

# Lovell International School



LOVELL  
International school

## Curriculum Guide Year 1

**LOVELL INTERNATIONAL SCHOOL**

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## Our Mission

Lovell International School seeks to provide the highest globally accepted international education standards in a safe, caring and enabling environment. Our teaching focus ensures that students realise their full potential in academics, language and communication, sports, expressive arts and technology in order to grow as holistic and knowledgeable individuals.

**This is a place where the lessons of life matter.**

## Our Values

To achieve this we seek to combine a rigorous and comprehensive academic curricula with our five key values:

- Compassion & Kindness
- Self Esteem
- Freedom of Thought & Respect
- Resilience
- Sustainability

These values are embedded throughout our programme of study, in all subjects and all year groups, to guarantee that our learners grow into resilient, capable young people ready for the challenges of the future, and can live a meaningful life.

## Our Academic Programme

We are a British International School and as such we guarantee that our academic programme is benchmarked against the very highest international standards.

We combine our own unique approach of teaching to the individual child's needs with content from the **National Curriculum of England and Wales** and **Cambridge Assessment International Education**.

We track our learners' progress by benchmarking and assessment using **Cambridge Assessment International Education** to plan our lessons, ensure learners are meeting the highest international standards and make decisive interventions where needed on an individual basis.

## Project-based learning

In its warm, beating heart Lovell is inspired by the *Reggio-Emilia approach* of children who lead their own learning.

Each unit of work in a half term is guided by an overarching project - something meaningful to the child and the community on a local level.

Through their projects, their learning is made meaningful and natural to the children as they are inspired to make a difference, be creative and take the lead!

Children are all different, and they have different skills, knowledge and abilities with which they can meet the challenge of their project and produce something really exceptional!

# The Forest School

## Values in focus

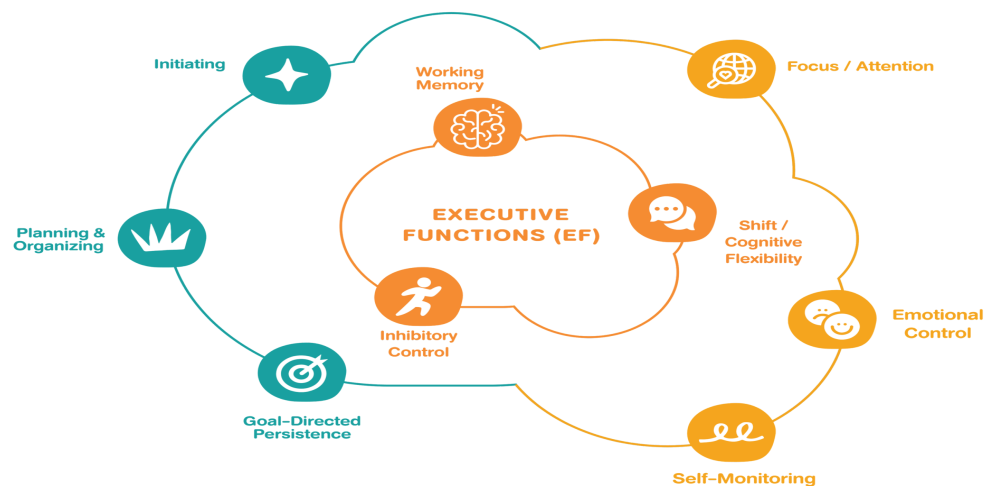
**ALL** - Forest School implicitly and explicitly models all of the core values of Lovell International School.

## The Lovell Philosophy

Inspired by the Reggio-Emilia approach, Lovell teachers believe that the environment is the child's "*third teacher*."

Beautifully located in our custom-built natural campus, it is important to us that children learn in nature - the best way to develop their **Executive Function** skills.

## Executive Function



- Children develop their executive function through planning tasks, taking managed risks and working with their peers in the outdoor environment.
- Not linked to any specific subject area or objective - the Forest School provides a methodology and a framework to work collaboratively with other subjects, such as science or art & design.
- Children can manage their own behaviour and their communication with friends and teachers in a controlled environment where risks can be taken in a sensible and managed way.
- Every class has a specific Forest School session weekly to build Executive Functioning skills.

