) JL➤ World Book Day (March) HR➤ KS2 Drama Club Performance (March / April) JHW/HH➤ Passover (April)➤ Vaisakhi (April)			
Geography Kapow Scheme of Work	<u>Outdoor adventures</u> Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.	<u>What is the weather like in the UK?</u> Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.	<u>Why do people live near volcanoes</u> Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.	<u>Would you like to live in the desert?</u> Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.
History Kapow Scheme of Work	<u>Adventures through time</u> Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.	<u>How have toys changed?</u> Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.	<u>British history 2:</u> <u>Why did the Romans settle in Britain?</u> Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.	<u>British history 5:</u> <u>What was life like in Tudor England?</u> Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.
Science EYFS: Developing Experts Scheme of Work KS1 and KS2: Kapow Scheme of Work	<u>Changing seasons</u> A unit to be taught across the year: observing how the natural world transforms through the year and recognising how these changes affect the weather, plants and animals. <u>I am a scientist</u> Encouraging curiosity, the children explore the natural world through hands-on investigation, discovering how processes and changes occur around us.	<u>Habitats</u> Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. Pupils explore global habitats, naming plants and animals that can be found there. They learn how a range of different living things depend on each other for food or shelter. Pupils explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy. <u>Life cycles and health</u> Studying the life cycles of various animals, children learn what animals need to survive and how they change over time. Pupils collect data that allows them to observe changes in their peers, while also developing their ability to take measurements and record data. They consider how scientific knowledge helps people to make healthy choices.	<u>Rocks and soil</u> Studying rocks and their properties, children learn how to classify rocks and identify how they were formed. They look at the work of palaeontologists to learn about fossil formation and use models to explore how fossils tell us about the past. Pupils investigate the physical properties of rocks and link these to their particular uses. Pupils also explore soil formation, separate soil using a sedimentation jar and test soil drainage. <u>Digestion and food</u> Using models, children describe the function of key organs in the digestive system. Pupils identify the types of human teeth to create their own model and investigate factors that impact our dental health. They compare human teeth to other animals' and consider this in the light of prior knowledge about predators, prey and food chains. Children take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition.	<u>Earth and space</u> Exploring some of the key celestial bodies in our Solar System, children learn their names and compare their movements. Pupils discover the relationship between the Earth's rotation and daylight, making models to represent their knowledge. They make their own sundials and consider how and why humans' ideas about the universe have changed over time. <u>Circulation and health</u> Studying the human circulatory system, children learn about the role of the heart, blood and blood vessels and use models to demonstrate their function. They explore how lifestyle choices affect our health and use secondary sources to advise patients. Pupils devise their own investigation to look at the relationship between exercise and heart rate, applying their knowledge of variables and then analysing secondary data to understand fitness better.
PSHE/SRE Kapow Scheme of Work	<u>Managing self: Taking on challenges</u> In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge. <u>Self-regulation: Listening and following instructions</u> In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.	<u>Mixed Y1/2 planning</u> <u>Health and Wellbeing</u> Understanding emotions, identifying our strengths and qualities, learning why we wash our hands and how to do so effectively, learning about the importance of sleep and relaxation for our wellbeing, learning how to stay safe in the sun and deal with allergic reactions, thinking about the people who help to keep us healthy <u>Mixed Y1/2 planning</u> <u>Economic Wellbeing</u> Learning about what money is, where it comes from and how people make money; understand the difference between wants and needs; how to keep cash safe; benefits of banks and building societies; understand that skills and interests help us decide what job to do	<u>Mixed Y3/4 planning</u> <u>Health and Wellbeing</u> Learning about how to stay healthy and how our diet affects our bodies and our teeth, identifying our strengths, learning how to celebrate mistakes and develop a growth mindset, considering how we can increase our happiness. <u>Mixed Y3/4 planning</u> <u>Economic Wellbeing</u> Considering spending decisions; learning about how to create a budget; recognising that money affects how we feel (Y3) and how we feel when money is lost (Y4); exploring jobs available; learning about gender stereotyping in the workplace.	<u>Mixed Y5/6 planning</u> <u>Health and Wellbeing</u> Learning about the importance of relaxation and sleep; understanding how to cope with failure; learning how to set goals and how to achieve goals; taking precautions while in the sun; healthy meals and ingredients; learning about different emotions and possible ways of dealing with a difficult situation. <u>Mixed Y5/6 planning</u> <u>Economic Wellbeing</u> Developing understanding about income and expenditure, borrowing, risks with money and researching different careers and considering the routes into them.
