



Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
The Leys' learning pathways	<p>EYFS Explore familiar and unfamiliar roles and experiences.</p> <p>KS1 Explore new experiences with confidence.</p> <p>LKS2 Explore the world around me, increasing my knowledge and understanding.</p> <p>UKS2 Explore and challenge my learning in order to promote</p>	<p>EYFS Communicate in a two way conversation.</p> <p>KS1 Communicate my thoughts and feelings in a calm, verbal way</p> <p>LKS2 Communicate verbally, confidently and in writing with increased clarity.</p> <p>UKS2 Communicate clearly and confidently both verbally and in writing.</p>	<p>EYFS Understand my feelings and respond to the feelings of others.</p> <p>KS1 Understand how my actions impact others.</p> <p>LKS2 Understand how my actions affect myself and others around me.</p> <p>UKS2 Understand my strengths and areas for development within our school community.</p>	<p>EYFS Solve problems independently with resilience.</p> <p>KS1 Solve problems independently with resilience in friendships and academics.</p> <p>LKS2 Solve problems regarding school life independently with resilience and seek support openly</p> <p>UKS2 Solve a wide range of problems across the curriculum, both</p>	<p>EYFS Care for myself, others and the world around me.</p> <p>KS1 Care for myself, others and the wider environment.</p> <p>LKS2 Care for myself, others and the wider world.</p> <p>UKS2 Care and understand how to promote the physical and mental well-being</p>	

	independence and resilience.			independently and collectively as a team.	of myself and others and the world we live in.
Global Goals	<ol style="list-style-type: none"> 1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education 	<ol style="list-style-type: none"> 5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth 	<ol style="list-style-type: none"> 9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities 	<ol style="list-style-type: none"> 12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land 	<ol style="list-style-type: none"> 16. Peace, justice, and strong institutions 17. Participation for the goals
SMSC/British Values	<p>Social Moral Spiritual Cultural Education</p> <p>Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>				
	<p>British Values Education</p> <ul style="list-style-type: none"> ● Democracy ● The rule of Law ● Individual Liberty ● Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith 				

	AUTUMN		SPRING		SUMMER	
School Events <ul style="list-style-type: none"> • Theme days • Charity events • Community events 	Music Week: The Power of Music (4/9-8/9) Class Author Week: Why are we named after this author? (11/9-15/9) National Poetry Day (performance poetry) 5/10/23	STEAM week: STEM-Building our Future- 06/11-10/11) Feel Good Week: (13/11-17/11) Enterprise Day: How can we be creative to raise money for our school at Christmas? (1/12) Take One Book - The Snow Dragon- Abi Aphinstone (December)	Just Talk Day- 05/01/24 Internet Safety Week: Want to Talk about it? (wb 5/2/24)	World Book Day: How have books changed the world? (07/03) STEAM week: Time 08/03-15/03 Easter Poetry - wb 18/3 (world poetry day- 21/03)	KS2 SATs w/c 13/05 W/C- 13/05- TAKE ONE Book - The Secrets of Black Rock	STEAM week: Ocean Art (Wb: 20/5 - 24/5) Careers Month June: What is my dream job? International Food Fair- 08/07 Olympics/Paris- W/C 08. 07
Charity Events	Harvest (Church)	Poppy Appeal 6- 10/11/23 Children in Need 17/11/23 Christmas Jumper Day (15/12)		Red nose day TBC		
FOL Events	Disco (13/10) Non uniform day	KS1/Reception Movie Night- (10/11)	Non Uniform Day- 16/02	Non Uniform Day - 28/3		Summer Fair (14/06)

	(19/10)	Enterprise Day (1/12) Refreshments at Nativities (Dec) Junior Performances- 18/12	Disco- 9/02			
Pupil Parliament	Cabinet vote (KS2) - w/c 11/9/23 Session 1 (15/9/23) 11am		Session 2 (19/1/24)		Session 3 (19/4/24)	
Class trip/visitor		Egyptian Day			Celtic Harmony	
TOPIC Big Question	Ancient Egypt Why were children so important in Ancient Egypt? What can we learn from the pyramids?		Extraordinary Earth How do we live with natural disasters?	Twisted Tales Is there more than one side to every story?	Stones and Bones What changes occurred between the Stone Age and Iron Age?	
Global Goals	3, 10, 15	3, 10, 15	3,10, 15	3	3, 5, 10, 16	3, 5, 10, 16
Diversity Awareness	History- Modern Egypt English- absence of colour poems French- Introduction to French language RE- Diwali	Anti Bullying week Children in Need Scientist- Roger Arliner Young. RE- Sikhism- Amrit ceremony.	English and Geography Disaster Relief around the world- Learning about charities that support them. Migration due to disasters.	RE- How is Easter celebrated around the world?	Scientist: Agnes Arber/George Washington Carver English- Secret of Black Rock- effects of Climate change/	Scientist: Mary Anning Geog and RE- Diversity in the Uk
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	Keeping/staying safe <ul style="list-style-type: none"> • Staying safe • Leaning out of windows • Summative assessment 	Relationships <ul style="list-style-type: none"> • Body language • Touch • Summative assessment 	Computer safety <ul style="list-style-type: none"> • Making friends online • Summative assessment 	Our world <ul style="list-style-type: none"> • Looking after our world • Summative assessment 	Keeping/staying healthy <ul style="list-style-type: none"> • Medicine • Summative assessment † 	Feelings and emotions <ul style="list-style-type: none"> • Grief • Summative assessment