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# Transitioning to Primary School

We understand that the move to primary education can be a big change for children and their parents.

In the Early Years much of a child's time at school is spent on child-led activities; learning through play. When they transition to primary school learning will become more formalised - particularly in the core subjects of English, maths and science. More learning time will be adult directed and there is less opportunity for children to "choose their activity". This is because children are taught specific objectives rather than given opportunities to work towards broad goals.

Since we know this can be challenging the children in Reception had the opportunity to visit their primary classroom during Transition Days, to get a feel for the sort of activities they will be doing. The Reception class itself had more teacher-led whole class and group activities as the year went along.

All parents will have the chance to meet and discuss the move to primary during Orientation Day. If you have any specific concerns or questions about the move to primary school please raise them with your class teacher.

## General Advice & Support

- Have an open and honest discussion with your child about their move to primary school and any worries that they may have.
- There is no mandatory homework for Year 1 students; however they will have the opportunity to practice spellings, phonics and reading at home - this will accelerate their learning and build confidence.
- All primary students will have a weekly student planner sent home which details the objectives they will learn during the next week. Parents can check this at home so they know exactly what the children are learning each week.
- If you do wish your child to study or do additional work at home it is important to create a quiet study area for them - away from distractions or other people. This mirrors the classroom environment they are familiar with.
- Praise the children often and always recognise good work and effort even if they are struggling with an objective or subject.
- If you do have any concerns please speak directly with your child's class teacher in the first instance for them to resolve any issues that may arise.

# Wellbeing & Emotional Development

The world is in a constant state of flux, and has shown over recent years a propensity to change suddenly and unexpectedly. As educators at Lovell, we pride ourselves in being able to prepare our learners to adapt dynamically to fundamental changes to their universe; whether that is social, economic or technological.

The key here is **resilience**, one of Lovell's core values.

## *The Leuven Scale*

Our teachers constantly keep a close eye on the wellbeing of all the children studying here at Lovell. As well as wellbeing and our school values being integrated throughout the curriculum, teachers also prepare and deliver bespoke lessons on personal, social and health development to our children so they understand the importance of taking good care of themselves - both now and in the future.

We also constantly monitor our children's wellbeing and preparedness to learn at school through use of *The Leuven Scale*. Developed by Professor Ferre Laevers and his team at Leuven University in Belgium, this is the best regarded tool to monitor the wellbeing of young learners at school. Lovell teachers constantly assess the children against the criteria of The Leuven Scale to ensure we recognise any issues, concerns, worries or barriers to learning in a timely manner.

If and when Lovell teachers do recognise that children are struggling, parents are immediately contacted and a range of professionals and interventions are put in place to ensure any worries or concerns are resolved so the children can apply themselves wholeheartedly at school.

## **A Values Analysis**

It is certainly clear at this stage how treasured our Lovell values are, and how important they are to inform our teaching practice and pedagogy.

We are also aware that Lovell parents are equally passionate about these values, and that their treasured children grow up to be global leaders and model citizens.

So parents are kept up-to-date with their child's value development. We will send a specific values analysis two times each school year.

Though sent alongside traditional academic reports, the values analysis focuses specifically on your child's wellbeing, social and emotional development and how they are impacted by Lovell's school values.

This keeps parents "in the loop" and highlights those special, sensitive moments that are often missed or overlooked in traditional academics.

