

Year 4 Curriculum Map Medium Term Plan 2022 - 2023

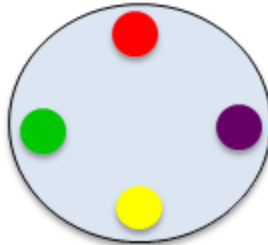
Autumn Term One – Geography - Megacities – “Why do so many people settle in Megacities?”

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS																		
Geography	Locational knowledge Locate the world’s countries, using maps to focus on North America, concentrating on their key physical and human characteristics, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time Human and physical geography Describe and understand key aspects of: Physical geography, including: climate zones, , rivers, mountains, volcanoes Human geography, including: types of settlement and land use, economic activity including trade links,	• What is a Megacity? Human and physical features • Where Megacities are located and how big are their populations • How have Megacities grown? (Baghdad) • Why do so many people in the world live in Megacities? (Milton Keynes) • How have Megacities managed their populations? (Brazil) • Advantages and disadvantages of living in a Megacity – debate • Report in English – in depth study of Megacity of their choice <i>Forest School:</i> <i>Build houses out of boxes and paint</i>																		
MFL	Crucial knowledge: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • read carefully and show understanding of words, phrases and simple writing	<table> <tr> <td>Lesson 1</td><td>Greetings</td><td>I can ask and answer several questions about myself.</td></tr> <tr> <td>Lesson 2</td><td>Numbers (1)</td><td>I can recall numbers 1 to 10 and some classroom instructions.</td></tr> <tr> <td>Lesson 3</td><td>Numbers (2)</td><td>I can say and read numbers 0 to 20.</td></tr> <tr> <td>Lesson 4</td><td>Days and months</td><td>I can remember days and months.</td></tr> <tr> <td>Lesson 5</td><td>School rooms</td><td>I can say and write the names of rooms in my school.</td></tr> <tr> <td>Lesson 6</td><td>Classroom objects</td><td>I can say and write nouns for classroom items.</td></tr> </table>	Lesson 1	Greetings	I can ask and answer several questions about myself.	Lesson 2	Numbers (1)	I can recall numbers 1 to 10 and some classroom instructions.	Lesson 3	Numbers (2)	I can say and read numbers 0 to 20.	Lesson 4	Days and months	I can remember days and months.	Lesson 5	School rooms	I can say and write the names of rooms in my school.	Lesson 6	Classroom objects	I can say and write nouns for classroom items.
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	• appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • describe people, places, things and actions orally* and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	
SRE	Growing and changing • To understand the human life cycle and how the body changes.	• Describe the main changes of the human life cycle. • Describe the body changes that describe.

RE	Making Choices/ Temptations • Describe what temptation means. • Describe how Christians believe that Jesus was tempted. • Describe why it is/is not important for Christians to recognise that Jesus was tempted. • Describe how they feel when they are tempted. • Describe situation when people might be tempted.	Sequence of activities: Step 1 – Enquire • <i>What does it mean to do the right thing?</i> • Help the children to formulate a list of opposites – kind/unkind, selfish/greedy, lies/truth, well behaved/naughty, etc. • Introduce the term <i>temptation</i> and discuss what it means to be tempted. • Talk about situations where someone is tempted. Step 2 – Contextualise • <i>How easy is it to choose to do the right thing?</i> • Tell the stories of Jesus' temptation by the devil (Matthew 4:1–11 or Luke 4:1–13) before He began his mission. Clarify the choice He was being asked to make about what sort of a minister was He going to be. <i>Why did He fast? How did He answer the Devil?</i> • Discuss the difficulties involved in making choices, for Jesus and for other people, including themselves. <i>Is it sometimes easier to do the wrong thing?</i> • Read/tell/role play the story of the Golden Calf (Exodus 32, Deuteronomy 9) and talk about how the Jewish people were tempted at different points in the story. Step 3 – Evaluate • <i>How do Christians know what to do?</i> Ask the vicar to come in and talk about how Christians make choices, particularly the line in the Lord's Prayer that asks Him to help them not to be tempted. • <i>Is it important for Christians to have guidance about not being tempted? Is it important for them to recognise that Jesus was tempted? Why/why not?</i> Link back to the story of the Golden Calf. <i>Is it important for Jews to have guidance about not being tempted? Why/why not?</i> Step 4 – Communicate • Ask the children to think about times when they might have been tempted to do something. Share with a partner. <i>How did you feel? How did you choose?</i> Bring together for whole-class circle time discussion. Step 5 – Apply • Discuss some situations involving temptation. Divide the class into groups and each choose one situation to turn into a role play to show the rest of the class. Discuss the feelings/thoughts of all the characters involved at different points in
RHE	Living in the wider world (part one):	Rights and Responsibilities To be given the opportunity to research, discuss and debate topical issues, problems and events that are of concern to me and offer my recommendations. To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of the voluntary community and pressure groups, especially in relation to health and wellbeing.
Computing	Computer Systems and Networks • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;	1. Connecting networks 2. What is the internet made of? 3. Sharing information 4. What is a website?

	identify a range of ways to report concerns about content and contact. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	5. Who owns the web? 6. Can I believe what I read?
Art	City Art using the style of different Artists • Develop their techniques and control of materials with creativity, experimentation. • Increase their awareness of different kinds of art, craft and design • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting with a range of materials - paint, pencils • Be taught about great artist in history. • evaluate and analyse creative works using the language of art, craft and design • know about great artists and understand the historical and cultural development of their art forms.	1. Cityscapes – Van Gogh 2. Research 5 facts about Van Gogh 3. Cityscapes – Monet 4. Research 5 facts about Monet 5. Cityscapes – Lowry 6. Research 5 facts about Lowry
DT	Make a toy mega city Design • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces Make	• Design, make and evaluate a toy megacity for year R to play with in their new classroom Investigation different toys • Design • Practice making nets • Make toy • Evaluate finished product

	• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Technical Knowledge • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
Science	Mixtures and separating them Working Scientifically • Asking relevant questions and using different types of scientific enquiries to answer them. • Setting up simple practical enquiries, comparative and fair tests. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	Knowledge Block 1: What Mixtures are Session 1: Give a range of mixtures and ask children to say what substances they think are in each. If they can't tell, allow them to say that. (Sensible mixtures: flour and currants, sand and stones, sand and salt, hole punch paper bits and sand, water and salt, water and oil). 1.1 The purpose of this activity is to apply the substantive knowledge of substances and mixtures and identify differences, similarities or changes related to simple scientific ideas and processes. Children should clearly be able to sort mixtures into individual substances. They should record down what substances are found in each mixture in a simple table e.g. Knowledge Block 2: What dissolving is Session 2: Place skittles in a shallow flat saucer so that water comes halfway up them. Children predict what will happen. Set and leave without touching  How does the amount of water used affect how much sugar will dissolve in it? 2.1 The purpose of these activities is to use substantive knowledge of dissolving and solutions to answer scientific questions