		Fire safety <ul style="list-style-type: none"> • Enya and Deedee visit the fire station • Summative assessment 				Being responsible <ul style="list-style-type: none"> • Stealing • Summative assessment
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	AUTUMN		SPRING		SUMMER	
ENGLISH	<p>Week 1- Music week- listening to Matilda songs- writing own school themed stories</p> <p>Week 2- Biography based on class Author.</p> <p>Text: <u>The colour collector</u> Poetry</p> <p>Week 3-4 - <u>Sentence Stacking Lessons</u> Creating own poems based on the Colour collector</p> <p>Week 5-6 - <u>Independent writing</u></p>	<p>Text: <u>Iiona Non-fiction</u> Key Skills: Expressing time, place and cause using conjunctions</p> <p>Prepositions (before, during and after)</p> <p>Headings and subheadings</p> <p>Using the present form of verbs</p> <p>Week 1-3- <u>Sentence Stacking Lessons</u> Create own diary entry based on the journey</p>	<p>Text: <u>Earthquakes Non-fiction</u> Key Skills: Adverbs</p> <p>Introduction paragraphs</p> <p>Headings and subheadings</p> <p>Week 1-3 - <u>Sentence Stacking Lessons</u> Writing a non-chronological report about an Earthquake</p> <p>Week 4-5 - <u>Independent writing</u> Pupils write their own non-chronological report about another</p>	<p>Text: <u>The true story of the three little pigs</u> Narrative Key Skills: Word families based on common words, showing how words are related in form and meaning</p> <p>Perfect form of verbs</p> <p>Adverbs</p> <p>Week 1-3- <u>Sentence Stacking Lessons</u> To tell an</p>	<p>Text: <u>Secret of Black Rock</u> Narrative Key Skills: Formation of nouns using a range of prefixes</p> <p>Use of the forms 'a' or 'an' according to whether the word begins with a consonant or a vowel</p> <p>Expressing time, place, and cause using conjunctions</p> <p>Adverbs</p>	<p>Text: <u>Stone age boy</u> Narrative Key Skills: Expressing time, place and cause using conjunctions</p> <p>Prepositions</p> <p>Using inverted commas to punctuate direct speech</p> <p>Week 1-3- <u>Sentence Stacking Lessons</u></p> <p>Week 4-5 - <u>Independent writing</u> Write a new story of</p>

	<p>Have children consider other areas of the world where things are taken from them, looking at the poverty of other countries</p> <p>Week 7- <u>Recap of Key Skills</u></p>	<p>of Iliona</p> <p>Week 4-5 - <u>Independent writing</u> Pupils to write a diary entry in the Ancient Egyptian era.</p> <p>Week 6-7: <u>Take one book: The snow dragon</u></p>	<p>meteorological disaster</p> <p>Week 6- <u>Recap of Key Skills</u></p>	<p>alternative version of a fairytale</p> <p>Week 4-5 - <u>Independent writing</u> Think of a different traditional tale and write a persuasive letter to explain why the 'villain' is innocent</p> <p>Week 6- <u>Recap of Key Skills</u></p>	<p>Introductions to paragraphs</p> <p>Introductions to inverted commas</p> <p>Week 1-2- <u>Sentence Stacking Lessons</u> Create own stories based on the secret of black rock</p> <p>Week 3-4 - <u>Independent writing</u> Retell the story of black rock from the rock's perspective</p> <p>Week 5-6- <u>Recap of Key Skills</u></p>	<p>a stone age boy/girl who finds themselves in the Neolithic period. (use visit to Celtic harmony as inspiration)</p> <p>Week 6-7- <u>Recap of Key Skills</u></p>
MATHEMATICS	Place value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Mass and Capacity	Fractions Money Time	Time Shape Statistics
SCIENCE	<p><u>Light</u> <u>Scientist: Thomas Edison</u></p> <p>-recognise that they need light in order to see things and that</p>	<p><u>Animals, including humans</u> <u>Scientist: Roger Arliner Young</u></p> <p>-identify that animals, including humans, need the</p>	<p><u>Forces and magnets</u> <u>Scientist: Sir Isaac Newton</u></p> <p>-compare how things move on different surfaces -notice that some forces need contact between two objects, but magnetic forces can act at a distance</p>	<p><u>Plants</u> <u>Scientist: Agnes Arber/George Washington Carve</u></p> <p>-identify and describe the functions of different parts of</p>	<p><u>Rocks</u> <u>Scientist: Mary Anning</u></p> <p>-compare and group together different kinds of rocks on the basis of their</p>	