# Year 1 - Our Projects

<p><b>TERM 1</b> <b>The Power of a Leaf</b></p> <p><i>Investigate local trees, leaves and plants and the creatures that live amongst them. Learn how to protect our natural greenery and why it is important whilst raising our own plants and observing their growth.</i></p> <p><b>Values in focus:</b> Compassion &amp; Kindness Sustainability</p>	<p><b>TERM 1</b> <b>My Little World</b></p> <p><i>Take ownership of our classroom and our school as we learn to take pride in our little community. Develop a class community through shared art activities and writing.</i></p> <p><b>Values in focus:</b> Compassion &amp; Kindness Freedom of Thought &amp; Respect</p>	<p><b>TERM 2</b> <b>A Home for Everyone - Animal Habitats</b></p> <p><i>Learn about the animals in the local ecosystem, why it needs to be balanced and develop the animal habitats around the school for life to flourish.</i></p> <p><b>Values in focus:</b> Compassion &amp; Kindness Sustainability</p>
<p><b>TERM 2</b> <b>An Author's Journey: My Anthology</b></p> <p><i>A deeper focus on the writing process and the creative journey, from planning to writing and finally to publishing to produce a deeply personal piece of work.</i></p> <p><b>Values in focus:</b> Resilience Self Esteem</p>	<p><b>TERM 3</b> <b>Save the Beach!</b></p> <p><i>Make a meaningful and decisive contribution to our seaside community by protecting our beaches from plastic pollution, being part of the solution and leading change by example.</i></p> <p><b>Values in focus:</b> Resilience Sustainability</p>	<p><b>TERM 3</b> <b>Space - Launch Our Classroom</b></p> <p><i>Expand our classroom and launch into space as we take a broader view of the world. Get ready to move up and have skills prepared for the future as we blast towards the future.</i></p> <p><b>Values in focus:</b> Resilience Self Esteem</p>

## The Cross Curricular Approach

**We believe children learn best when all of their learning is linked.**

Our projects move across and through our subjects like a thread, linking English to Science to Art and Design and more. This brings the learning alive for the children, hooks their curiosity and makes every activity they do relevant and meaningful.

Where specific content the children need to learn has no natural link (for example; mathematics or phonics) we still ensure that the skills children learn in these subjects are still used and applied in different areas of the project to ensure it still has relevant context.

Throughout this guide you will see how each project integrates seamlessly with a number of other subject areas.



# English

## Values in focus

**Freedom of Thought & Respect** - children will learn a range of different viewpoints from reading text and other media, gaining a deeper understanding of different people and places.

**Self Esteem** - children will produce excellent written work of a high standard, taking great pride in what they have created.

## Phonics

Lovell International School is proud of its high-quality programme for systematic synthetic phonics.

Since there are a large number of letter-sound combinations to teach, and all children enter Lovell at different stages of English learning, each child will have a bespoke phonics programme for the school year.

Your class teacher will share this information with parents at the start of the year and demonstrate each child's phonics roadmap.

## Programme Aims

- To develop children's skills across the four key areas of the English language - speaking, listening, reading and writing.
- To foster a love of reading and pride in their writing.
- To develop communication skills and an increasing vocabulary which can be applied across the curriculum.

## Children will be able to:

- Independently read short text and stories appropriate to their developing phonics level.
- Write simple sentences to express a single idea or several simple ideas.
- Understand the key features of a sentence (such as, capital letters and full stops) and the basic grammatical components to include.

## How can you support your child at home?

- Practice the weekly spellings sent home by your child's class teacher.
- Practice reading and writing the weekly phonics sounds at home - a miniboard is a great tool to use for this.
- Read appropriately levelled reading books sent home from school or purchased from a local book store.
- When reading with young children remember the "less is more approach" - have children practice for 10-15 minutes a day maximum, but do it every day to build routine.

## Yearly Overview

TERM 1	TERM 2	TERM 3
<b>READING</b> <ul style="list-style-type: none"> <li>• Daily phonics sessions.</li> <li>• Whole class reading activities</li> <li>• 1-to-1 reading with an adult</li> </ul>		
<b>Writing</b>		
<b>Writing to Inform - Retelling a Story</b> Write the alphabet correctly and in the right order  <b>Writing to Describe</b> Writing instructions and writing a diary in the past tense Clauses	<b>Writing to Inform - A Factfile</b> Combining words to make full sentences. Finding and retrieving information from non-fiction.  <b>Writing to Entertain - Writing a Story</b> Write a short story of their own. Sequence sentences to form a short narrative	<b>Writing to Entertain - Poetry</b> Apply all skills learnt, plus some new ones, to write and present a range of different poems.  Review writing and grammar from the whole school year.  <b>End of year assessments.</b>
<b>Spelling &amp; Grammar</b>		
Past tense Clauses Suffixes to make words plural "e.g. -s, -es." Punctuation - full stops Word spacing (finger spaces) Weekly spellings	Expanded noun phrases Suffixes Conjunctions Prefixes Nouns and Proper Nouns Adjectives Weekly spellings	Present tense Nouns and Proper Nouns Suffixes continued Prefixes continued Adjectives Clauses Weekly spellings