Art Kapow Scheme of Work	<u>Painting and mixed media: Paint my world</u> Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures. <u>Optional Activities</u> <u>Spring Craft: Petal mandala suncatchers</u>	<u>Sculpture and 3D: Paper play</u> Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.	<u>Drawing: Growing artists</u> Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form. YEAR 3 OUTDOOR LEARNING UNIT	<u>Painting and mixed media: Portraits</u> Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.

	<p>Learning about the patterns, colours and symbolism of mandalas to create a suncatcher version using collected leaves and petals.</p> <p><u>Easter Craft: Egg threading</u></p> <p>Applying skills in threading wool; making choices about patterns and colours; creating hanging Easter decorations.</p>			
<p>D&T</p> <p>Kapow Scheme of Work</p>	<p><u>Textiles: Bookmarks</u></p> <p>Developing and practising threading and weaving techniques using various materials and objects. Pupils look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their</p> <p><u>Easter: Hanging egg decoration</u></p> <p>After listening to the Easter story, and learning about the history of Easter eggs, pupils design and make their own Easter egg hanging decorations.</p>	<p><u>Textiles: Puppets</u></p> <p>Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.</p> <p>Example theme: Storybook character.</p> <p>Alternative theme: Easter animals</p>	<p><u>Digital world: Wearable technology</u></p> <p>Design, code and promote a piece of wearable technology to use in low light conditions, developing their understanding of programming to monitor and control products to solve a design scenario.</p>	<p><u>Mechanical systems: Making a pop-up book</u></p> <p>Creating a four-page pop-up storybook design incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.</p>
<p>Computing</p> <p>Year 1-6 Teach</p> <p>Computing Scheme of Work</p>	<p><u>Exploring Hardware</u></p> <p>Tinkering, exploring and learning to operate a camera</p>	<p><u>Online Safety Lesson 3: Always be kind and considerate</u></p> <p><u>To recognise how to treat others, both online and in person</u></p> <p><u>Rocket to the Moon</u></p> <p>Developing keyboard and mouse skills by designing rockets, creating digital materials lists, using drawing software and recording data.</p> <p><u>What is a computer?</u></p> <p>Exploring what a computer is by identifying and learning how inputs and outputs work and understanding how computers are used in the wider world.</p>	<p><u>Online Safety Lesson 3: When being online makes me upset</u></p> <p>Learning that sometimes online content can cause us to feel upset and that there are ways to deal with it.</p> <p><u>Option 2: Using iPads</u></p> <p>Learning how trailers promote stories by planning with a storyboard, using camera angles, and editing with text and transitions. Evaluating their own and others’ trailers to improve their work.</p> <p><u>Option 2: Website Design</u></p> <p>Learning to plan and build a clear, user-friendly web page using tools like Sway, with structured sections and a range of features.</p>	<p><u>Online Safety Lesson 3: Online Reputation</u></p> <p>Learning that online information about someone is often not always factually true.</p> <p><u>Mars Rover 2</u></p> <p>Learning how digital images use pixels and binary, saving files, understanding computer processes, and using 3D design tools safely and responsibly.</p> <p><u>Bletchley Park and the history of computers</u></p> <p>Exploring code-breaking at Bletchley Park, historical figures in computing, the evolution of computers, designing a computer of the future and creating an audio advert.</p>
<p>Languages</p> <p>Primary Languages</p> <p>Network Scheme of Work</p>	<p><u>Storytime - Goldilocks</u></p> <p>New language in the context of a familiar story: Family members, face parts, colours, numbers, hot/cold, big/small.</p> <p><u>Teddy Bear’s Picnic</u></p> <p>Core language with a bear theme. Happy/sad, counting, colours, commands, name, story</p>	<p><u>Minibeasts</u></p> <p>Nouns for minibeasts, numbers, colours, story about friendship, the butterfly cycle.</p> <p><u>Dinosaurs</u></p> <p>New and familiar language in a dinosaur theme. Nouns for dinosaurs, my name is..., colours, numbers, dinosaur habitats, story.