



HARRODIAN

10S (YEAR 6)
CURRICULUM HANDBOOK
2025 - 2026

INTRODUCTION

The purpose of this handbook is to provide parents with concise information about the subjects taken by the 10s (Year 6 pupils) at Harrodian.

Pupils will be studying the following subjects:

- Art and Design
- Computing
- Drama
- English
- French
- Geography
- History
- Latin
- Mathematics
- Music
- Religious Studies
- Science
- Personal, Social, Health and Economic Education (PSHE)
- Sports

Each department is responsible for implementing marking, assessment and recording within their department, which conforms to school policy. At the beginning of the academic year all subject teachers will explain to pupils how their work will be marked and assessed.

Homework in the 10s should take approximately 50 minutes per night. It may consist of 10 minutes' Mathematics plus 10 minutes' reading and spellings daily. There will also be the opportunity to undertake some independent research or project work, which may take a further 35 minutes, per night. This will be directed by the subject teacher. Homework will be written by the pupil, in their School Planner.

Pupils will be assessed on an ongoing basis as well as more formally by end of unit or module tests together with end of year examinations in some subjects. Written reports will be uploaded onto the Parent Portal and parents will also be invited to attend two Parents' Evenings where pupil progress can be discussed with subject teachers. There will also be the opportunity to meet Form Teachers, the Head of Year and Head of Lower Prep, if required.

Should you require further information, please do not hesitate to contact the relevant Head of Department or me for assistance.

Mr W Rodricks
Head of Studies (Lower)

ART AND DESIGN

Art, craft and design embody some of the highest forms of human creativity. Art and design education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will develop critical thinking and a deeper understanding of art and design. They will appreciate how art and design both reflect and shape history and contribute to culture, creativity and national identity.

The 10s curriculum for Art and Design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

Term 1: Drawing and Printing

- Refine drawing skills with a focus on detailed observation.
- Develop and apply printing techniques.
- Produce a final piece combining drawing and printing.
- Use printing methods to explore form and shape.
- Continuously adapt and refine work.

Term 2: Drawing and Painting

- Build confidence and control with drawing tools.
- Use shading to add depth and texture. Explore proportion, scale and colour mixing.
- Study and apply artists' techniques, focusing on shape, line and colour.
- Develop observational drawings using line and tone.
- Creatively combine drawing, painting and traditional techniques.

Term 3: Mixed Media

- Create mixed media artwork inspired by studying and applying artists' techniques.
- Create layered, textured collages with mixed media, use pattern and texture to enhance designs.

Critical Thinking and Reflection

- Develop the ability to discuss and evaluate their own work and that of others.
- Use appropriate artistic vocabulary when analysing works of art.
- Understand how historical and cultural influences shape different art forms.

Assessment and Attainment Targets

Assessment is carried out throughout the year according to the school guidelines and criteria. Both written and verbal assessment are used, providing pupils with immediate feedback, as well as an opportunity to reflect upon their work in a deeper manner.

By the end of 8s pupils should:

- Demonstrate increased confidence and proficiency in various artistic techniques.
- Show originality and creativity in their own work.
- Analyse and evaluate art using appropriate language.
- Understand and appreciate the work of artists, craft makers and designers

The 10s curriculum provides a structured yet flexible framework to ensure a balanced and enriching art education, fostering creativity, skill development and an appreciation of artistic heritage.

Resources

Pupils will create sketchbooks to record their observations and use them to review and revisit ideas.

COMPUTING

Topics to be covered this year:

Term One

- Online safety and digital literacy: what to do if there is a problem and privacy settings
- The main components of a computer: present on the main parts that make up a computer including CPU, memory and hard drive, using more advanced multimedia skills, including hyperlinking from a “home page”
- Coding skills: use Scratch to develop a game, working with variables, loops and coordinates

Term Two

- Coding challenge: use Logo, a basic textual coding language, to create patterns using loops and procedures
- Spreadsheets: learn to use features of spreadsheets, such as copying formulas and using graphs, to investigate problems

Term Three

- Using the internet: search engines, researching information, referencing findings, skim-reading, understanding bias
- Learn to use basic HTML to build a webpage with images, headings and paragraphs

By the end of the year pupils should be able to:

- understand that pictures are out of one’s control once posted online
- download resources from the internet and be able to use, understanding the terminology, a browser, a search engine, a bookmark, a URL, a search bar
- use advanced features of a word processor such as text wrapping and borders
- use formulae to create a mathematical model on a spreadsheet
- type with increased speed and accuracy
- use advanced features of a multimedia authoring package such as inserting hyperlinks
- use Scratch coding environment to create characters that can move independently and interact with other elements

Assessment and Marking

Assessment for each pupil is largely based on the quality of their finished work, attitude in lessons and ability to work independently. There is one test towards the end of the year, but no formal examination.

