



<div>  <div> <h1>College Town Primary School - Year 5 Overview</h1> </div>  </div>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science: Working Scientifically</b>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus).</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 5 focus).</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 5 focus).</p> <p>Use test results to make predictions to set up further comparative and fair tests (Year 5 focus).</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Year 5 focus).</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments (Year 5 focus).</p>					
<b>Science</b>	<p><b>Forces</b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><b>Earth and Space</b></p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p><b>Properties and their changes</b></p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>	<p><b>Living things and their habitats</b></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p><b>Animals including Humans</b></p> <p>Describe the changes as humans develop to old age.</p>	<p><b>Revision and Expansion</b></p> <p><b>Suggested Science Unit: <u>The importance of Biodiversity</u>.</b> Watch the animated video which explains the importance of biodiversity. Look into food chains/food webs (recaps from Year 4 and links to mould and microorganism work in Year 5). How does fungi and bacteria play an important role in helping ecosystems?</p> <p><b>Science Week</b></p>

			<p><i>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</i></p> <p><i>Demonstrate that dissolving, mixing and changes of state are reversible changes.</i></p> <p><i>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</i></p>			
<b>Art</b>	<b>Stuart Landscapes</b>		<b>Street Art</b>	<b>Chinese Clay Warriors</b>		
	<p><i>Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</i></p> <p><i>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</i></p> <p><i>Evaluate his/her work against their intended outcome.</i></p> <p><i>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</i></p> <p><i>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</i></p> <p><i>Mix colours to express mood, divide foreground from background or demonstrate tones.</i></p> <p><i>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</i></p> <p><i>Experiment with using layers and overlays to create new colours/textures.</i></p> <p><i>Return to work over longer periods of time and use a wider range of materials.</i></p>					
<b>Computing</b>	<b>E- safety</b> <i>Understand the need to only select age appropriate content.</i>	<b>Using ICT – Embedded in all subjects</b>	<b>Net Searching and Net Works –</b>	<b>Using ICT – Embedded in all subjects</b>	<b>Programming</b> <i>Design, input and test an increasingly complex set</i>	<b>Using ICT – Embedded in all subjects</b>

		<p><i>Independently select and use appropriate software for a task.</i></p> <p><i>Independently select, use and combine a variety of software to design and create content for a given audience.</i></p>	<p><b>Multimedia Presentations</b></p> <p><i>Begin to use internet services to share and transfer data to a third party.</i></p> <p><i>Use filters in search technologies effectively and appreciates how results are selected and ranked.</i></p>	<p><i>Independently select and use appropriate software for a task.</i></p> <p><i>Independently select, use and combine a variety of software to design and create content for a given audience.</i></p>	<p><i>of instructions to a program or device.</i></p> <p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</i></p> <p><i>Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.</i></p> <p><i>Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user.</i></p> <p><i>Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency.</i></p>	<p><i>Independently select and use appropriate software for a task.</i></p> <p><i>Independently select, use and combine a variety of software to design and create content for a given audience.</i></p>
<b>Design and Technology</b>		<p><b>Making food from North America (Burgers)</b></p> <p><i>Understand the main food groups and the different nutrients that are important for health.</i></p> <p><i>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat.</i></p> <p><i>Select appropriate ingredients and use a</i></p>			<p><b>Mayan Temples</b></p> <p><i>Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product.</i></p> <p><i>Create prototypes to show his/her ideas.</i></p> <p><i>Make careful and precise measurements so that joins, holes and openings are in exactly the right place.</i></p>	<p><b>Building a bridge for a purpose</b></p> <p><i>Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product.</i></p> <p><i>Create prototypes to show his/her ideas.</i></p> <p><i>Make careful and precise measurements so that joins, holes and openings are in exactly the right place.</i></p>

		<i>wide range of techniques to combine them.</i>			<i>Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques.</i>  <i>Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work.</i>  <i>Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable.</i>	<i>Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques.</i>  <i>Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work.</i>  <i>Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable.</i>
<b>History</b>	<b>The Stuarts</b> <i>Use dates to order and place events on a timeline.</i>  <i>Compare sources of information available for the study of different times in the past.</i>  <i>Make comparisons between aspects of periods of history and the present day.</i>  <i>Understand that the type of information available depends on the period of time studied.</i>  <i>Evaluate the usefulness of a variety of sources.</i>  <i>Present findings and communicate knowledge</i>		<b>Crime and Punishment</b> <i>Use dates to order and place events on a timeline.</i>  <i>Compare sources of information available for the study of different times in the past.</i>  <i>Make comparisons between aspects of periods of history and the present day.</i>  <i>Understand that the type of information available depends on the period of time studied.</i>  <i>Evaluate the usefulness of a variety of sources.</i>		<b>The Maya</b> <i>Use dates to order and place events on a timeline.</i>  <i>Compare sources of information available for the study of different times in the past.</i>  <i>Make comparisons between aspects of periods of history and the present day.</i>  <i>Understand that the type of information available depends on the period of time studied.</i>  <i>Evaluate the usefulness of a variety of sources.</i>  <i>Present findings and communicate knowledge</i>	