	- Identifying differences, similarities or changes related to simple scientific ideas and processes. - Using straightforward scientific evidence to answer questions or to support their findings. Knowledge - 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 - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - demonstrate that dissolving, mixing and changes of state are reversible changes	Knowledge Block 3: Separating Mixtures Session 3: Children will select the right separation technique for each of the following activity - Plastic covered steel wire from strands of string and plastic. - Separate out the bits of wood from stones and sand in soil. - Get salt and sand from a salty sandy mixture 3.1 The purpose of this activity to apply substantive knowledge to identify differences and select the correct scientific procedure to use More learning journey ideas in Hampshire Science Learning
PE	- use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - take part in outdoor and adventurous activity challenges both individually and within a team - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Football – Get set 4 PE Scheme of work - Lesson 1 - To develop controlling the ball and dribbling under pressure. - Lesson 2 - To develop passing to a teammate. - Lesson 3 - To be able to control the ball with different parts of the body. - Lesson 4 - To develop changing direction with the ball using an inside and outside hook. - Lesson 5 - To jockey / track an opponent. - Lesson 6 - To be able to apply the rules and tactics you have learnt to play in a football tournament.

Music	• Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country. Historical context: • ABBA	<u>Mamma Mia</u> - Charanga Musical School Scheme 1. Listen and Appraise the song Mamma Mia and other Abba songs: ● Mamma Mia by Abba ● Dancing Queen by Abba ● The Winner Takes It All by Abba ● Waterloo by Abba ● Super Trouper by Abba ● Thank You For The Music by Abba 1. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song 2. Perform the Song - perform and share your learning as you progress through the Unit of Work.
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Autumn Term Two – History — “Were the Anglo Saxons the ruin of Britain?”

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	Britain’s settlement by Anglo-Saxons and Scots: • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne	Follow HIAS History Pack – Anglo-Saxons the Ruin of Britain: ▪ Why the Anglo-Saxons came to Britain, ▪ Where and how they developed established communities and kingdoms ▪ Saxon life, culture and religion, including the move from paganism to Christianity ▪ Their legacy This enquiry also aims to promote an understanding of Cause and Consequence by examining: • Cause: What different groups of Anglo-Saxons came to Britain; including why they came and where they came from. • Consequence: How their arrival and eventual dominance affected Britain: • What changed as the Saxons became established here; • The Anglo–Saxon legacy today. Step 1: Teacher motivates pupils to want to learn and scopes the enquiry Step 2: Children collect information in interesting and varied ways Step 3: Children make sense of ideas and process the information Step 4: Children draw their own conclusions, <i>making their own meaning</i> Step 5: Understanding is checked, developed and refined by the addition of new information Step 6: Pupils create their final, imaginative product <u>Forest School:</u> <i>Cooking as an Anglo Saxon</i> <i>Anglo-Saxon shields</i> <i>Make Anglo-Saxon’s coins out of clay</i>

MFL	Crucial knowledge: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • describe people, places, things and actions orally* and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	<table> <tr> <td>Lesson 1</td><td>Fireworks Poem</td><td>'I can write my own fireworks poem.'</td></tr> <tr> <td>Lesson 2</td><td>Classroom Commands (1)</td><td>'I can read and understand commands.'</td></tr> <tr> <td>Lesson 3</td><td>Classroom Commands (2)</td><td>'I can say and understand classroom instructions.'</td></tr> <tr> <td>Lesson 4</td><td>Places in Town (1)</td><td>'I can say and recognise places in town.'</td></tr> <tr> <td>Lesson 5</td><td>Places in Town (2)</td><td>'I can ask 'where is?' and classify nouns (masculine and feminine).'</td></tr> <tr> <td>Lesson 6</td><td>Christmas Shopping</td><td>'I can identify and name shops in Spanish'</td></tr> </table>	Lesson 1	Fireworks Poem	'I can write my own fireworks poem.'	Lesson 2	Classroom Commands (1)	'I can read and understand commands.'	Lesson 3	Classroom Commands (2)	'I can say and understand classroom instructions.'	Lesson 4	Places in Town (1)	'I can say and recognise places in town.'	Lesson 5	Places in Town (2)	'I can ask 'where is?' and classify nouns (masculine and feminine).'	Lesson 6	Christmas Shopping	'I can identify and name shops in Spanish'
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SRE	Body changes and reproduction To Identify some basic facts about puberty, reproduction and pregnancy	• Know that during puberty the body changes from a child into young adult. • Understand why the body changes in puberty. • Identify some basic facts about pregnancy.																		

RE	Mary, Mother of God - Describe the concept of holy - Describe how Christians show that they believe Mary is holy - Evaluate the concept of holy by describing the value of Mary’s holiness to believers - describe their own response to the concept of holy - Describe examples of how their ideas about holiness affect their lives.	Sequence of activities: Step 1 – Enquire: <i>What does holy mean?</i> - Show image or model of Mary and Jesus – children speculate on who it is. <i>How does she look? What does she think of the baby? Why do you think that? Where would I find such an image? Who would use it? What for? How do other people feel about it?</i> - Draw a picture or make a clay model. Write a label saying “<i>I think that this is ...</i>”. - Tell story of the Annunciation. Discuss. <i>Where do pupils think the angel was from in the story? Why is there an angel in the story? Could the message from the angel have been sent to Mary any other way? Would that have been as effective (or seemed so special) in the story? What is the most important thing that the angel said, do you think? How do you think Mary felt?</i> - Look at artists’ impressions of the Annunciation. <i>How does the artist show that Mary is holy? Discuss. Would children want to add things to their original pictures/clay models to show that Mary is special/holy?</i> - Children discuss with partners what they think <i>holy</i> means. <i>Can they decide on a description which could be used in a glossary of terms or a dictionary definition?</i> Step 2 – Contextualise: <i>How do Christians show that they believe Mary is holy?</i> - Children have copies of carols which identify Mary as <i>holy, Mother of God, blessed</i>, etc. Children highlight phrases and descriptions of Mary. Collate in class discussion. - Visit a Catholic Church (or a website) which shows a Lady Chapel/stained glass window/images and icons of Mary. Take digital pictures or draw pictures. Children ask the priest or investigate how and why the images and icons are used by believers. Annotate the pictures for a classroom display. - Investigate the <i>Hail Mary</i> prayer. Children prepare questions to ask a Catholic visitor about their feelings and ideas about Mary. <i>When do they show reverence or pray to Mary? Why? What happens?</i> Step 3 – Evaluate: <i>What is our opinion about Christians showing reverence to Holy Mary?</i> - Children in groups brainstorm all the words they have heard associated with Mary. Collate responses and make a composite list. Children individually put them in 2 categories. <i>Agree with and disagree with. Compare with a partner. Can they agree on the two categories?</i> Discuss. <i>If they asked a priest or Catholic visitor to sort the cards, which columns would the words then go in?</i> - Children re-sort the cards in role as a Catholic. <i>Is it important for Christians to believe that Mary is Holy? Discuss. (Remember that it is not just Roman Catholics who believe Mary is Holy).</i> - Children complete writing frame. Step 4 – Communicate: <i>What do we think of the concept of holy in our experience?</i> - Allow time for quiet reflection, perhaps play quiet music. Ask children to sit quietly and consider things or people they would/might describe as <i>holy</i>. <i>What other word might they use if holy is not right for them? Do they have objects that remind them of holy/special people? Perhaps draw a picture, write a few words or a description of their ideas. What would they include in the picture to show other people that you think this is holy (or otherwise)?</i> Invite pupils to share responses. <i>Can children explain why they consider something to be holy for themselves or others? What qualities does it have, or memories are evoked?</i>	
RHE	Relationships (part one):	<u>Families and people who care for me</u> - To learn that families can sometimes look different from my family but I should respect those differences. To learn how families are important because they can provide love, security and stability. - To recognise the characteristics of healthy family life; including commitment to each other, protection, care, spending time together. <u>Caring friendships</u>	