</p>	<p><u>Animals</u></p> <ul style="list-style-type: none"> Remember and say animal nouns Write a simple sentence about a favourite animal Recognise a noun in a sentence <p><u>Carnival, using numbers, Easter time</u></p> <ul style="list-style-type: none"> Recall numbers 0-11 Recall personal info questions from Autumn 1 Say age Recall some months of year Recall some days of week Attempt to say and write the date 	<p><u>Healthy Eating, going to the market, fruit salad recipe</u></p> <ul style="list-style-type: none"> Remember and say familiar fruit/veg nouns Identify cognates and semi cognates (fruit/veg nouns) Say some numbers between 0 and 100 Participate in an at the market roleplay Follow simple instructions for a recipe Give simple instructions for a recipe <p><u>YEAR 6 OUTDOOR LEARNING UNIT</u></p> <p><u>Clothes, colours and fancy dress</u></p> <ul style="list-style-type: none"> Identify and understand clothes nouns Can say nouns for clothes accurately Can read and understand descriptive sentences about clothes
<p>Music</p> <p>Kapow Scheme of Work</p>	<p><u>Music and Movement</u></p> <p>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p> <p><u>Musical stories</u></p> <p>A unit based on traditional childrens’ tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.</p>	<p><u>Pitch (Superheroes)</u></p> <p>Learning how to identify high and low notes and to compose a simple tune to represent a superhero.</p> <p><u>Instruments (Storytelling)</u></p> <p>Children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</p>	<p><u>Instrumental Unit</u></p> <p><u>Caribbean</u></p> <p>Learning about the history and features of calypso music, performing a calypso-style song with voices and tuned percussion in multiple parts and playing from staff notation.</p> <p><u>Adapting and transposing motifs</u></p> <p><u>Theme: Romans</u></p> <p>Learning to create and perform musical motifs by singing in tune, playing patterns, and using notation. Developing skills in transposing, combining motifs, and performing confidently as a group.</p>	<p><u>Musical Theatre</u></p> <p>Children learn how singing, acting and dancing combine to create an overall performance.</p> <p><u>Them and variations</u></p> <p><u>(Theme: Pop Art)</u></p> <p>Developing rhythmic confidence, instrument recognition, and creative expression through group performance and musical interpretation.</p>
<p>Religion and Worldviews</p> <p>Kapow Scheme of Work</p>	<p><u>Why are some places special?</u></p> <p>Investigating what makes places special and significant to different people.</p> <p><u>What makes the world special?</u></p> <p>Exploring what makes the world around the children special, learning why the world can be special to both themselves and others.</p>	<p><u>Why should we care for the world?</u></p> <p>Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.</p> <p><u>YEAR 2 OUTDOOR LEARNING UNIT</u></p> <p><u>Why do we need to give thanks?</u></p> <p>Using a range of sources including survey data, children learn about beliefs around using offerings to show gratitude.</p>	<p><u>What makes some texts sacred?</u></p> <p>Exploring the different ways scriptures are used, what this shows about the value placed on them and why this might be.</p> <p><u>Who was Jesus really?</u></p> <p>Considering Jesus’ life and the significance of his death and resurrection.</p> <p><u>Additional celebration lesson: What can Easter teach about forgiveness?</u></p> <p>Investigating a range of sources including the Easter story, bible quotes and personal responses to find out what Easter can teach about forgiveness.</p>	<p><u>What happens when we die? (Part 1)</u></p> <p>From Abrahamic and non-religious perspectives, children interpret different sources of wisdom and beliefs about what happens when we die and the importance of funerals.</p> <p><u>What place does religion have in our world today?</u></p> <p>Exploring the place of religion personally, locally, nationally and globally.</p> <p><u>Additional celebration lesson: What might the Easter story suggest about life after death?</u></p> <p>A Year 5 optional lesson exploring the symbolism of Jesus’ resurrection to consider beliefs about death.</p>
<p>Physical Education</p> <p>Complete PE Scheme of Work</p>	<ul style="list-style-type: none"> Gymnastics: High and Low Gymnastics: Moving Dance: Nursery Rhymes Ball Skills: Hands 	<ul style="list-style-type: none"> Gymnastics: Wide, Narrow, Curled Ball Skills: Feet Health and Wellbeing Ball Skills: Hands 	<ul style="list-style-type: none"> Gymnastics: Canon and Unison Games: Basketball Games: Dodgeball Inclusion games: Boccia 	<ul style="list-style-type: none"> Gymnastics: Flight Games: Basketball Games: Dodgeball Inclusion games: Boccia