	<p><i>and understanding in different ways.</i></p> <p><i>Provide an account of a historical event based on more than one source. Give some reasons for some important historical events.</i></p>		<p><i>Present findings and communicate knowledge and understanding in different ways.</i></p> <p><i>Provide an account of a historical event based on more than one source.</i></p> <p><i>Give some reasons for some important historical events.</i></p>		<p><i>and understanding in different ways.</i></p> <p><i>Provide an account of a historical event based on more than one source. Give some reasons for some important historical events.</i></p> <p><i>Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i></p>	
<b>Geography</b>		<p><b>North America</b></p> <p><i>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.</i></p> <p><i>Identify the physical characteristics and key topographical features of the countries within North America. Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.</i></p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a</i></p>		<p><b>What is China like?</b></p> <p><i>Understand how humans affect the environment over time.</i></p> <p><i>Know about changes to world environments over time.</i></p> <p><i>Understand why people seek to manage and sustain their environment.</i></p> <p><i>Know about the wider context of places e.g. county, region and country.</i></p> <p><i>Know and describe where a variety of places are in relation to physical and human features.</i></p>		<p><b>Rivers</b></p> <p><i>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></p> <p><i>Know how rivers erode, transport and deposit materials.</i></p> <p><i>Know about the physical features of coasts and begin to understand erosion and deposition.</i></p> <p><i>Understand how humans affect the environment over time.</i></p>

		<p>European country, and a region within North or South America.</p> <p>Understand about weather patterns around the world and relate these to climate zones.</p> <p>Know about the wider context of places e.g. county, region and country.</p> <p>Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.</p>				<p>Know about changes to world environments over time.</p> <p>Understand why people seek to manage and sustain their environment.</p>
<b>Music</b>	<p><b>Out of the Ark harvest songs</b></p> <p><b>Harvest Samba</b></p> <p><b>Harvest song</b></p> <p><i>Understand how pulse, rhythm and pitch work together.</i></p> <p><i>Sing as part of an ensemble with increasing confidence and precision.</i></p> <p><i>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</i></p> <p><i>Listen with attention to detail and recall sounds</i></p>	<p><b>Christmas Carol</b></p> <p><b>Concert songs – Vocal score (sheet music)</b></p> <p><i>Compose complex rhythms from an increasing aural memory.</i></p> <p><i>Understand how pulse, rhythm and pitch work together.</i></p> <p><i>Sing as part of an ensemble with increasing confidence and precision.</i></p> <p><i>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</i></p>	<p><b>Exploring key and time signatures</b></p> <p><b>Key signature = what notes are played in the song</b></p> <p><b>Time signatures = how many beats (notes) in a bar</b></p> <p><i>Compose complex rhythms from an increasing aural memory.</i></p> <p><i>Understand how pulse, rhythm and pitch work together.</i></p> <p><i>Sing as part of an ensemble with</i></p>	<p><b>Instruments: Glockenspiel stage two course</b></p> <p><b>This is stage two of the glockenspiel course</b></p> <p><i>Compose complex rhythms from an increasing aural memory.</i></p> <p><i>Understand how pulse, rhythm and pitch work together.</i></p> <p><i>Improvise with increasing confidence using own voice, rhythms and varied pitch.</i></p>	<p><b>Introducing chords</b></p> <p><b>This could include a trip to the music room to look at the chords on a piano</b></p> <p><i>Compose complex rhythms from an increasing aural memory.</i></p> <p><i>Understand how pulse, rhythm and pitch work together.</i></p> <p><i>Improvise with increasing confidence using own voice, rhythms and varied pitch.</i></p> <p><i>Sing as part of an ensemble with</i></p>	<p><b>Identifying important musical elements</b></p> <p><i>Compose complex rhythms from an increasing aural memory.</i></p> <p><i>Understand how pulse, rhythm and pitch work together.</i></p> <p><i>Improvise with increasing confidence using own voice, rhythms and varied pitch.</i></p> <p><i>Sing as part of an ensemble with increasing confidence and precision.</i></p>

