

Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 4</b>	<b>The Roman Empire</b>	<b>Who cares for the bears?</b>	<b>If truth be told?</b>	<b>Ready...Set...Go...</b>	<b>Europe - Where should we go on holiday?</b>	<b>Ancient Maya</b>
<b>Cultural Capital Development Opportunities:</b>		Workshop at the Art Gallery Green City visit from Southampton City Council RE: religious visitor	New Forest Wildlife Park Wolf Workshop Southampton City Mission		Local Restaurant visit City Centre Fieldwork	
<b>Literature Spine</b>	The Firework Maker's Daughter  Poetry: Firework Night by Enid Blyton  Your Growling Guts and Dynamic Digestive System (NF)	The Lion, the Witch and The Wardrobe  Climate Change Texts (NF)  Poetry: Stopping by woods on a snowy evening – poetry (Robert Frost)	A Wolf Called Wander  Wolves non-chronological reports (NF)	Krindlekrax  Playscript: Krindlekrax  Super Hero Texts (NF)	The train to impossible places  European Countries Information Texts (NF)  Holiday Brochures (NF)	Gothic fiction text  Gothic recount  Mythological non-chronological reports  Action Fantasy Narrative  How to hunt the monster instructional texts
<b>T4W Fiction</b>	<b>Wishing Tale</b>	<b>Portal Story</b>	<b>Tale of Fear</b>	<b>Defeating the Monster</b>	<b>Journey Story</b>	<b>NO T4W - APPLICATION</b>
<b>Focus in fiction</b>	<b>Suspense</b>	<b>Setting</b>	<b>Characterisation and Dialogue</b>	<b>Action</b>	<b>Plot - Openings and endings</b>	<b>APPLICATION</b>

Grammar focus	<ul style="list-style-type: none"> <li>-Consolidation of punctuation from Year 3 including: <b>using and punctuating direct speech (i.e. Inverted commas)</b></li> <li>-Use a range of fronted adverbials to integrate <b>Description, Action and Dialogue</b> within speech.</li> </ul>	<ul style="list-style-type: none"> <li>-The grammatical difference between plural and possessive -s?</li> <li>-Use conjunctions, adverbs and <b>prepositions</b> to show time, place and cause</li> <li>-use and punctuate direct speech (including punctuation within and surrounding inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Apply</b> – use and punctuate direct speech (including punctuation within and surrounding inverted commas)</li> <li>-Using fronted adverbials and punctuating them accurately with a comma</li> </ul>	<ul style="list-style-type: none"> <li>-Use of appropriate pronouns and nouns for cohesion.</li> <li>-Use apostrophes for singular and plural possession</li> <li><b>Apply - rules for direct speech and use of fronted Adverbials</b></li> </ul>	<ul style="list-style-type: none"> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>-Use conjunctions, adverbs and prepositions to show time, place and cause</li> <li><b>Apply - rules for direct speech</b></li> <li><b>Apply fronted adverbials</b></li> </ul>	<b>APPLICATION OF ALL SKILLS</b>
T4W Non Fiction	<b>Instructions - How to summon a goddess/how to wash an elephant.</b>	<b>Formal Letter Writing/Persuasion –</b>	<b>Non chronological Reports (wolves)</b>	<b>Explanation - How to be a super hero</b>	<b>Persuasion – tourist brochures</b>	
Grammar focus	<ul style="list-style-type: none"> <li>-Consolidation of punctuation from Year 3 including <b>apostrophes for contractions and possession.</b></li> <li>-Use conjunctions, <b>adverbs</b> and prepositions to show time, place and cause</li> </ul>	<ul style="list-style-type: none"> <li>-Organising paragraphs around a theme</li> <li>-Use <b>conjunctions</b>, adverbs and prepositions to show time, place and <b>cause</b></li> <li>-Standard English verb inflections (I did vs I done)</li> </ul>	<ul style="list-style-type: none"> <li>- organising paragraphs around a theme</li> <li>-in non-narrative material, choose their own simple organisational devices</li> <li>-Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (including terminology of subordinate clauses).</li> <li>-Use conjunctions, adverbs and prepositions to show time, place and cause</li> </ul>	<ul style="list-style-type: none"> <li>-Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (including terminology of subordinate clauses).</li> <li>-in non-narrative material, choose their own simple organisational devices</li> <li>-Uses a or an correctly</li> </ul>	<ul style="list-style-type: none"> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>-Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (including terminology of subordinate clauses).</li> </ul>	<b>APPLICATION OF ALL SKILLS</b> <ul style="list-style-type: none"> <li>• in non-narrative material, choose their own simple organisational devices</li> </ul>