		• To recognise how important friendships are but that most have ups and downs. To learn strategies to resolve disputes and conflict through appropriate compromise and negotiation – resorting to violence is never the right answer. • Respectful Relationships • To recognise the importance of respecting others (even when they are very different to me, have different beliefs or make different choices). • To listen and respond respectfully to a wide range of people, to feel confident to raise my own concerns, to recognise and care about other people's feelings and to try to see respect and if necessary constructively challenge others' points of view.
Computing	Audio Editing • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	• Digital recording • Recording sounds • Creating a podcast • Editing digital recordings • Mixing audio • Evaluating podcasts
DT	Anglo Saxon shields Design • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Make • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate	• Investigation of Shield designs • Design • Make • Evaluate finished product

	- Investigate and analyse a range of existing products. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Technical knowledge - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
Science	Digestion Working Scientifically - Asking relevant questions and using different types of scientific enquiries to answer them. - Setting up simple practical enquiries, comparative and fair tests. - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. - Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Identifying differences, similarities or changes related to simple scientific ideas and processes.	Knowledge Block 1: Food groups - Provide children with a variety of different foods and they predict what nutrients they provide. Show them the food labels to check their ideas The purpose of these activities is to teach the substantive knowledge surrounding the main food groups. - Children keep a food diary for a day and then check tally up how much of each food group was in their diet. How does this compare with a healthy diet? Knowledge Block 2: Variation in animals' diet - Compare the diets of athletes with different demands e.g., cyclists and sprinters, marathon runners and weightlifters. How are they different and why? - Give information about the poor diet of someone who is trying to be super skinny, predict the effects on the person's health and body. The purpose of this activity is to encourage children to think about the consequences of certain diets/food and the effect on the body. Knowledge Block 3: How humans digest food - Children keep a food diary for what they ate the previous day. Provide a large torso outline and ask children to annotate what has happened to the food they ate the previous afternoon and evening. - After washing hands children feel their teeth, describe what they are like, then look in a mirror and draw them. They then eat a variety of foods; identifying which teeth they use and hypothesise which teeth do which job. - Show pictures or fossils of animals' teeth and jaws, predict what the animal eats. - Bread is a carbohydrate and so provides our muscles with energy, but it needs to dissolve in the blood before it can be transported to the muscles. Where in the body does this happen? Does chewing make it dissolve? Does chewing with saliva make it dissolve? Does mixing with acid make it dissolve? They can test all of these things. The point is that one of these things causes bread to dissolve, this happens in the intestines. (They don't need to know how it happens just that this is where it does) More learning journey ideas in Hampshire Science Learning

	- Using straightforward scientific evidence to answer questions or to support their findings. Knowledge - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions - construct and interpret a variety of food chains, identifying producers, predators and prey	
PE	<u>Fitness:</u> - I can collect and record my scores and identify areas I need to improve. - I can use key points to help me to improve my sprinting technique. - I share ideas and work with others to manage activities. - I show balance when changing direction at speed. - I show control when completing activities to improve balance. - I show determination to continue working over a period of time. - I understand there are different areas of fitness and that each area challenges my body differently. <u>Netball:</u> - I can defend one on one and know when to win the ball. - I can explain what happens to my body when I exercise and how this helps to make me healthy. - I can move to space to help my team to keep possession and score goals.	Fitness & Netball – Get set 4 PE Scheme of work <u>Fitness:</u> - LESSON 1 To develop an awareness of what your body is capable of. - LESSON 2 To develop speed and strength. - LESSON 3 To complete actions to develop co-ordination. - LESSON 4 To complete actions to develop agility. - LESSON 5 To complete actions to develop balance. - LESSON 6 To complete actions to develop stamina. <u>Netball:</u> - LESSON 1 To develop passing and moving and play within the footwork rule. - LESSON 2 To develop passing and moving towards a goal. - LESSON 3 To develop movement skills to lose a defender. - LESSON 4 To be able to defend an opponent and try to win the ball. - LESSON 5 To develop the shooting action. - LESSON 6 To develop playing using netball rules.

	• I can pass, receive and shoot the ball with increasing control. • I can provide feedback using key terminology and understand what I need to do to improve. • I can use simple tactics to help my team score or gain possession. • I share ideas and work with others to manage our game. • I understand the rules of the game and I can use them often and honestly.	
Music	• Introduction to the language of music, theory and composition. Glockenspiel Stage 2: • Historical context: Learning basic instrumental skills by playing tunes in varying styles • Using scores / notation in all units.	Glockenspiel Stage 2 - Charanga Musical School Scheme • Revisit D-E-F-inately , Easy E from Stage 1 Theory: 1. Finding out about music: Pulse. 2. Finding out about music: Pulse question. • Revisit Roundabout and March of the Golden Guards from Stage 1. Theory: Finding out about music (rhythm) Remembering what you found out – rhythm ○ Finding out about music Watch this clip to find out about pitch. 2. Finding out about music - Listening game Listen to the pitch of the instruments playing in these pieces. Drag each piece to the box next to the description of the pitch. Finding out about music - Pitch Watch, listen, learn, remember... • Revisit Portsmouth, Strictly D from Stage 1. • Revisit: What's up? DeeCee's Blues from Stage • Revisit: Play Your Music, Drive from Stage 1 ○ Theory: Even more finding out about music - drag and drop 1. Finding out about song rhythms 2. Finding out about different pulses • Composition - revisit Stage 1 and create your compositions for this Stage.