Resources

Each pupil will each have access to a computer. Links and tutorials will be available via Google Classroom.

DRAMA

Topics to be covered this year:

- Characterisation techniques
- Ernie's Incredible Illucinations
- Revolting Rhymes
- The Visit
- Storytelling
- Creating tension in drama: Jacques Lecoq

By the end of the year pupils should:

- have developed and consolidated their understanding of the terms and ideas of Drama
- have had the opportunity to work in pairs, groups and individually
- have had the opportunity to explore a text through improvisation
- begin to grasp particular aspects of script work and line learning
- be able to identify some features of a drama script
- be aware of the relationship between performer and space

Trips

There will be the opportunity for pupils to attend a theatre trip during the year.

Assessment and Marking

Assessment in Drama is ongoing. Evaluative feedback and comments for improvement are given constantly to both individuals and groups.

ENGLISH

Topics to be covered this year:

Comprehension and composition: narrative based on historical fiction and adventure stories, biography and auto-biography, balanced persuasive writing and argument, introduction to Shakespeare

Grammar and punctuation: complex sentences, use of colon, hyphens, dashes, brackets and inverted commas, language conventions in non-fiction writing, extending vocabulary

Phonics, spellings and vocabulary: to use, learn and consolidate spelling strategies and rules

By the end of the year pupils should be able to:

- punctuate writing, using full stops, capital letters, commas, question and exclamation marks, colons, hyphens, dashes, brackets and inverted commas correctly
- use well-chosen phrases, adventurous and precise vocabulary, sentence variation or figurative language to contribute to the effectiveness of their writing
- secure control of multi-clause sentences and manipulate them to achieve different effects
- plan quickly and effectively, including a conclusion and paragraphs to distinguish the structure of different texts; in non-fiction structures, write appropriately, including relevant introduction and clear presentation of information leading to a well-drawn conclusion
- edit work - enhancing, deleting and evaluating
- read and analyse a range of fiction and non-fiction using inference, deduction and making reference to the text
- spell using a range of rules, conventions and independent spelling strategies
- write with appropriate pace and use a fluent, joined handwriting script

Trips

The English Department aims to arrange one trip or visit for each year group; however, this depends on the availability of appropriate plays and on the demands of the school calendar.

Assessment and Marking

Pupils' work will be marked and assessed at regular intervals using common abbreviations and in accordance with departmental guidelines. Types of marking will include: right or wrong marking; directed marking and editing by pupils; quality teacher marking which will include positive comments and targets for improvement. Assessments will be formative and ongoing throughout the year based on a range of evidence in pupils' books. Formal assessment will be termly reading and writing tasks and an examination during the Summer Term.

Textbooks

A variety of textbooks and resources are used throughout the year. Dictionaries and thesauruses are available in all classrooms.

FRENCH

Topics to be covered this year:

- Greetings and personal information
- Family members and friends
- Describing yourself and others. Project: A famous French speaking person
- Likes and dislikes (sports and leisure activities)
- Numbers, days of the week, months and seasons
- Special days and festivals
- Telling the time
- Describing a classroom
- School subjects and school opinions
- School uniform
- The school day
- Learning about a typical French school
- Project work
- Phonics and phonemes

By the end of the year pupils should be able to:

- use orally, pronounce correctly, recognise in the written form, understand and write key sounds, words and structures related to the topics covered
- ask questions using key question words and correct grammar structures and answer questions
- describe a classroom using prepositions
- understand and give information about people such as physical descriptions, birthday dates, what they like and what sports they do
- express opinions on topics such as sports and school subjects
- count in French, give and understand dates and ages
- understand and know some key information about important festivals and celebrations in France
- sing one French song
- have a sound knowledge of basic French grammar, specifically the gender of nouns, adjectival agreements, some prepositions, possessive adjectives, negatives, the use of connectives, key question words, and the use of the present tense with some regular and irregular verbs

Assessment and Marking

Pupils' progress will be assessed on a regular basis with small tests focussing usually on one skill. At the end of each unit, a more thorough assessment will be done and pupils will be tested on a minimum of three skills (out of four: reading, writing, listening and speaking). Pupils will also sit a final assessment in the four skills during the Summer Term. Pupils will receive a grade or mark as well as feedback and targets.