	<p>dark is the absence of light</p> <ul style="list-style-type: none"> -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by a solid object -find patterns in the way that the size of shadows change. 	<p>right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> -identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>STEAM WEEK</p>	<ul style="list-style-type: none"> -observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>STEAM WEEK</p>	<p>flowering plants: roots, stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> -explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>appearance and simple physical properties</p> <ul style="list-style-type: none"> -recognise that soils are made from rocks and organic matter -describe in simple terms how fossils are formed when things that have lived are trapped within rock <p>STEAM WEEK</p>	
COMPUTING	<p>1. Coding</p> <p>Use If commands to</p>	<p>2. Online Safety</p> <p>create appropriate</p>	<p>3. Spreadsheets</p> <p>4. Touch typing</p>	<p>5. Email</p> <p>Open and read</p>	<p>6. Simulations</p> <p>6. Think about</p>	<p>7. Graphing</p> <p>Enter data into a</p>

	<p>make my programme decide by itself what should happen.</p> <p>Create variables and use them in my algorithms Learning</p> <p>Plan and create a programme that simulates a real situation</p>	<p>messages for a class blog</p> <p>find a search engine website and search for information</p> <p>explain whether you should trust facts that you find on the internet and how you can help yourself to get true facts</p> <p>understand what different PEGI symbols mean</p> <p>explain why ignoring PEGI symbols is bad</p>	<p>3. Enter data into a spreadsheet and generate graphs</p> <p>3. Use the 'more than', 'less than' and 'equals' tools to compare numbers and complete calculations</p> <p>3. Give a cell reference such as A2 or C9</p> <p>4. Sit correctly at a computer</p> <p>4. Know which hand to use to reach which keys on the keyboard</p> <p>4. Type using more than one finger on each hand</p>	<p>emails</p> <p>Decide whether the contents of an email are safe or not</p> <p>Write respectful, safe emails and attach files to an email</p>	<p>different kinds of simulations</p> <p>6. Explore a simulation and understand how it shows a real life situation</p> <p>6. Analyse a simulation and understand the rules that make it work</p> <p>6. Evaluate how closely a simulation matches real life</p>	<p>spreadsheet</p> <p>Generate graphs using the data entered</p>
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	AUTUMN	SPRING	SUMMER
HISTORY	<u>Egyptians</u> 1. Egyptian time-line (Dress up like a mummy super starter) Devise Q's 4. Pyramids 5. Mummification 7. How Egyptians lived (comparison to Egypt now) 8. Artefacts 11. Tutankhamun	<u>Local History- Life in Stevenage</u> -Develop knowledge of local history. -Use various sources of evidence to answer questions based on local history. -Research a specific event from the past linked to local history then write about it.	<u>Stone Age to Iron Age</u> -Understand the changes that Britain went through from the Stone Age to the Iron Age. -Develop knowledge of local History linked to the area of study above. -To develop an understanding of chronology -To make connections between a historical period and present day.
GEOGRAPHY	<u>Land Use</u> Draw simple sketch maps using major landmarks. Identify landmarks using a key. Draw a simple sketch map to show buildings in an area. Annotate a map to show major landmarks. List land uses in urban and rural areas. Identify rural and urban areas in the UK. Explain what most rural land is used for in the UK. Compare two maps. Explain why an area is suited to crop or livestock farming.	<u>Extreme Earth</u> -Describe and understand the key aspects of Earthquakes Describe and understand key aspects of Volcanoes describe the properties of the Earth's layers; explain how a volcano is formed; describe what happens when a volcano erupts; describe some risks and benefits of living near a volcano; explain why earthquakes occur; explain how tsunamis occur; explain how to keep safe in a tsunami; explain where tornadoes happen. <u>Rainforests</u> name some countries where rainforests are found. label a map to show countries where rainforests are found. find the Equator on a map. know that rainforests are found near the Equator. describe what the weather is usually like in a tropical climate. name the four layers of a rainforest. to	<u>The UK</u> use the 8 compass directions to find a location on a map; name the seas that some rivers flow into; find the names of rivers on a map; name counties local to their area; use a legend to find areas of higher ground on a map; explain why London has changed since AD 43; identify the location of the Prime Meridian; explain some reasons a place may change. -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Locate mountains in the UK - features, compare with mountains in other countries.