Spring Term One – History — “Were the Vikings Raiders or Traders?”

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	The Viking and Anglo-Saxon struggle for the Kingdom of England: Content - Viking raids and invasion Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066	Follow HIAS History pack – Vikings Raiders or Traders Focus skill: Interpretation Step 1: Teacher motivates pupils to want to learn and scopes the enquiry Step 2: Children collect information in interesting and varied ways Step 3: Children make sense of ideas and process the information Step 4: Children draw their own conclusions, <i>making their own meaning</i> Step 5: Their understanding is checked, developed and refined by the addition of new information Step 6: Pupils create their final, imaginative product (after teacher models) <i>Forest School:</i> • <i>Viking survival</i> • <i>Viking long boats, drama – rowing together to the beat of a drum</i> • <i>“Battles” (drama) children in different Viking groups defending their villages</i>

MFL	Family tree and faces Crucial knowledge: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to	<table> <tr> <td>Lesson 1</td><td>Epiphany</td><td>'I am learning about Epiphany celebrations in Spain.'</td></tr> <tr> <td>Lesson 2</td><td>Family members (1)</td><td>'I can say the nouns of four family members.'</td></tr> <tr> <td>Lesson 3</td><td>Family members (2)</td><td>'I can write some personal information about a family member.'</td></tr> <tr> <td>Lesson 4</td><td>Faces (1)</td><td>'I can understand and say some parts of the face.'</td></tr> <tr> <td>Lesson 5</td><td>Faces (2)</td><td>'I can understand simple sentences using numbers and parts of the face.'</td></tr> <tr> <td>Lesson 6</td><td>Faces (3)</td><td>'I can write some simple sentences to describe an alien'</td></tr> </table>	Lesson 1	Epiphany	'I am learning about Epiphany celebrations in Spain.'	Lesson 2	Family members (1)	'I can say the nouns of four family members.'	Lesson 3	Family members (2)	'I can write some personal information about a family member.'	Lesson 4	Faces (1)	'I can understand and say some parts of the face.'	Lesson 5	Faces (2)	'I can understand simple sentences using numbers and parts of the face.'	Lesson 6	Faces (3)	'I can write some simple sentences to describe an alien'
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	build sentences; and how these differ from or are similar to English.	
SRE	What is puberty? To learn about the physical changes associated with puberty	- Know the physical changes that happen in puberty - Know that each person experiences puberty differently
RE	Creation - Describe the concept of creation - Describe the Christian and Hindu creation stories - Describe why they think Christians and Hindus value these stories - Describe their response to the concept creation - Describe examples of how their response to creation relates to their own and others' lives.	Sequence of activities: Step 1 – Enquire: <i>What does creation mean?</i> - Pupils are given a ball of clay and instructed to make something (anything) out of it. Compare results. <i>What have you created? How did you create it? Can you find something in nature that has been created?</i> (A leaf, acorn, feather, shell, fruit, stone, etc.) <i>How was it created?</i> - Discuss: <i>What does the word creation mean?</i> Pupils contribute to a definition or description of the word. Step 2a – Contextualise: <i>What story do Christians tell about creation?</i> - Tell the Christian creation story (or see DVD if available) or pupils engage with visualisation of creation with teacher guidance. - Pupils produce collage, music or paintings depicting creation. Display. Step 3a – Evaluate: <i>How important is the creation story?</i> <i>Why do we think Christians tell this story?</i> Pupils put statements in groups, agree with/disagree with? (See statement cards.) <i>What do they think about the story?</i> Regroup their cards. Discuss. Step 2b – Contextualise: <i>What story do Hindus tell about creation?</i> - Tell/guided imagery of the Hindu creation story. - Pupils sequence pictures and annotate. Step 3b – Evaluate: <i>How important is this creation story?</i> - Use the cards for 3a and repeat for Hindu belief (use a persona doll or a character from a Hindu book to help, eg: <i>Where would Sita put the cards?</i>) Step 4 – Communicate: <i>What do we think about creation?</i> <i>What do we think about the idea of creation? Do we think the world was created?</i> Discuss ideas. Complete writing frame - Pupils write their own creation stories. Step 5 – Apply: <i>Does what we think about creation affect us?</i> - Discuss: <i>Do we all think the same? Why/why not? Does it matter?</i> - Look at own creation from clay. <i>Who has responsibility for looking after it? Why?</i> Discuss. <i>If you believe that God made the world, do you take more or less care of it?</i>
RHE	Health (part one):	Mental Wellbeing - To learn that mental wellbeing is a normal part of daily life, in the same way as physical health. - To learn what positively and negatively affects my physical, mental and emotional health. - To recognise how to make informed choices (that can have positive, negative and neutral consequences) on health and wellbeing. To begin to understand the concept of a 'balanced lifestyle'.

		4. To learn simple self-care techniques (including the importance of rest, time spent with friends and family, the benefits of hobbies and interests) Physical Health and Fitness 5. To learn the characteristics and mental and physical benefits of an active lifestyle and identify what positively and negatively affects my physical, mental and emotional health. 6. To recognise how to make informed choices (that can have positive, negative and neutral consequences) and begin to understand the concept of a 'balanced lifestyle'. Healthy Eating 7. To learn about the characteristics of poor diet and risks associated with unhealthy eating (including obesity and tooth decay).
Computing	<u>Creating Media – Photo Editing</u> • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	1. Changing digital images 2. Changing the composition of images 3. Changing images for different uses 4. Retouching images 5. Fake images 6. Making and evaluating a publication
DT	Make Viking long boats Design	• Investigation of Viking long boats • Design • Make • Evaluate finished product

	• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • understand how key events and individuals in design and technology have helped shape the world Technical Knowledge • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
Art	Technique – pencil sketches and shading • Develop their techniques and control of materials with creativity, experimentation. • Increase their awareness of different kinds of art, craft and design	Sketch and design a dragon using pencil Dragon Eye Sketches using pencils

	• To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing with pencil	
Science	Plants - Reproduction Working Scientifically • Asking relevant questions and using different types of scientific enquiries to answer them. • Setting up simple practical enquiries, comparative and fair tests. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Using straightforward scientific evidence to answer questions or to support their findings.	1. Parts of a plant -Label parts of plant -Discuss function of plants 2. Parts of a flower - Label parts of flower - Dissect flower 3. Pollination - Different types of pollination 4. Plant life cycle 4.1 Seed dispersal: Germination, Growing + flowering, Pollination, Fertilisation + seed formation 4.2 Life cycle of a flowering plant: Stick pictures to the correct stage of the life cycle.