Textbook

Dynamo 1

GEOGRAPHY

Topics to be covered this year:

Term One

- United Kingdom
- Map skills

Term Two

- Food and Farming

Term Three

- Brazil
- Fantastic places

By the end of the year pupils should be able to:

- review OS map skills
- locate major cities and counties in the UK
- describe the different types of farming
- describe the changes which have occurred in farming
- recognise that farms have diversified into other areas of economic activity
- describe where our food comes from and calculate food miles
- describe the human and physical features of Brazil
- explore a variety of unique places around the world such as the Tasmanian totem pole

Trips

- A fieldtrip to Rushall Farm, Berkshire, will support the Food and Farming unit of work.
- A cross-curricular trip with Science to Kew Gardens to look at tropical rainforests and plant adaptations.

Assessment and Marking

Pupils will receive a teacher comment and a target for improvement for each piece of work. These targets correspond to the list pasted into the front of pupils' exercise books. Teaching staff are available at the end of lessons, break and lunch times to provide extra help. Formal assessment will take the form of written assignments, group work and end of unit tests.

Textbook

Pupils use a variety of geographical textbooks and resources during lessons.

HISTORY

Topics to be covered this year:

Medieval Realms

- Edward the Confessor and the Succession
- 1066 and the Battle of Hastings
- How did the Normans keep control? The Feudal System, Castles and The Domesday Book
- The Story of Thomas Becket
- King John and the Magna Carta
- Development of Parliament
- Village and Town Life
- The Black Death and the Peasants' Revolt
- Richard II and the Princes in the Tower
- Henry Tudor and the Battle of Bosworth

By the end of the year pupils should:

- understand the defining moments in Medieval England
- have learnt how to write structured essays and have developed skills in using historical evidence (sources)

Assessment and Marking

Books will be marked at least once a fortnight and pupils will receive either a written comment and target or, for more substantial assessments, a letter grade for attainment and a number grade for effort. There will be formal assessments based on essay writing and source analysis, but no end of year examination. Regular factual tests will be marked numerically.

Textbook

'Invasion, Plague and Murder' by Aaron Wilkes.

LATIN

Topics to be covered this year:

Term One

- Background: Caecilius' household; houses; daily life and food; town life and business
- Grammar: Word order in sentences with and without *est*; Nominative singular; Accusative singular

Term Two

- Background: The forum in Pompeii; finance and the law courts
- Grammar: 1st and 2nd person singular present, including *sum*, *es*

Term Three

- Background: The theatre; actors and performances; pantomime; comedy
- Grammar: Nominative plural, 3rd person plural present

By the end of the year pupils should:

- have mastered some of the basics of Latin grammar and be able to translate a basic Latin passage and comprehend longer and more grammatically complex passages
- understand how the ending of a verb shows who is doing the action
- have learnt about many new aspects of Roman life and culture and how these have influenced modern culture
- be able to recognise Latin roots in the English language (and other European languages)

Trips

There will be a Roman army workshop day in the Summer Term.

Assessment and Marking

Pupils will receive a teacher comment and a target for improvement for their next piece of work. These targets correspond to the list pasted into the front of pupils' exercise books. On receipt of their books, pupils must write out their target in full. Teaching staff are available at the end of lessons, break times and during the weekly department drop-in session. Formal assessment will take the form of written assignments, group work and end of unit tests.

Textbook

Cambridge Latin Course Book 1

MATHEMATICS

Topics to be covered this year:

Number and place value, addition and subtraction, multiplication and division, fractions, decimals and percentages, ratio and proportion, algebra, measurement, properties of shapes, position and direction, statistics.

The topics are taught and revisited termly, progressing in level of attainment and kinds of strategies involved. Problem solving activities are introduced each term.