		<p>know about the climate in each layer. know which animals live in a rainforest. know some similarities between the Amazon rainforest and Sherwood Forest. recognise some differences between the Amazon rainforest and Sherwood Forest. know what deforestation means, can find the tropics of Cancer and Capricorn on a map. know that rainforests are found between the tropics of Cancer and Capricorn.</p>	
<p>ART and DESIGN</p>	<p>Gestural Drawings with Charcoal Focus: Drawing and sketchbooks</p> <p>Knowledge Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Understand charcoal and earth pigment were our first drawing tools as humans. Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings.</p> <p>Skills Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).</p>	<p>Cloth, Thread, Paint Focus: Colour</p> <p>Understand the concept of still life and landscape painting. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Skills Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Develop mark making skills. Continue to develop colour mixing skills. Explore painting over different surfaces, e.g. cloth, and transfer drawing mark</p>	<p>Making Animated Drawing Focus: Drawing and making</p> <p>Knowledge Understand that animators make drawings that move. Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Understand that articulated drawings can be animated.</p> <p>Skills Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. Develop mark making skills.</p>

	<p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Explore the qualities of charcoal. Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.</p>	<p>making skills into thread, using stitch to draw over the painted fabric. Document work using photography considering lighting and focus. Make films thinking about viewpoint, lighting & perspective.</p>	<p>Brainstorm animation ideas. Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations.</p>
<p>DESIGN and TECHNOLOGY</p>	<p><u>Food - healthy and varied diet</u> <u>Project- Healthy dip</u></p> <p><u>Designing</u></p> <ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. <p><u>Making</u></p> <ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. - Using the bridge and claw cut. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a variety of ingredients and products. Record the 	<p><u>Mechanisms- levers and linkages</u> <u>Project- moving posters</u></p> <p><u>Designing</u></p> <ul style="list-style-type: none"> • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. <p><u>Making</u></p> <ul style="list-style-type: none"> • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Investigate and analyse books and, where available, other products with lever and linkage and mechanisms. • Evaluate their own products and ideas 	<p><u>Textiles - 2D shape to 3D product</u> <u>Project- pillow</u></p> <p><u>Designing</u></p> <ul style="list-style-type: none"> • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. <p><u>Making</u></p> <ul style="list-style-type: none"> • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Investigate and analyse books and, where available, other products with

	<p>evaluations using e.g. tables and simple graphs.</p> <ul style="list-style-type: none"> • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food from a given variety of given equipment. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately. 	<p>against criteria and user needs, as they design and make.</p> <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. 	<p>lever and linkage and mechanisms.</p> <ul style="list-style-type: none"> • Evaluate their own products and ideas against criteria and user needs, as they design and make. <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. 			
MUSIC	Writing Music Down	Playing in a band	Composing using your imagination	More musical styles	Enjoying Improvisation	Opening Night
RELIGIOUS EDUCATION	<p>Hinduism</p> <p>Diwali Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p>Sikhism</p> <p>The Amrit Ceremony and the Khalsa Does joining the khalsa make a person a better Sikh?</p>	<p>Christianity</p> <p>Easter What is "good" about Good Friday?</p>	<p>Christianity</p> <p>Forgiveness Jesus' miracles Could Jesus really heal people? Were these miracles or is there some other explanation?</p>	<p>Hinduism</p> <p>Hindu Beliefs How can Brahman be everywhere and in everything?</p>	<p>Sikhism</p> <p>Sharing and Community Do Sikhs think it is important to share?</p>
FRENCH	<p>J' Apprends Le Français (I'm Learning French)</p> <p>To locate France, Paris and a few key</p>	<p>Les formes (shapes)</p> <p>Name, recognise and remember up to 10 shapes in French. Attempt to spell some of</p>	<p>Les Fruits (fruit)</p> <p>Name, recognise and remember up to 10</p>	<p>Les Glaces (ice cream)</p> <p>Name, recognise and remember up to 10 ice-cream flavours in French.</p>		

	<p>cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in French.</p>	<p>these shapes in French. Attempt to remember which shapes are un or une. Revise and/or learn numbers 1-5 in French.</p> <p>Phonics and Pronunciation lesson 1 the sounds-ch, oi, ou and on.</p>	<p>fruits in French. Attempt to spell some of these nouns with their correct article/ determiner. Ask somebody in French if they like a particular fruit. Say what fruits we like and dislike in French.</p> <p>To use the text La chenille affamée (The Very Hungry Caterpillar) to reinforce key vocabulary.</p>	<p>Attempt to spell some of these flavours. Use the structure 'je voudrais...' plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. Learn how to say 'please' and 'thank you' in French.</p>		
PE	Football & Hockey	Basketball & Netball	Gymnastics - Linking Movements Together & Health Related Fitness	Gymnastics - Symmetry and Asymmetry (Partners) & Dance - Egyptians	Tennis & Athletics	Rounders & Cricket