	Knowledge Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersa	
PE	- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - perform dances using a range of movement patterns - take part in outdoor and adventurous activity challenges both individually and within a team - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Dance and OAA – “Get set 4 PE” Scheme of work <u>Dance:</u> - LESSON 1 THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space. - LESSON 2 THEME: The Spy To choose actions which relate to the theme. - LESSON 3 THEME: The Spy To develop a dance using matching and mirroring. - LESSON 4 THEME: Carnival To learn and create dance moves in the theme of carnival. - LESSON 5 THEME: Carnival To develop a carnival dance using formations, canon and unison. - LESSON 6 THEME: Carnival To develop a dance phrase and perform as part of a class performance. - LESSON 7 THEME: States of Matter To understand how dynamics, space and relationships can be used to represent a state of matter. - LESSON 8 THEME: States of Matter To use actions, dynamics, space and relationships to represent a states of matter. - LESSON 9 THEME: States of Matter To order and structure phrases to create a dance performance. - LESSON 10 THEME: The Twist To copy and repeat a set phrase of movement in a 1960s theme showing energy and rhythm. - LESSON 11 THEME: The Twist To learn and perform a partner dance in a 1960s style. - LESSON 12 THEME: The Twist To develop my own 1960s inspired dance using changes in relationships. <u>OAA:</u> - LESSON 1 To develop co-operation and teamwork skills. - LESSON 2 To be able to orientate a map and navigate around a grid. - LESSON 3 To develop trust and teamwork whilst listening to others and following instructions. - LESSON 4 To develop trust whilst listening to others and following instructions. - LESSON 5 To be able to identify objects on a map, draw and follow a simple map. - LESSON 6 To be able to orientate and navigate around a map and draw a route using directions.

Music	• Composition, bullying. Historical context: • Grime, Classical, Bhangra, Tango, Latin Fusion	Stop! - Charanga Musical School Scheme 1. Listen and Appraise the song Stop! and other songs: • Stop! - Grime • Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) • Radetzky March by Strauss (Classical) • Can't Stop The Feeling! by Justin Timberlake (Pop with soul, funk and disco influence) • Libertango by Astor Piazzolla (Tango) • Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop) 1. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing/Rap the Song d. Compose your own lyrics with the Song 2. Perform the Song - perform and share your learning as you progress through the Unit of Work.
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Spring Term Two – Geography – Local River study – “Where does the River Anton begin and end?”

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	N/A	N/A
Geography	Locational knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features including mountains and rivers; and understand how some of these aspects have changed over time Human and physical geography Describe and understand key aspects of: Physical geography, including:, rivers, mountains, and the water cycle	• A river is born • A River's Journey • The Water Cycle • Fresh Water river, salty sea water • Estuaries and deltas • Great Rivers of the world <u>Forest School:</u> • The water cycle • Make a boat to launch • Create and use a water filter

	Human geography, including:, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, and digital technologies.																			
MFL	Celebrating carnival / body parts Crucial knowledge: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing	<table> <tr> <td>Lesson 1</td><td>Face and body parts (1)</td><td>I can say nouns for parts of the face and body</td></tr> <tr> <td>Lesson 2</td><td>Face and body parts (2)</td><td>I can understand and respond to face and body parts nouns and commands</td></tr> <tr> <td>Lesson 3</td><td>Face and body parts (3)</td><td>I can join in a yoga sequence in Spanish.</td></tr> <tr> <td>Lesson 4</td><td>Face and body parts (4)</td><td>I can join in a yoga sequence in Spanish.</td></tr> <tr> <td>Lesson 5</td><td>Face and body parts (5)</td><td>I can name the plural of face and body part nouns.</td></tr> <tr> <td>Lesson 6</td><td>Face and body parts (6)</td><td>I can create an alien and write a simple description.</td></tr> </table>	Lesson 1	Face and body parts (1)	I can say nouns for parts of the face and body	Lesson 2	Face and body parts (2)	I can understand and respond to face and body parts nouns and commands	Lesson 3	Face and body parts (3)	I can join in a yoga sequence in Spanish.	Lesson 4	Face and body parts (4)	I can join in a yoga sequence in Spanish.	Lesson 5	Face and body parts (5)	I can name the plural of face and body part nouns.	Lesson 6	Face and body parts (6)	I can create an alien and write a simple description.
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	• appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	
SRE	Changes in relationships To learn strategies to deal with feelings in the context of relationships	• Identify feelings and understand how they affect behaviour • Show awareness that feelings change during puberty and these changes can affect our relationships • Can practice strategies for managing some feelings
RE	Suffering • Describe the concept of suffering • Describe the suffering experienced by Jesus in the Easter story • Evaluate the importance of the concept suffering by describing the value of Jesus' suffering at Easter to Christians and talking about an issue raised • Describe their own responses to suffering • Identify examples of how their responses to suffering relate to their own lives and the lives of others.	Children will be able to: • Step 1 Enquire: describe the concept suffering • Step 2 Contextualise: describe the suffering experienced by Jesus in the Easter story • Step 3 Evaluate: evaluate the importance of the concept suffering by describing the value of Jesus' suffering at Easter to Christians and talking about an issue raised • Step 4 Communicate: describe their own responses to suffering • Step 5 Apply: identify examples of how their responses to suffering relate to their own lives and the lives of others. Informed by end of Year 4 age-related expectations
RHE	Relationships (part two):	<u>Online Relationships</u> • To learn the rules and principles for keeping safe online and how to recognise risks.