By the end of the year pupils should be able to:

Number and Place Value

- read, write, order and compare numbers to 10,000,000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context and calculate intervals across zero
- solve number and practical problems that involve all of the above

Addition, Subtraction, Multiplication and Division

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with (mixed operations and) large numbers
- identify common factors, common multiples and prime numbers
- use knowledge of the order of operations to carry out calculations involving the four operations (BIDMAS)
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of the problem, an appropriate degree of accuracy

Fractions, Decimals and Percentages

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions greater than 1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form
- divide proper fractions by whole numbers
- associate a fraction with division and calculate decimal fraction equivalents for a simple fraction
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000, giving the answers up to 3 decimal places

- multiply one-digit numbers with up to two decimal places by whole numbers; use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Ratio and Proportion

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- solve problems involving the calculation of percentages and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- use simple formulae

Algebra

- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables

Measurement

- solve problems which require answers to be rounded to specified degrees of accuracy
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area (and volume) of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres, cubic metres, etc.

Properties of Shapes

- draw 2D shapes using given dimensions and angles
- recognise, describe and build simple 3D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Position and Direction

- describe points on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

Assessment and Marking

Both written and verbal assessment are used throughout the year, providing pupils with immediate feedback as well as an opportunity to reflect upon their work in a deeper manner. End of topic tests are used in combination with ongoing teacher assessment to determine progress and attainment within each topic. A formal end of year assessment provides a summation of the year's work and offers year-on-year progress as well as end of year attainment.

MUSIC

Topics to be covered this year:

Singing and performing: Pupils will learn a broad range of songs as a class, including those that involve syncopated rhythms, with a sense of ensemble and performance. They will develop round singing into three and four parts. Pupils will learn to play melodies on keyboards and tuned percussion, following staff notation written on one stave. Pupils will continue to explore the use of chords or a bass line.

Composing: Pupils will extend improvisation skills, creating music with multiple sections that include repetition and contrast, using tuned percussion, body percussion and keyboards. Pupils will learn to compose melodies and add simple chordal accompaniment.

Listening: Pupils will study pieces from a variety of styles including western classical music, film music, popular music, experimental music and world music and explore the stories, origins, traditions, history and social context of the music they are listening to.

By the end of the year pupils should:

- be able to sing with a sense of ensemble and performance, observing phrasing, accurate pitching and appropriate style as well as adding dynamic contrasts
- show a developing understanding of triads and be able to play some simple chord progressions on keyboards
- have developed their score reading skills to include an understanding of a wide variety of rhythm values and their rests
- have developed their knowledge of music from a variety of styles and understand some aspects of their traditions, history and social contexts

Assessment and Marking

Practical and written work will be assessed through teacher feedback and peer assessment.

Co-curricular Music

Pupils are encouraged to take part in the Lower Prep Choir (8s, 9s and 10s choir) which is run as a lunchtime club.

Pupils playing drums, woodwind, brass or string instruments are encouraged to participate in one of the many school clubs.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

In the Lower Prep, we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development. The Jigsaw Programme offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our pupils' learning in this vital curriculum area. Jigsaw is sequential - the six puzzles (units) start at the beginning of the school year, change each half term and incorporate key developmental themes.

In order to embed a spiral approach to learning, Jigsaw is also used in the Pre-Prep and Upper Prep, resulting in children building on their prior knowledge in an age appropriate and relevant way. The content is pupil driven and is in line with the most recent national guidance from the DfE. The main aim of PSHE is to empower young people to understand themselves and their minds in order to combat stress, pressure and influences that may cause them harm, and know how to lead healthy, happy, fulfilling lives. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Topics Covered:

These topics are revisited each year and developed appropriately for each age group.

- Being Me in My World - 'Who am I and how do I fit?'
- Celebrating Difference - respect for similarity and difference, anti-bullying and being unique
- Dreams and Goals - aspirations, how to achieve goals and understanding the emotions that go with this
- Healthy Me - being and keeping safe and healthy
- Relationships - building positive, healthy relationships
- Changing Me - coping positively with change

By the end of the year pupils should be able to:

- understand how to be a good friend and respect people's personal space
- respect and value differences between people
- understand how to care and respect others
- understand different types of committed relationships
- understand how to keep healthy through diet, sleep, hygiene and mental wellbeing
- learn how to cope with feelings and change

We also arrange additional experiences to further support pupils' development from external companies, which include:

- Social Media and Online Safety workshops
- Age appropriate relationships and sex education workshops
- Residential and team-building trips

RELIGIOUS STUDIES

Golden Thread: The Concept of 'Love'

Topic to be covered this year:

In the 10s, pupils explore religious conceptions of 'love' (with a greater emphasis placed on the Abrahamic religions of Christianity and Islam). The focus begins by looking at love as expressed through the life of Jesus and Bible stories such as the Good Samaritan, before moving to explore love as devotion and submission in the lives of Muslims. In the Summer Term, pupils' explore what holds humanity together through a NATRE-led nationwide 'Spirited Arts' project.