# Mathematics (to review August 2025)

## Values in focus

**Resilience** - children will persevere when challenged, learning a range of suitable methods and strategies to solve mathematical problems.

**Self Esteem** - children will select their own calculation methods, identify how to tackle problems and focus for extended periods.

## How do we teach maths?

At Lovell we teach primary mathematics through a simple linked continuum; **practical** - **pictographic** - **abstract** (in that exact order).

**Practical** - calculating using real objects, such as counters or numicon.

**Pictographic** - visual representations on paper.

**Abstract** - real “*numbers*”, the numerals we are familiar with.

It is vital to us that our learners are equipped with a range of methods to answer maths questions. For example, when adding, we want our learners to have multiple tools in their toolkit to add two numbers; this includes counting on fingers, using a number line, using counters, drawing on a miniboard, etc.

By equipping children with a range of methods, we develop mathematical reasoning skills and prepare them to solve increasingly challenging problems.

## Programme Aims

- To introduce key mathematical concepts - such as place value and simple addition.
- To have an appreciation of shape and space and their features.
- To develop mathematical reasoning and problem solving skills.

## Children will be able to:

- Add and subtract numbers up to 100.
- Recognise the different place values of tens and ones.
- Identify the features of 2D shapes and divide them into fractions.
- Measure different lengths, times and capacities.

## How can you support your child at home?

- Set your child some practical challenges around the home with simple items - for example, can they count the cutlery or what shape is the cereal box.
- Encourage your child to group, divide and share food. Can they cut a cake in half? Can they make two groups of candy?
- Let them measure around the home and measure some of their toys and other common objects.

## Yearly Overview

TERM 1	TERM 2	TERM 3
<b>Place Value</b> Calculate place value to 10 and to 20.  <b>Addition &amp; Subtraction</b> Add and take away numbers to 10 and then to 20.	<b>Place Value</b> Calculate place value to 50 and to 100.  <b>Addition &amp; Subtraction</b> Add and take away numbers to 50 and to 100.  <b>Measurement</b> Measure length and height in centimetres and customary units ( <i>taller, shorter</i> ). Measure capacity in milliliters and litres and other customary units ( <i>full, half full</i> ).	<b>Geometry</b> 2D shapes and their properties.  <b>Position &amp; Direction</b>  <b>Fractions</b> Halves & quarters  <b>Multiplication and Division</b>  <b>Review writing and grammar from the whole school year.</b>  <b>End of year assessments.</b>

# Science (to review August 2025)

## Values in focus

**Sustainability** - children will understand our natural world around us, its vulnerabilities and how they can protect it.

**Compassion & Kindness** - children will recognise that plants and animals must be respected and we have a duty to care for them and treat them with kindness and not fear.

## How do we teach science?

Vital for a changing future, we teach our science programme based upon the principles of **scientific inquiry** - observation and testing - encouraging our children to be focused and methodical in their investigations.

Key to this is understanding and using appropriately a range of different resources and apparatus, such as magnifying glasses and containers.

The programme of study for Key Stage 1 contains a large emphasis on biology. This synergies very well with the Lovell core value of **sustainability**; and caring for the natural world is a key part of the science programme at Lovell International School.

## Programme Aims

- To foster a knowledge and understanding of the natural world; plants, animals and life processes and what they need to live.
- To understand the threats faced by the natural world and how humans can intervene decisively for positive change.
- To think scientifically and critically, understanding the importance of investigations and the scientific method.