Lower Heath CE Primary School

Long Term Learning Pathway - Cycle A (2025-2026)



Summer Term				
Values	Love		Fellowship	
	EYFS PLANES, TRAINS AND AUTOMOBILES	Y1/2	Y3/4	Y5/6
Enrichment Visits and Visitors	<ul style="list-style-type: none">➤ UW: Visit to school by Fire Service and Air Ambulance➤ UW: Fordhall Farm / Preston Montford	<ul style="list-style-type: none">➤ History: Cosford Museum➤ Geography: Visit to the seaside (Llandudno?)➤ Science: Preston Montford - Trees and Plants KS1 Trees and Plants - Field Studies Council	<ul style="list-style-type: none">➤ Residential: One/two nights. (Preston Montford/Boreatton Park/Conover JCA Adventure)➤ Computing: Xplore - Lego Coding LEGO Coding WeDo 1.0 - Xplore	<ul style="list-style-type: none">➤ City Residential (alternative places of worship) - Manchester➤ Geography/Science: Xplore in school: Decarbonisation Decarbonisation - Xplore
Personal Development Whole School Enrichment Days	<ul style="list-style-type: none">➤ Mental Health Awareness Week (May) GK➤ Vesak (May)➤ Pentecost (June) HR➤ World Environment Day (June) JL➤ World Music Day (June) HH 19th June➤ Careers Week HR➤ Whole School Sleepover - Final week of summer term			
Geography Kapow Scheme of Work	Children will develop an understanding of some transport types and simple journeys. They will begin to think about carrying out, and mapping, simple journeys. They will recognise, for example, that a plane is used to travel to places further away. Pupils will know what Prees/Whitchurch/Wem train station and Liverpool/Manchester airport look like and some of the key features of these.	<u>What can you see at the coast?</u> Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.	<u>Why are rainforests important to us?</u> Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.	<u>Where does our energy come from?</u> Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.
History Kapow Scheme of Work	Children will begin to develop an understanding of how transport has changed over time. They will use photographs and models to support them with this.	<u>How did we learn to fly?</u> Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.	<u>British history 3:</u> <u>How hard was it to invade and settle in Britain?</u> Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.	<u>British history 6:</u> <u>What was the impact of World War II on the people of Britain?</u> Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources. YEAR 4 OUTDOOR LEARNING UNIT
Science EYFS: Developing Experts Scheme of Work KS1 and KS2: Kapow Scheme of Work	<u>Changing seasons</u> A unit to be taught across the year: observing how the natural world transforms through the year and recognising how these changes affect the weather, plants and animals. <u>Our beautiful planet</u> Exploring outdoors, children discover the wonders of the natural world. They plant seeds, mix plants in the mud kitchen and learn to care for our beautiful planet.	<u>Plant growth</u> Carrying out comparative tests, pupils identify the conditions required for seed germination and compare these to the survival needs of plants in later growth phases. Pupils use rulers to measure stem growth and record data in a table. They use their results to conclude that plants need water, light and a suitable temperature to grow and stay healthy. Children identify the stages in a plant's life cycle and discover how humans impact plants in the environment. <u>Making connections</u> Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.	<u>Electricity and circuits</u> Exploring appliances that use electricity in their setting, children learn how to work with electricity safely and build circuits. Pupils investigate electrical conductors and insulators and explore the relationship between the number of bulbs and bulb brightness. Real scenarios and historical discoveries inform children about scientific progression and home safety. <u>Making connections</u> Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.	<u>Light and reflection</u> Proving that light travels in a straight line, children use this information to explain observations of reflection and shadows. They explore how our eyes allow us to see and how mirrors can be used in a variety of ways. Pupils investigate factors affecting the size of shadows and the laws of reflection. Children apply what they have learned about light by exploring real-life uses of mirrors. <u>Making connections</u> Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.