Enquiry 1: How should we understand the concept of 'love'?

The unit focuses mainly on 'love' between humans in a Christian context, drawing heavily on the parable of the Good Samaritan. However, the teachings and interpretations explored are also compared to conceptions of 'love' evident in Buddhist, Sikh and non-religious contexts.

Enquiry 2: What does it mean to be 'Muslim'?

Starting with the idea that to be a Muslim is to be in 'submission to the will of Allah', pupils explore how devotion and love is expressed through Islamic beliefs and practices. Having explored the fundamental pillars of the religion, pupils then look beyond its theological basis to see how compassion among Muslims and non-Muslims has been strived for.

Enquiry 3: "Where is God?": How can people express the spiritual through the arts?

Based on the NATRE theme "Where is God?", pupils research, plan and produce an artwork alongside an extended written commentary that responds to the theme selected.

Trips

Trip to Wallace Collection for 'Sacred Art: Art & RE' session.

Homework

Pupils in the 10s, 11s, 12s and 13s receive one piece of homework on a weekly basis.

By the end of the year pupils should:

be able to explain core beliefs in Islam and Christianity and understand the centrality of 'love' and it's broad role within these religions. They will be familiar with some religious text and other sources of authority and will be able to explain their impact on religious believers. They will have engaged with the spiritual and its role in art.

Assessment and Marking

Each unit is assessed using a variety of methods, including short-answer tests, long-form writing and artwork. Pupils will receive either a written comment and target or, for more substantial assessments, a letter grade for attainment and a number grade for effort. There is no end of year examination.

Textbooks

None

SCIENCE

Topics to be covered this year:

- Evolution and inheritance
- Light and shadows
- The circulatory system and healthy living
- Science Week
- Electricity
- Acids and alkalis
- Plants and animals; classification of living things
- 2 lab taster lessons to help with the transition to Upper Prep

By the end of the year pupils should be able to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
- give reasons, based on evidence from comparative and fair tests, for specific uses of everyday materials, including metals, wood and plastic
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Assessment and Marking

Classwork and homework will be marked with comments and explanations to help pupils understand how to improve their work. Teaching staff are also available after school, to discuss pupils' work and give further help and guidance. Pupils will complete regular progress checks and there will be an examination during the Summer Term.

The curriculum may change during the year due to implementation of updated Science materials.

SPORTS

PE and Sport lessons should aim to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Topics to be covered this year:

Term One

- Swimming and Health Related Fitness
- Football, Netball and Cross Country

Term Two

- Dance and Gym (GymRun)
- Hockey, Football, Rugby and Cross Country

Term Three

- Swimming and Athletics
- Strike and Field/Net Games eg. Cricket and Tennis

By the end of the year pupils should:

- have explored all techniques and vocabulary relevant to the activities covered, developing practical and theoretical skills in order to be successful
- continue to develop their understanding of the rules necessary to perform effectively and how to apply tactics in response to these rules
- continue to develop skilful attacking and team play, developing fluency and timing in order to work well as a team when attacking and defending
- think about how to use skills, strategies and tactics to outwit the opposition using team play
- be confident to enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'
- be making good decisions about which techniques to use in specific situations
- begin to develop interpersonal skills pertinent to sport ie communication skills, listening skills, sharing, co-operation and leadership

Extra-Curricular Activities

There are competitive intra-school and inter-school fixtures available in the main sports of the term. There are also lunchtime and morning clubs in each sport to augment the contact time of each pupil per week. There is a busy fixtures programme for all pupils, at a range of performance levels, which takes place during the week as well as at the weekends. Pupils are given access to and contacts for outside clubs.

Assessment and Marking

Marks will be given for attainment, and effort, each term. Marks are accompanied by a comment or explanation to help pupils and parents understand how to improve levels of performance. Pupils are continually assessed in four strands of learning - Acquiring and Developing Skills; Selecting and Applying Skills, Tactics and Compositional Ideas; Knowledge and Understanding of Fitness and Health; Evaluating and Improving Performance. There are celebration assemblies at the end of each term to award pupils for effort, enthusiasm, excellence, and improvement. Our Harrodian Sports values underpin some assessment decisions too.