## Children will be able to:

- Identify and label parts of a plant, what they do and how a plant lives.
- Recognise a range of different animals and categorise them appropriately - including local animals and those in different habitats around the world.
- Recognise that seasons change and that has an effect on the local environment.
- Know the names and properties of some commonly used materials and categorise them appropriately.

## How can you support your child at home?

- Discuss common animals around the home - including minibeasts such as spiders or ants - and talk about their lives.

- Plant seeds at home, preferably edible plants such as herbs, and take responsibility for its growth and observe the changes over time.
- Take family trips to local attractions such as zoos or sea life centres and observe different animals from outside the children's normal experiences.
- Talk about seasons - including Thailand's wet and dry seasons, and compare them to seasons in other countries you have visited.

### Yearly Overview

TERM 1	TERM 2	TERM 3
<b>Working scientifically</b> Using scientific equipment safely. Understanding observation and tests.  <b>Biology - Plants</b>  <b>Biology - Seasonal changes</b>	<b>Biology - Living things and their habitats</b>  <b>Biology - Humans and other animals</b>	<b>Chemistry</b> Everyday materials  <b>Review science from the whole school year.</b>  <b>End of year assessments.</b>

### STEM

The concept of **STEM** - **S**cience **T**echnology **E**ngineering **M**athematics - has become more prominent both in schools, and in the workplace.

At Lovell we believe that certain subjects, namely mathematics, science, art & design and digital literacy are intrinsically linked and as such we look for opportunities to combine those learnt technical skills - over and above the usual cross-curricular model.

Every class will have one dedicated **STEM** session per week which brings together the skills they have learnt across all three subjects, but guided by the science topic of the week/term.

This is also extended through Lovell's After School programme, where children can choose to study more advanced topics from Chemistry and Physics with this philosophy in mind, under the guidance of our experienced teachers.

# Art & Design

## Values in focus

**Self Esteem** - children will take great pride in their creations and the methods they have used and the skills they have developed.

**Freedom of thought & respect** - children can express themselves, their talents and their own innate skills to produce creative pieces linked to a brief.

## Yearly Overview

TERM 1	TERM 2	TERM 3
Construction - The Colour Jar	Engineering - Plan a pond	Painting - An ocean scene
Installation - The Leaves of Lovell	Design - Plan and publish an anthology	Modelling - Construct The Solar System.
Design - The Kindness Quilt		

## Programme Aims

- To harness and foster the unique creativity of every single child.
- To present children with a broad range of different media with which they can choose their favourites and immerse themselves in art.
- To be inspired by a range of artists and masterpieces as they create their own meaningful work.

## Children will be able to:

- Use a variety of artistic mediums and media sensibly and purposefully, understanding the use of colour, shape, space and texture.
- Name some common artists and their prominent work and discuss what they like and what they dislike.
- Take time, effort and perseverance to create something that reflects their feelings and their learning with which they can feel great pride.
- Praise and compliment the work of others and identify features that inspire them.

## Featured Artistic Movements

TERM 1	TERM 2	TERM 3
<b>Watercolour - The English School</b>  <i>"Traditional"</i> painting in its truest sense with simple paint medium, water and landscape scenes.	<b>Prehistoric Art</b>  Appreciate our ancestors and the animals they lived with alongside, bold colours and simple patterns.	<b>Cubism</b>  Make links to maths and shapes, bright primary colours and an appreciation of shape, depth and space.

Each Term at Lovell is guided by an artistic movement that we hope will resonate with our children, and inspire in them a love of creativity and aesthetics.

As opposed to a more traditional art education - which tends to focus on a "tentpole" artist and their cultural and social context - we look at a movement as a whole, seeing where children can identify beauty and skilled technique. Children will see and appreciate the work of several artists from each movement and begin to evaluate them critically and carefully, whilst hopefully being inspired by them to produce similar works.



# Digital Literacy & Computing (to review August 2025)

## Value in focus

**Resilience** - children will learn to keep themselves safe, strong and protected as they begin to navigate the digital world.