Fictional non-fiction:	Instructions - How to summon a goddess/how to wash an elephant.	Letter Writing/Persuasion – Climate Change Letters to MP	Non-chronological report of own hybrid wolf	Explanation	Creating own European holiday destination	
<b>Year 4 Maths</b>	Number: Place value: Composition and calculation with 4 digit numbers, including addition and subtraction.	Composition and Calculation: tenths Composition and Calculation: hundredths	Addition and subtraction: Money  Number: Multiplication and Division	Number: Multiplication and Division  Number: Fractions  Measurement: Time	Measurement- Length, perimeter, area  Measurement- Mass, volume, capacity  Geometry: Properties of shape	Geometry- position and direction  Statistics  Consolidation of all year 4 content.
<b>History</b>	<b>The Roman Empire and its Impact on Britain</b>				<b>Mayan Civilisation</b>	
	<b>Substantive Knowledge for each unit is outlined on the medium term plan/knowledge organisers.</b>				<b>First Order Concepts</b>	<b>Second Order Concepts</b>
<b>Autumn 1 History</b>	<p align="center"><b>The Roman Empire and its Impact on Britain</b></p> <p><b>Chronological knowledge and Understanding</b>  <b>Unit 1:</b> Uses timelines to place <b>names and dates of past events and periods</b> in order – (Compare to Titanic, Great Fire of London and Florence Nightingale) and the Stone Age – Iron Age, Ancient Egyptian Civilisations from Year 3).            -Uses words and phrases: <b>ancient, BC, AD, (REVISE FROM YEAR 3).</b></p> <p><b>Historical enquiry - Using evidence / Communicating ideas</b>  <b>Unit 1:</b> Review <b>source, artefact, archaeology</b> and <b>understand the difference between primary and secondary sources of evidence.</b>            - Shows knowledge of the Roman invasion by describing features of past societies and periods.            -Gives reasons why <b>changes in houses, culture, military &amp; way of life</b> may have occurred during a time period.            -Describes how some of the past events /people affect life today.            -Offer a <b>reasonable explanation</b> for some events - use and evaluate historical sources as evidence.</p> <p><b>Interpretations of history</b>  <b>Units 1 &amp; 2:</b> Give reasons why there may be different accounts of history (artistic interpretations of Boudicca, historian interpretations of why Mayans became powerful).</p>				<p><b>Power</b>            (Power of the Roman empire, including the first time female power has been encountered with Boudicca. <b>Link back to improved technology and how this can result in increased power).</b></p> <p><b>Empire</b>            (Consideration of empire formation and the reasons why - <b>link to technology enabling strength of empire. Additional link to civilisation - analysis of the impact of the Roman empire through elements of Roman civilisation that have remained).</b></p>	<p><b>Continuity and Change</b>            – What changed and what stayed the same in Britain when the Romans took over?</p> <p><b>Significance of events/people</b> – How significant was the Roman empire's impact on Britain?</p>