	with increasing aural memory.	<p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Develop an increasing understanding of the history and context of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>increasing confidence and precision.</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Develop an increasing understanding of the history and context of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Develop an increasing understanding of the history and context of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>increasing confidence and precision.</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Develop an increasing understanding of the history and context of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Develop an increasing understanding of the history and context of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>
<b>RE</b>	<p><b>Christianity</b></p> <p><i>Describe and explain what motivates and inspires believers and how this can be reflected in actions/ practice.</i></p>	<p><b>Christianity</b></p> <p><i>Explain and demonstrate how and why believers show courage and commitment.</i></p>	<p><b>Judaism</b></p> <p><i>Explain how beliefs, practices and community can support or determine responses to matters of life and death.</i></p> <p><i>Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.</i></p>	<p><b>Christianity</b></p> <p><i>Do Rites of Passage always help a believer to feel connected to God and the community?</i></p>	<p><b>Judaism</b></p> <p><i>How well does faith help people cope with matters of life and death?</i></p> <p><i>How can music and the arts help express and communicate religious beliefs?</i></p>	<p><b>Christianity</b></p> <p><i>What difference might it make to believe in God as creator?</i></p>
	<p><i>Identify And Describe Key Features Of Religions, Including Beliefs, Teachings And Their Meaning, Using Appropriate Religious And Moral Vocabulary.</i></p> <p><i>Identify And Describe Similarities And Differences In Religious Practices And Lifestyles Both Within And Between Religions.</i></p> <p><i>Describe The Meaning Of Religious Symbols And Symbolic Actions And Show Understanding That Symbols May Be Interpreted In Different Ways Both Within And Between Religions.</i></p>					

	<p><i>Ask Questions Of Identity And Belonging And Suggest Own Answers About The Significant Experiences Of Others, Including Religious Believers.</i></p> <p><i>Raise Questions And Suggest Religious, Philosophical And Moral Answers To A Range Of Ultimate Questions.</i></p> <p><i>Ask Questions About Matters Of Right And Wrong And Suggest Answers Which Show Understanding Of A Range Of Moral And Religious Teachings.</i></p>					
<b>Spanish</b>	<b>My Family (Revision IN)</b>	<b>The Date (IN)</b>	<b>What is the Weather? (IN)</b>	<b>Do You Have a Pet? (IN)</b>	<b>My Home (IN)</b>	<b>Romans (IN)</b>
	<p><i>Know how to conjugate some high frequency verbs.</i></p> <p><i>Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun.</i></p> <p><i>Adapt sentences to form negative sentences and begin to form questions.</i></p> <p><i>Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.</i></p> <p><i>Identify different ways to spell key sounds and select the correct spelling of a familiar word.</i></p> <p><i>Learn a song or poem using the written text for support.</i></p> <p><i>Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.</i></p> <p><i>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.</i></p> <p><i>Take part in conversations and express simple opinions giving reasons.</i></p> <p><i>Adapt known complex sentences to reflect a variation in meaning.</i></p> <p><i>Begin to use intonation to differentiate between sentence types.</i></p> <p><i>Create a short piece for presentation to an audience.</i></p> <p><i>Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.</i></p> <p><i>Use a wide range of adjectives to describe people and things and use different verbs to describe actions.</i></p>					
<b>PSHE</b>	<b>Being Me in the World</b> <i>Face new challenges positively and know how to set personal goals.</i>	<b>Celebrating Differences</b> <i>Understand that cultural differences sometimes cause conflict.</i>	<b>Dreams and Goals</b> <i>Understand that I will need money to help me achieve some of my dreams.</i>	<b>Relationships</b> <i>Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</i>	<b>Healthy Me</b> <i>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</i>	<b>Changing Me</b> <i>Identify how boys and girls bodies change on the outside during this growing up process.</i>