## Yearly Overview

TERM 1	TERM 2	TERM 3
What is a computer?  E-Safety	Media - Creating a digital painting  Coding - How to move a robot.	Presenting information - Recording a video  Coding - Constructing a track for a robot.

## Keeping safe online

The world has changed considerably and a working knowledge of digital literacy, computing and the internet is absolutely fundamental for 21st century success.

Nevertheless at Lovell we are highly attuned and sensitive to the fact that the internet can be a dangerous place and children must be taught to navigate it sensibly.

For Key Stage 1 learners as much of the Digital Literacy curriculum is taught "unplugged"; that is to say - without an electronic device. That being said, we have planned a fundamental programme of E-Safety to ensure children can be protected from harmful content and are aware of the risks of cyber-bullying and other dangers.

## Programme Aims

- To ensure children are equipped with the skills to access the digital world.
- To guarantee children are able to keep themselves safe online and recognise common hazards, such as stranger danger and cyber-bullying.
- To recognise that digital media can be used for a range of purposes; including art and construction.
- To consider coding and algorithms in an elementary way, understanding instructions must be sequenced step-by-step.

## Children will be able to:

- Know what a computer is and the forms they take.

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- Keep themselves safe online, recognising potential risks and hazards and knowing how to get help immediately.
- Create digital illustrations using shape and colour.
- Plan, write and record a class video and present it at a ceremony.
- Understand what an algorithm is and prepare methodical step-by-step instructions for a robot to follow.

### How can you support your child at home?

- Ensure you have an open and honest environment to communicate with your child about computers and specifically the risks of the internet.
- Allow children to have supervised time on electronic devices and tablets and discuss appropriate boundaries with them.
- Download some common creative apps on your devices that allow children to model, draw and illustrate.
- Consider entering some coding or robotics competitions at the weekends or during your spare time.

# Music

## Value in focus

**Freedom of thought & respect** - children will celebrate the difference and the diversity implicit in music, recognising it as a tool for global communication and understanding.

## Yearly Overview

TERM 1	TERM 2	TERM 3
Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Listen with concentration and understanding to a high range of high quality live and recorded music	Play tuned and untuned instruments musically	Experiments with, create, select and combine sound using the interrelated dimensions of music.

## Programme Aims

- To develop skills of rhythm and coordination in all learners.
- To perform and express themselves through the medium of music.

## Children will be able to:

- To coordinate with their peers to create a song, dance or performance.
- To listen to a broad range of different music from across genres, find their preferences and express them.
- To recognise a growing range of different music instruments and experiment playing with them and creating sounds.
- Develop a confidence to perform - including singing and dancing - a range of different songs and express themselves musically.

# Mandarin Chinese

## Value in focus

**Freedom of thought & respect** - children will recognise that the world contains a multitude of different languages and diverse people and good language skills are key to communication.

## Yearly Overview

TERM 1	TERM 2	TERM 3
Basic greetings Numbers 1 - 10 Colours and common objects Locations and verbs	Sentence structure Introduction to grammar Knowledge of four tones of Chinese	More complex sentences Introduction to writing

## Youth Chinese Test

At Lovell we have recognised the limitations imposed by traditional international curricula in delivering a language as complex and challenging as Mandarin Chinese. However we feel that in our region of the world, a working command of Mandarin Chinese may be vital for future success in the business and economic arenas.

As such, we are pleased to present a bespoke Chinese curriculum based on the **Youth Chinese Test** or **YCT**. The YCT is the global standard for effective Mandarin teaching and learning, with a comprehensive programme for assessment and evaluation of children's learning.

In Year 1 children begin the process of study for the YCT that will eventually culminate in an examination and physical certificate being awarded.

## Programme Aims

- To develop key skills of speaking, listening, reading and writing Mandarin Chinese.
- To gain an increasing awareness of Chinese culture and Chinese language.