		- To learn strategies for keeping safe online; the importance of protecting personal information (including passwords, addresses and the distribution of images of myself or others). <u>Being Safe</u> - To learn about the concept of 'privacy' and 'keeping something confidential or a secret'. - To learn when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. - To learn about the sorts of boundaries are appropriate in friendships (including online). - To learn how to manage requests for images; what is and isn't appropriate to ask for or share; who to talk to if they feel uncomfortable or unsafe. - To learn that each person's body belongs to them. - To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.
Computing	Data Logging - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;	1 Answering questions 2 Data collection 3 Logging 4 Analysing data 5 Data for answers 6 Answering my question

	identify a range of ways to report concerns about content and contact. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range o ways to report concerns about content and contact.	
Art	River Art in the style of Monet • Develop their techniques and control of materials with creativity, experimentation. • Increase their awareness of different kinds of art, craft and design. • To create sketch books to create designs and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing with pencil • Be taught about great artist in history. • evaluate and analyse creative works using the language of art, craft and design	Monet's River Thames Series • Impressionism • Mixing colours to find out how to make the colour they want • Painting "En Plein Air" • Painting the River Thames Monet Style

	know about great artists and understand the historical and cultural development of their art forms.	
DT	Make a boat to launch Design - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical Knowledge - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	- Investigation of boat designs - Design - Make - Evaluate finished product
Science	Making electrical circuits Working Scientifically - Asking relevant questions and using different types of scientific enquiries to answer them. - Setting up simple practical enquiries, comparative and fair tests. - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	Knowledge Block 1: Electricity as a power source - Identify and name devices and justify if it is mains or battery powered and if battery powered, find it. - Give children a range of different battery powered devices and ask them to predict how the battery would need to be different. is there any relationship between device size and size /size /number of batteries needed Knowledge Block 2: What batteries do - First explicitly instruct children on how circuits are connected. Model this carefully using the same equipment they will use. - Then give children some broken circuits and they have to identify what is wrong with each one and how they can make it work. - Challenge children to build a number of different circuits

	• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Using straightforward scientific evidence to answer questions or to support their findings. Knowledge • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors	Knowledge Block 3: Making devices work harder 1. Investigate how the number of batteries added to the circuit affects a device? Investigation question: <i>Does doubling the number of batteries in a circuit double the brightness of a bulb?</i> A lux meter could be used to collect data regarding brightness of bulbs as more batteries are added (Lux meters are found in the app store and are free) Knowledge Block 4: Insulators and Conductors 1. Provide children with a battery and a bulb and a selection of different materials that are insulators or conductors. Children will have to try and make a circuit to power the bulb using each material and create a list of those which they think are conductors and those which are not. Question them about and similarities between this groups, e.g., most conductors are metals, and most insulators are non-metals
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PE	• use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Golf and Gymnastics – “Get set 4 PE” Scheme of work <u>Golf:</u> • LESSON 1 - To explore hitting technique and aiming towards a target. • LESSON 2 - To explore shot accuracy. • LESSON 3 - To explore the technique for putting. • LESSON 4 - To explore the technique for chipping. • LESSON 5 - To explore the techniques used for a short game. • LESSON 6 - To explore the technique for a long game. <u>Gymnastics:</u> • LESSON 1 - To develop individual and partner balances. • LESSON 2 - To develop control in performing and landing rotation jumps. • LESSON 3 - To develop the straight, barrel, forward and straddle roll. • LESSON 4 - To develop the straight, barrel, forward and straddle roll. • LESSON 5 - To develop strength in inverted movements. • LESSON 6 - To be able to create a partner sequence to include apparatus.
Music	Historical context: Gospel • Gospel in its historical context eg from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.	Lean On Me - Charanga Musical School Scheme 1. Listen and Appraise the song Lean On Me and other gospel-based songs: • Lean On Me by Bill Withers • He Still Loves Me by Walter Williams and Beyoncé • Shackles by Mary Mary • Amazing Grace by Elvis Presley • Ode To Joy Symphony No 9 by Beethoven • Lean On Me by The ACM Gospel Choir 1. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing/Rap the Song d. Compose your own lyrics with the Song 2. Perform the Song - perform and share your learning as you progress through the Unit of Work.

Summer Term One– History – Anglo Saxons in Britain – “Was King Alfred really great?”

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS																		
History	The Viking and Anglo-Saxon struggle for the Kingdom of England: Content - Resistance by Alfred the Great and Athelstan, first king of England	Follow HIAS History pack – Alfred the Great Enquiry Step 1: Teacher motivates pupils to want to learn and scopes the enquiry Step 2: Children collect information in interesting and varied ways Step 3: Children make sense of ideas and process the information Step 4: Children draw their own conclusions, <i>making their own meaning</i> Step 5: Their understanding is checked, developed and refined by the addition of new information Step 6: Pupils create their final product Focus skill: Enquiry <u>Forest School:</u> • <i>Make a castle with pulley drawbridge</i> • <i>Make a Viking tool</i>																		
MFL	Feeling unwell/ Jungle animals Crucial knowledge: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences*	<table border="1"> <tbody> <tr> <td>Lesson 1</td><td>I don't feel well (1)</td><td>I can remember parts of the body and explain why I don't feel well or what hurts.</td></tr> <tr> <td>Lesson 2</td><td>I don't feel well (2)</td><td>I can take part in role play dialogue at the doctor's.</td></tr> <tr> <td>Lesson 3</td><td>Walking through the jungle (1)</td><td>I can understand and name jungle animals in Spanish.</td></tr> <tr> <td>Lesson 4</td><td>Walking through the jungle (2)</td><td>I can understand a story. I can understand adjectives to describe jungle animals.</td></tr> <tr> <td>Lesson 5</td><td>Walking through the jungle (3)</td><td>I can write a sentence using a noun, a verb and adjectives to describe animals.</td></tr> <tr> <td>Lesson 6</td><td>Walking through the jungle (4)</td><td>I can write my own jungle explorers' story.</td></tr> </tbody> </table>	Lesson 1	I don't feel well (1)	I can remember parts of the body and explain why I don't feel well or what hurts.	Lesson 2	I don't feel well (2)	I can take part in role play dialogue at the doctor's.	Lesson 3	Walking through the jungle (1)	I can understand and name jungle animals in Spanish.	Lesson 4	Walking through the jungle (2)	I can understand a story. I can understand adjectives to describe jungle animals.	Lesson 5	Walking through the jungle (3)	I can write a sentence using a noun, a verb and adjectives to describe animals.	Lesson 6	Walking through the jungle (4)	I can write my own jungle explorers' story.
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Lesson 6	Walking through the jungle (4)	I can write my own jungle explorers' story.																		

	• read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	
SRE	Assertiveness • To understand and be able to use assertiveness skills.	• To practise being assertive in different situations. • That pressure to behave in an unacceptable or risky way can come from a variety of sources. • How to ask for help. • Use basic techniques for resisting pressure to do wrong.