PSHE/SRE Kapow Scheme of Work	<u>Building relationships: My family and friends</u> In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend and how we need to listen to one another. <u>Managing self: My wellbeing</u> In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.	<u>Mixed Y1/2 planning</u> <u>Safety and the changing body</u> Learning how to communicate safely with adults; considering who keeps us safe in our community; learning steps to crossing the road safely; identifying which substances should or should not go in the body; learning how to call 999; knowing the difference between secrets and surprises; learning about appropriate and inappropriate contact <u>Mixed Y1/2 planning</u> <u>Transition</u> An end of year transition lesson where Year 1 consider the skills they have developed throughout the year whilst Year 2 ask questions to help them deal with the change ahead.	<u>Mixed Y3/4 planning</u> <u>Safety and the changing body</u> Learning about being kind and staying safe online; learning how to identify and deal with cyberbullying; understanding the difference between secrets and surprises; learning how to treat bites and stings; considering who influences our choices; learning about road safety and how to call the emergency services (Y3); thinking about how our bodies change as we go through puberty (Y4) <u>Mixed Y3/4 planning</u> <u>Transition</u> This transition lesson is designed to help pupils with the change that comes from moving year groups. Year 3s consider targets for the following year and Year 4 learn about opportunities and responsibilities that they may face in Y5/6.	<u>Mixed Y5/6 planning</u> <u>Safety and the changing body</u> Learning about online friendships and how to stay safe online; drugs, alcohol and tobacco and the influences that others have on us; how to deal with a choking emergency and understanding puberty and menstruation (Y5) and conception, pregnancy and birth (Y6). <u>Mixed Y5/6 planning</u> YEAR 6 ONLY <u>Identity</u> Two lessons for Y6 pupils with presentations and classroom resources on the theme of personal identity and body image. <u>Mixed Y5/6 planning</u> <u>Transition</u> In this end-of-year transition lesson, pupils consider the opportunities that their new year group brings and Year 6 pupils also express their worries about the move to secondary school.
Art Kapow Scheme of Work	<u>Sculpture and 3D: Creation station</u> Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors. <u>Optional Activities</u> <u>Summer Craft: Salt painting</u> Painting imaginative designs with salt; experimenting with colour and texture; describing the processes they have used.	<u>Drawing: Make your mark</u> Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman. YEAR 1 OUTDOOR LEARNING UNIT	<u>Craft and design: Fabric of nature</u> Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.	<u>Drawing: Make my voice heard</u> On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.

D&T Kapow Scheme of Work	<p><u>Structures: Boats</u> Exploring what is meant by ‘waterproof’, ‘floating’ and ‘sinking’, pupils experiment and make predictions with various materials to carry out a series of tests.</p> <p><u>Optional Activities</u> <u>Summer: Making a rainbow salad</u> After revisiting health and safety rules, pupils design, prepare and evaluate the ingredients to create their own rainbow salad.</p>	<p><u>Cooking and nutrition: Smoothies</u> Handle and explore fruits and vegetables and learn how to identify fruit, before undertaking taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging.</p>	<p><u>Structures: Pavilions</u> Exploring pavilion structures, children learn about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.</p> <p>YEAR 4 OUTDOOR LEARNING UNIT</p>	<p><u>Cooking and nutrition: Developing a recipe</u> Learning a simple Bolognese recipe and developing it.</p>
Computing Year 1-6 Teach Computing Scheme of Work	<p><u>Programming Bee-Bots</u> Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware.</p> <p><u>Introduction to data</u> Sort and categorise data and learn about branching databases and pictograms</p>	<p><u>Online Safety Lesson 4: Posting and sharing online</u> To recognise the importance of being careful when posting and sharing online.</p> <p><u>Online Safety Lesson 5: How much time should we spend on technology?</u> Discuss ways to balance time spent online and offline.</p> <p><u>Algorithms and debugging</u> Developing an understanding of what algorithms are, how to program them and how they can be developed.</p> <p><u>Word Processing</u> Exploring word-processing software by using keyboard shortcuts, importing images and applying simple editing tools such as bold, italics, underlining and font colour.</p>	<p><u>Online Safety Lesson 4: Sharing of information</u> Learning about privacy setting and discovering which devices share personal information.</p> <p><u>Online Safety Lesson 5: Rules of social media platforms</u> Discovering how to protect personal information on social media platforms.</p> <p><u>Further coding with Scratch</u> Creating a simple script in Scratch, using decomposition and understanding what variables are.</p> <p><u>Computational thinking</u> Learning to solve problems using computational thinking by recognising patterns, understanding code blocks, and creating simple Scratch programs with shapes and games.</p>	<p><u>Online Safety Lesson 4: Online Bullying</u> Learning the differences between online and offline bullying and how to deal with online bullying.</p> <p><u>Online Safety Lesson 5: Online Health</u> <u>Exploring AI</u> Exploring what AI is and how it generates text, images and code, learning about creating and refining prompts to improve AI responses, while also considering the ethical implications of AI and its potential to replace human roles.</p> <p><u>Inventing a product</u> Learning to adapt code, design with CAD, and create persuasive websites and videos, while evaluating online information for accuracy.</p>