## Children will be able to:

- To know 80 common spoken words in Chinese - including in both verbal and written forms.
- Write 80 or more common Chinese words.
- Have a grasp of the four key tones and simple sentence grammar forms.

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# Modern Foreign Language - Thai (to review August 2025)

## Value in focus

**Self Esteem** - children will feel secure to communicate within their local community in Thailand.

**Resilience** - children will understand where they live and be able to adapt to life in Thailand.

## Yearly Overview

TERM 1	TERM 2	TERM 3
Words, Rhymes, Idiomatic Expressions/Rhetorical Devices  Common Words / Frequently Used Words	Imperative Sentences / Commands  Calendar.  Important Signs or Symbols	Write a Blessing / Well Wishes, Self-Introduction  Rhyming Tales / Poetic Stories, Short Stories, Children's and Young Adult Literature  Tell a Story from Experience

## Programme Aims

- To foster an early enthusiasm for speaking and listening to the Thai language.
- To understand basic conversation and language to communicate within the local community.

## Children will be able to:

- To use common greetings and pleasantries (e.g. hello, thank you, goodbye).
- Have foundational language skills to interact with the community in Thailand - for example, ordering food in a restaurant.
- Speak some simple words and phrases with confidence, both inside and outside the class setting.
- To know simple words for common objects (e.g. classroom materials) or simple adjectives (e.g. colours and size).
- To read simple one syllable words and begin to develop an understanding for the Thai written system.

# Global Perspectives - Thai Culture (to review August 2025)

## Value in focus

**Freedom of thought & respect** - children will learn about the deep and ancient Thai culture, experiencing different viewpoints and perspectives.

## Yearly Overview

TERM 1	TERM 2	TERM 3
Thai Basic greetings  Religious, National holidays  Loy Krathong	Thai manners and polite gestures  Thai flag  Children's games	National anthem  Buddhist activities  Thai dance

## Programme Aims

- To gain a greater awareness of Thai culture, Thai history, Thai geography and of life in Thailand in general.
- To develop skills of analysis and research that can then be employed more broadly.

## Children will be able to:

- Be aware of some common facts about Thailand and its culture.
- Have a knowledge of modern Thai history and how Thailand has changed over time.
- Begin to understand Thailand's location in the region and the wider world.
- Develop their communication and listening skills by hearing the opinion and perspectives of their Thai teachers and Thai classmates.
- Ask some simple questions about the history or geography of Thailand and consider some ways to research the answer.
- Observe and participate in some Thai rituals and Thai ceremonies.

# Physical Education

## Value in focus

**Self Esteem** - develop confidence and self belief through exercise, coordination, discipline and structure.

**Resilience** - compete against oneself and others and learn to overcome challenges and try again.

## Yearly Overview

TERM 1	TERM 2	TERM 3
Taekwondo	Taekwondo	Taekwondo
Swimming	Gymnastic	Swimming
Class Games - ball skills	Class Team Games - tactical coordination	Class Team Games - badminton

## Programme Aims

- To build health and well-being in our children through movement and physical exercise.
- To develop planning skills, patience, communication and coordination with others.

## Taekwondo

- Learn discipline, movement, self defence and respect for themselves and others.
- Practice gross motor skills and successfully navigate obstacles.
- Work with peers and teachers to successfully spar and exercise extremities.
- Achieve an increase in grade - a belt level.

## Swimming

- A life saving skill for children, building confidence in water, reducing fear in potentially hazardous situations.
- Build aerobic fitness and gross motor skills.
- Practice independence; taking responsibility for changing and remembering a swimming kit.
- Swim progressively longer distances and become familiar with being underwater.

## Gymnastics

- Develop flexibility and skill in navigating obstacles.
- Plan and climb appropriately, assessing dangers and risks with support from their teacher.
- Understand the interplay between music, dance, movement and gymnastics and prepare to perform.

## Team Games

- Build hand-eye and gross motor coordination with support from a teacher, learning how to throw and kick a ball accurately.
- Practice competitive team games under the principles of respect and sportsmanship.
- Plan tactical movements and maneuvers, coordinating with friends to achieve an objective.