RE	Devotion • Describe their own and others ideas about the concept of devotion. • Describe how devotion is contextualised in the Hindu religion. • Describe how important it is for Hindu's to show their devotion in worship. • Describe their own response to devotion. • Describe examples of how devotion can be applied to their own lives and others.	Sequence of activities: Step 1 – Enquire into the concept of <i>devotion</i> Play or show clip of <i>Totally devoted to you</i>, from <i>Grease</i>. What does <i>devoted</i> mean? What are you devoted to? If you are devoted to someone how do you show this? Activity: Brainstorm in small groups and display ideas (keep for reference). Step 2 – Contextualise within the concept of Hindu worship Show the children pictures or video of Hindu worship at home and in temple. Ask children to look for signs of devotion, eg: bells, washing, offerings, prayers, smells, hands in prayer, dressing the Gods. Activity: Children draw and label pictures and describe how they show devotion . Step 3 – Evaluate how important it is for Hindus to show their <i>devotion</i> in worship Would it matter if they left something out of ritual? Read book about Hindu child talking about worship. Show Puja plate and discuss how this is used to show devotion. Why do people show devotion? Discuss. How would they feel if they were not able to show devotion? Activity: Draw a shrine and label each part showing the different signs of devotion. Step 4 – Communicate their own understanding of the concept of <i>devotion</i> Assessment activity: Children complete writing frame. Step 5 – Apply the concept to their own and others' lives Ask children to think about what the concept of devotion. Discuss with children their own ideas about devotion from week one, would they add anything to this? Read the life story of Gandhi. Discuss what he was devoted to, ie: peace and his faith, simple living. Activity: Draw a picture of Gandhi and annotate with their own phrases.
RHE	Living in the wider world (part two):	Environment • To learn that I have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities Money • To learn that money comes from different sources and can be used for different purposes, including concepts of spending and saving. • To learn about the role money plays in their lives including how to keep safe, choices about spending or saving money and what influences those choices.
Computing	Programming A – Repetition in Shapes	1 Programming a screen turtle 2 Programming letters

	• Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	3 Patterns and repeats 4 Using loops to create shapes 5 Breaking things down 6 Creating a program
Art	Plant ART • Develop their techniques and control of materials with creativity, experimentation. • Increase their awareness of different kinds of art, craft and design. • To create sketch books to create designs and use them to review and revisit ideas. • To improve their mastery of sculpture and painting • Develop their techniques and control of materials with creativity, experimentation. • Increase their awareness of different kinds of art, craft and design	• Drawing Plants in Pencil • Drawing Plants in Colour • Hapa-Zome: Printing Plants Using Hammers • Making Plants in Paper • Making Plant Sculptures • Plant ART • Finishing Plant Sculptures

	• To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Be taught about great artists, architects and designers in history. • evaluate and analyse creative works using the language of art, craft and design • know about great artists and understand the historical and cultural development of their art forms.	
DT	A castle with drawbridge using a pulley Design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate	• Investigation of pulleys • Design • Make • Evaluate finished product

	• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	
Science	Living Things Working Scientifically • Asking relevant questions and using different types of scientific enquiries to answer them. • Setting up simple practical enquiries, comparative and fair tests. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identifying differences, similarities or changes related to simple scientific ideas and processes.	Knowledge Block 1: Classifying living things 1. Children learn about 5 different groups of vertebrate animals - fish, amphibians, reptiles, bird, and mammals - and how we can identify them from their body features, behaviour, and life cycles. Knowledge Block 2: Life cycles 1. Look for patterns between the size of an animal and its expected life span. Knowledge Block 3: Environmental change 1. Investigate your school grounds/ local area and draw pictures of 8 different organisms. Create their own classification key by repeatedly asking dichotomous questions (with exactly two answers) splitting the group up until each group only has one member. They discuss the best sort of questions to ask when making a classification key. 2. Select a habitat in your school grounds/local environment. Children draw a picture of how it appears now, and describe or measure the weather, temperature and hours of daylight. They predict what this habitat will look like in 6 months' time and identify any changes that might take place. If possible, children revisit the site in 6 months and investigate the habitat as it actually appears.

	- Using straightforward scientific evidence to answer questions or to support their findings. Knowledge - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things	
PE	- use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - take part in outdoor and adventurous activity challenges both individually and within a team - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Handball</u> and <u>Tennis</u> – “Get set 4 PE” Scheme of work <u>Handball:</u> - LESSON 1 To begin to throw and catch while on the move. - LESSON 2 To learn how to move towards goal or away from a defender. - LESSON 3 To develop accuracy when shooting. - LESSON 4 To be able to apply individual and team defending skills - LESSON 5 To use a change of direction and speed to lose a defender and move into space. - LESSON 6 To maintain possession when in attack. <u>Tennis:</u> - LESSON 1 To develop hitting the ball using a forehand. - LESSON 2 To develop returning the ball using a forehand. - LESSON 3 To develop the backhand and understand when to use it. - LESSON 4 To work co-operatively with a partner to keep a continuous rally going. - LESSON 5 To use simple tactics in a game to outwit an opponent. - LESSON 6 To demonstrate honesty and fair play when competing against others.
Music	- Civil rights. The development of Pop music. - Historical context: The Beatles	Blackbird - Charanga Musical School Scheme 1. Listen and Appraise the song Blackbird and other songs by The Beatles: - Blackbird by The Beatles - Yellow Submarine by The Beatles - Hey Jude by The Beatles - Can't Buy Me Love by The Beatles

		● Yesterday by The Beatles ● Let It Be by The Beatles 1. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song 2. Perform the Song - perform and share your learning as you progress through the Unit of Work.
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Summer Term Two – Geography – European region study – Costa Blanca – Is the Costa Brava a world away from our local area?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
Geography	1. Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 2. Identify the position and significance of Equator, Northern Hemisphere, Tropic of Cancer, Arctic Circle, Greenwich/Prime Meridian, and time zones (including day and night) 3. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country 4. Physical geography, including biomes, climate zones	<u>See HIAS planning</u> Block A: The Journey of a River [10 Sessions] Session 1 Geography A River is Born <i>Learn about how a river is formed. Follow the journey of a river and draw a sketch map of a river and the features found along the way.</i> Session 2 Geography and Art A River's Journey <i>Understand the stages of a river's journey. Learn about and develop river vocabulary and make an illustrated river words glossary. Start a river journey collage to share your knowledge!</i> Session 3 Geography and Art The Water Cycle <i>Further develop understanding of the stages of a river's journey and learn about evaporation and its place in the water cycle. Finish the river journey collage.</i>