	<p><i>Understand my rights and responsibilities as a British Citizen.</i></p> <p><i>Understand my rights and responsibilities as a member of a school.</i></p> <p><i>Make choices about my own behaviour because I understand how rewards and consequences feel.</i></p> <p><i>Understand how an individual's behaviour can impact on a group.</i></p> <p><i>Understand how democracy and having a voice benefits the school community and know how to participate in this.</i></p> <p><u>British Values Covered</u>  Democracy  Rule of Law  Individual Liberty  Mutual Respect  Tolerance of those of different faiths and beliefs</p>	<p><i>Understand what racism is.</i></p> <p><i>Understand how rumour-spreading and name-calling can be bullying behaviours.</i></p> <p><i>Explain the differences between direct and indirect types of bullying.</i></p> <p><i>Can compare my life with people in the developing world.</i></p> <p><i>Enjoy the experience of a culture other than my own.</i></p> <p><u>British Values Covered</u>  Democracy  Rule of Law  Individual Liberty  Mutual Respect  Tolerance of those of different faiths and beliefs</p>	<p><i>Know about a range of jobs carried out by people I know and have explored how much people earn in different roles.</i></p> <p><i>Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</i></p> <p><i>Describe the dreams and goals of young people in a culture different to mine.</i></p> <p><i>Understand that communicating with someone in a different culture means we can learn from each other.</i></p> <p><i>Encourage my peers to support young people to help them meet their aspirations.</i></p> <p><u>British Values Covered</u>  Democracy  Rule of Law  Individual Liberty  Mutual Respect  Tolerance of those of different faiths and beliefs</p>	<p><i>Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</i></p> <p><i>Understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.</i></p> <p><i>Understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.</i></p> <p><i>Understand how to stay safe when using technology to communicate with my friends.</i></p> <p><u>British Values Covered</u>  Democracy  Rule of Law  Individual Liberty  Mutual Respect  Tolerance of those of different faiths and beliefs</p>	<p><i>I know some of the risks with misusing alcohol, including anti-social behaviour and how it affects the liver and heart.</i></p> <p><i>Know I can put into practice basic emergency aid procedures (including recovery position) and know how it affects the liver and heart.</i></p> <p><i>Understand how the media and celebrity culture promotes certain body types.</i></p> <p><i>Describe the different roles food can play in people's lives and can explain how people can develop eating disorders relating to body images pressures.</i></p> <p><u>British Values Covered</u>  Democracy  Rule of Law  Individual Liberty  Mutual Respect  Tolerance of those of different faiths and beliefs</p>	<p><i>Being aware of my own self- image and how my body image fits into that.</i></p> <p><i>Explain how a girl's body changes during puberty understand the importance of looking after yourself physically and emotionally.</i></p> <p><i>Describe how boys' and girls' bodies change during puberty.</i></p> <p><i>Understand that sexual intercourse can lead to conception and that is how babies are usually made.</i></p> <p><i>Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.</i></p> <p><i>Identify what I am looking forward to when I am in Year 6.</i></p> <p><u>British Values Covered</u>  Individual Liberty  Mutual Respect  Tolerance of those of different faiths and beliefs</p>
<b>PE</b>	<p><b>Dance</b></p> <p>Perform a sequence of one footed leaps</p> <p>Gallop with a fluid motion</p> <p>Participate in recognised activities and games with skill and precision</p>	<p><b>Hockey</b></p> <p>Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy</p> <p>When performing in an activity, draw upon previous knowledge and experiences of tactics,</p>	<p><b>Football</b></p> <p>Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy</p> <p>When performing in an activity, draw upon previous knowledge and experiences of tactics,</p>	<p><b>Tennis</b></p> <p>Can link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>Can show good control in their movement.</p>	<p><b>Swimming – 2 weeks</b></p> <p>Perform a sequence of changing shapes whilst floating on the surface.</p> <p>Swim approx. 10m using a range of different strokes (back/breast/front crawl).</p>	<p><b>Athletics</b></p> <p>Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy</p> <p>When performing in an activity, draw upon previous knowledge and experiences of tactics,</p>

	<p>showing creativity with tactics and strategy</p> <p>When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.</p> <p>Develop interest in participating in sports activities and events at a competitive level.</p>	<p>strategies and composition.</p> <p>Develop interest in participating in sports activities and events</p> <p>Can explain some important safety principles when preparing for exercise.</p> <p>Can explain what effect exercise has on their body.</p> <p>Can explain why exercise is important.</p>	<p>strategies and composition.</p> <p>Develop interest in participating in sports activities and events at a competitive level.</p> <p>Dribble a football between cones.</p>	<p>Can compare and comment on skills, techniques and ideas that they and others have used.</p> <p>Can use their observations to improve work</p> <p>Can explain some important safety principles when preparing for exercise.</p> <p>Can explain what effect exercise has on their body.</p> <p>Can explain why exercise is important.</p>	<p><b>Cricket – 4 weeks</b></p> <p>Strike a ball with a range of bats for accuracy and distance.</p> <p>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.</p> <p>Analyse, modify and refine skills and techniques and how these are applied.</p> <p>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</p>	<p>strategies and composition.</p> <p>Develop interest in participating in sports activities and events at a competitive level.</p> <p>Can explain some important safety principles when preparing for exercise.</p> <p>Can explain what effect exercise has on their body.</p> <p>Can explain why exercise is important.</p>
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