Languages Primary Languages Network Scheme of Work	<p><u>Storytime - Jack and the beanstalk</u> New language in the context of a familiar story. Name, big/small, animals, numbers, growing a plant, commands</p> <p><u>Holiday time!</u> New vocabulary in the context of going on holiday: Transport, numbers, colours, weather (hot/cold), beach/mountain</p>	<p><u>Plant pot story</u> Growing a plant story, commands, sequencing. Rhyme about sunshine, joining in, creating own rhyme.</p> <p><u>Mr Biscuit</u> Body parts, actions, numbers, colours, healthy biscuit recipe.</p>	<p><u>Fruit and vegetables, Hungry Giant</u></p> <ul style="list-style-type: none"> Understand and say fruit/veg nouns Recall numbers 0-15 Count fruits Understand, enjoy, join in with story and board game Ask politely for an item Attempt to write a simple sentence using conjunction “and” <p><u>Going on a Picnic</u></p> <ul style="list-style-type: none"> Identify and understand familiar colours in a sentence Remember and say familiar colours Understand and join in with a story <p><u>Aliens in France</u></p> <ul style="list-style-type: none"> Ask the question “Where do you live/ Respond to the question with “I live in...” 	<p><u>Out of this World</u></p> <ul style="list-style-type: none"> Understand information on a simple ID card Ask and answer details about identity Recognise planets in target language Use adjectives accurately to describe planets Read and understand simple facts about the planets Recall and use prior learning to create a simple imaginary planet description. <p><u>Going to the Seaside</u></p> <ul style="list-style-type: none"> Understand and say nouns for beach bag items Use sentence starters to create a sequence of sentences Use “you can” + infinitive of a verb to create a persuasive sentence Say/write extended sentences to describe a day at the seaside
Music Kapow Scheme of Work	<p><u>Transport</u> Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.</p> <p><u>Big band</u> Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>	<p><u>Singing (On this island)</u> Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p> <p><u>Pitch (Musical Me)</u> Exploring the song ‘Once a Man Fell in a Well’, playing it using tuned percussion and reading simple symbols representing pitch.</p>	<p><u>Body and Tuned Percussion</u> (Theme: Rainforests) Learning to structure music by identifying layers, playing sequences in time, and combining rhythms and melodies to create full pieces with multiple parts.</p> <p><u>Jazz</u> Learning to perform and compose jazz music by playing off-beat rhythms, improvising responses, and creating motifs with swung quavers and syncopation.</p>	<p><u>Songs of World War Two</u> Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p> <p><u>Leavers’ songs</u> <u>Composing and performing</u> Children spend the topic creating their very own leavers’ song personal to their experiences as a class.</p>
Religion and Worldviews Kapow Scheme of Work	<p><u>Why are some things special?</u> Exploring special things, children will discuss what is special to them and why prayer beads, symbols, books and candles can be special to others.</p> <p><u>Why are some stories special?</u> Discussing favourite stories and exploring why some stories are special to other people.</p>	<p><u>How do we know some people feel a special connection to a god?</u> Exploring how we know that some people are believed to have a special connection to God through looking for clues in religious stories.</p> <p><u>What is a prophet?</u> Investigating stories that show the characteristics of a prophet and what a prophet might mean to some people.</p>	<p><u>Why is fire used ceremonially?</u> Exploring the symbolism of fire in ceremonies and for remembrance.</p> <p><u>Why is the Bible the best-selling book of all time?</u> Exploring the history of the Christian Bible and investigating its relevance to many Christians today.</p>	<p><u>What happens when we die? (Part 2)</u> Continuing to investigate concepts relating to death and exploring the concepts of reincarnation and karma.</p> <p><u>Who should get to be in charge?</u> Exploring how leaders can be chosen for leadership characteristics.</p>
Physical Education Complete PE Scheme of Work	<ul style="list-style-type: none"> Locomotion: Jumping 1 Ball Skills: Feet Games for Understanding Rackets, Bats, Balls and Balloons 	<ul style="list-style-type: none"> Locomotion: Jumping Rackets, Bats and Balls Games for Understanding Dance: Growing 	<ul style="list-style-type: none"> Dance: Wild Animals Game Sense: Net/Wall Athletics Rounders Swimming 	<ul style="list-style-type: none"> Dance: Street Art Game Sense: Net/Wall Athletics Rounders Swimming