	5. Human geography, including types of settlement and land use 6. Human geography, including economic activity 7. Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied 8. Use the four (introduce eight) points of a compass to build their knowledge of the wider world 9. Use symbols and key to build their knowledge of the wider world 10. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies, minerals and water Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Session 4 Geography and Science Fresh Water River, Salt Water Sea <i>Learn about the concept of the water cycle including evaporation and condensation. Discuss and assess the evaporation experiment and look at what has been learnt. Add water cycle labels to the class river journey collage</i> Session 5 Geography Estuaries and Deltas <i>Understand about what happens when a river reaches the coast. Create a leaflet about a nature reserve based at the coast and show your knowledge by playing an Estuary Quiz game!</i> Session 6 Geography Great Rivers of the World <i>Learn about the ten major world rivers and the continents through which they flow.</i> Session 7 Geography and Music Developing a River Dance <i>Listen to a piece of classical music that represents the journey of a river. Review your knowledge of the stages of a river and begin to use this to help develop a river journey dance.</i> Session 8 Geography and PE Refining a River Dance <i>In this active session you will develop, refine and perform your river journey dance.</i> Session 9 Geography and D&T Make a boat to journey to the sea! <i>Trace the journey of a local river to the sea. Build a boat from natural materials to send on a river journey, making sure to test and improve its buoyancy and stability.</i> Session 10 Geography and PSHE Launch a boat on its journey to the sea <i>Revise the route of your local river downstream to the sea; Name and write a message for the finder of their boat; Finally launch their boat and wave it off on its journey to the sea.</i> <u>Forest School:</u> • <i>Types of bugs</i>
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MFL

Weather/ Ice-creams

Crucial knowledge:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of

Lesson 1

The Weather (1)

I can say different weather statements in Spanish .

Lesson 2

The Weather (2)

I can describe the weather in different seasons of the year.

Lesson 3

The Weather (3)

I can say simple phrases to give the weather forecast.

Lesson 4

Ice creams (1)

I can understand and name ice cream flavours.

Lesson 5

Ice creams (2)

I can talk about ice creams I love, like and dislike.

Lesson 6

Language Puzzle

I can apply my language detective skills to learn another language.

	high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	
SRE	Your questions answered To answer questions with confidence and seek help when needed.	- Can answer some questions about puberty and growing up. - Can use appropriate language to discuss puberty. - Identify sources of information and advice. - To face new challenges positively by collecting information, looking for help, making responsible choices and taking action - Where individual's families and groups can get help and support.

RE	Trees as a symbol Step 1. ENQUIRE: describe the meaning of symbol Step 2. CONTEXTUALISE: describe how stones are used as symbols in religious practice and writings Step 3. EVALUATE: evaluate stones as symbols by describing the value of their symbolism to Christians, Muslims or Buddhists Step 4. COMMUNICATE: describe their own responses to stones as symbols Step 5. APPLY: describe examples of how their responses to stones as symbols can be applied to their own and others' lives.	Sequence of activities: Step 1 – Communicate • Experience trees – in pairs, one blindfolded, go to a tree, feel it, smell it, etc. Go back to base, remove blindfold and then find that tree again! • Lie with head under tree and look up at the canopy. • Draw it, paint it, etc. The above activities MUST lead into the idea of a tree as a symbol: • <i>What could the tree be a symbol of? What does the tree represent for you?</i> (eg: tree of life/power/strength/age/change/growth/cycles). • Collect words about the tree (strong, powerful, etc) – express a response (poem, compose music). Step 2 – Apply • Discussion about <i>tree experience</i> – <i>did everyone think about the tree in the same way?</i> ie: <i>did the tree symbolise the same thing for everybody?</i> (Tree can be a symbol for many different things.) • <i>Is the tree always a good symbol?</i> – Discuss why/why not? (NB: tree people in <i>Lord of the rings</i>.) • <i>Where/when have you seen trees used as symbols? In what situations was it useful?</i> Step 3 – Enquire • <i>What does the word symbol mean?</i> • Write their own definitions (in pairs). • Think of other symbols in nature – make a display. Step 4 – Contextualise • Guided imagery – garden of Eden (story to be told). • Create their own <i>tree of knowledge</i> – large tree with leaves describing all the good things in the world and all the bad things. • Look at the Bible version of the story (Genesis 2:17). Emphasise that it is Jewish, Christian and Islamic. Step 5 – Evaluate • <i>Do you think that the tree is a useful symbol for Christians?</i> • <i>Why could it be good?</i> (It's got lots of leaves!!!) <i>Can you think of any other things that could be used as symbols to represent God's knowledge?</i> Step 6 – Contextualise • Read <i>The tale of three trees</i>. • Role play: Be one of the trees and tell the story from that point of view. • <i>What was the tree a reminder/symbol of?</i> Step 7 – Evaluate • Could anything else have been used as a symbol in this story?
RHE	Health (part two):	Changing adolescent body 'from age 9 through to 11' • To learn key facts about puberty and the changing adolescent body, including physical and emotional changes. • To learn about menstrual wellbeing including the key facts about the menstrual cycle (only if appropriate for the children in the cohort and with parental consent). Basic First Aid • To learn about the concepts of first aid (for example dealing with common injuries, including head injuries) and where and how to get help. Drugs, Alcohol and Tobacco

		- To learn which, why and how commonly available substances and drugs (including alcohol, tobacco and energy drinks) can damage my immediate and future health and safety; that some are restricted and some are illegal to own, use or give to others. Internet Safety and Harms - To recognise that the internet can be a negative place. - To recognise what positively and negatively affects by physical, mental and emotional health. - To learn strategies for keeping safe online; the importance of keeping personal information private (including passwords, addresses and the distribution of images of myself or others)
Computing	Repetition in Games - Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	- Using loops to create shapes - Different loops - Animate your name - Modifying a game - Designing a game - Creating our games
Art	- Develop their techniques and control of materials with creativity, experimentation. - Increase their awareness of different kinds of art, craft and design	

	• To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Be taught about great artists, architects and designers in history. • evaluate and analyse creative works using the language of art, craft and design • Know about great artists and understand the historical and cultural development of their art forms. • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • About great artists, architects and designers in history.	
Music	• Historical context: Western Classical Music	Reflect, Rewind and Replay - Charanga Musical School Scheme • Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical Music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
PE	• use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis],	Athletics and Rounders – “Get set 4 PE” Scheme of work Athletics: • LESSON 1 To develop stamina and an understanding of speed and pace in relation to distance. • LESSON 2 To develop power and speed in the sprinting technique. • LESSON 3 To develop technique when jumping for distance.

	and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• LESSON 4 To develop power and technique when throwing for distance. • LESSON 5 To develop a pull throw for distance and accuracy. • LESSON 6 To develop officiating and performing skills. <u>Rounders:</u> • LESSON 1 To play different roles in a game and begin to think tactically about each role. • LESSON 2 To develop the bowling action and learn the rules of bowling. • LESSON 3 To run around the outside of the bases and make decisions about when to stop and when to run. • LESSON 4 To field a ball using a two handed pick up and a short barrier. • LESSON 5 To develop batting technique and an understanding of where to hit the ball. • LESSON 6 To apply skills and rules learnt to play rounders.
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