Summer 2 History	<p style="text-align: center;"><b>Mayan Civilisation</b></p> <p><b>Chronological knowledge and Understanding</b>  <b>Unit 2:</b> Uses timelines to place <b>names and dates of past events and periods</b> in order – (Compare to KS1 events and Ancient Egypt Year 3 (important to connect the religious similarities and differences) and the stone age and the bronze age). Place in relation to the Roman Empire from the start of the year.          -Uses words and phrases: <b>ancient BC, AD, (REVISE FROM YEAR 3).</b></p> <p><b>Historical enquiry - Using evidence / Communicating ideas</b>  <b>Unit 2:</b> Review <b>source, artefact, archaeology</b> and <b>understand the difference between primary and secondary sources of evidence</b>          -Shows knowledge and understanding by describing features of past societies and periods (ideas, beliefs, attitudes).          -Gives reasons why changes in culture <b>compare with Ancient Egypt</b> &amp; way of life may have occurred during a time period.          -Describes how some of the past events /people affect life today - <b>make comparisons with impact of the Roman Empire.</b>          -Offer a <b>reasonable explanation</b> for some events - use and evaluate historical sources as evidence.</p> <p><b>Interpretations of history</b>  <b>Units 1 &amp; 2:</b> Give reasons why there may be different accounts of history (artistic interpretations of Boudicca, historian interpretations of why Mayans became powerful).</p>				<p style="text-align: center;"><b>Religion</b></p> <p>(Consideration of Mayan beliefs and <b>comparisons with Ancient Egypt</b>)</p> <p style="text-align: center;"><b>Civilisation</b></p> <p>(Consideration of the physical objects created by the Mayans - <b>comparisons with Egypt and the Stone Age</b>)</p>	<p style="text-align: center;"><b>Similarities and Differences –</b> What was life like at the height of the Mayan civilisation?</p> <p style="text-align: center;"><b>Cause and Consequence –</b> Why did the Mayan empire end so quickly?</p>
Geography		<b>Study: The impact of Climate Change on our planet.</b>	<b>Locational knowledge - Earth and its Biomes</b>		<b>Regional study: UK vs a European country (Spain)</b>	
	<b>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</b>					<b>Progression in Mapping</b>
Autumn 2 Geography	<p style="text-align: center;"><b>Autumn 2 - Study: The impact of Climate Change on our planet.</b></p> <p><b>Locational Knowledge</b>  <b>Review and re-visit:</b>  <b>Continents of the world, Position of the Equator, Northern Hemisphere, Southern Hemisphere.</b>          - Identify the position of the <b>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</b>          -Identify the position and significance of <b>latitude, longitude</b></p> <p><b>Place Knowledge</b>          -Locate and explore the climate and <b>place</b> of the <b>arctic regions</b> and the changes over time by asking and responding to geographical questions.</p> <p><b>Human and Physical Processes</b>          -Use <b>digital/computer mapping</b> to understand how the impact humans have on the physical geography of the human regions.</p> <p><b>Geographical skills and Fieldwork:</b></p>					<p>-use the zoom feature to explore places at different <b>scales</b> using google earth. Consider the variation in map use – which map is best for the desired purpose?</p> <p>-recognise some patterns on maps and explain what they show (heat map).</p> <p>-measuring areas on a map using a given <b>scale</b> to consider changing</p>

	<ul style="list-style-type: none"> <li>See progression in mapping</li> </ul> <p><b>Environmental Impact:</b> e.g. How can we combat climate change in our school?</p>	environments.
<b>Spring 1 Geography</b>	<p><b>Locational knowledge - The world and its Biomes</b></p> <p><b>Locational Knowledge</b>  Review and re-visit:  - Continents of the world, Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.  -4 figure grid references help us locate places on a map</p> <p><b>Place Knowledge</b>  -Locate the world's countries, using maps to focus on the <b>space</b> of <b>Russia</b>, concentrating on the climates and biomes and the <b>places</b> within these. <b>Russia is the largest country in the world. It crosses 2 continents (Europe and Asia)</b></p> <p><b>Human and Physical Processes</b>  A biome is a large region of the earth that has a certain climate and certain types of living things (<b>can give examples</b> e.g. Tropical Rainforest, Temperate Forest, Desert, Tundra, Taiga (Boreal Forest), Savanna, Grasslands, Mountain/Alpine  Why do biomes exist? Linked to Climate.</p> <p><b>Geographical skills and fieldwork:</b>  -See mapping progression  -Use maps, atlases, globes and digital/computer mapping to locate countries and describe human and physical features studied.</p> <p><b>Similarities and differences</b>  What effects are humans having on the world's biomes?</p>	<p>-Use maps, atlases, globes and digital/computer mapping to locate Russia and consider the <b>scale</b> of its size. What maps would be best to use to study it?</p> <p>-Create own map of Russia using atlases and annotate the location of the different biomes, using photographs of features.</p> <p>-Use a key for their map using standard symbols.</p> <p>-Give maps a title to show their purpose.</p>
<b>Summer 1 Geography</b>	<p><b>Regional study: UK vs a European country (Spain)</b></p> <p><b>Locational and Place Knowledge</b>  - Review Year 2 knowledge of continents (ready to zone in on Europe). <b>Africa was studied in Year 1.</b>  -Review Year 3 knowledge of the UK - counties, cities and the human and physical features.  - Locate <b>Europe</b> using maps and atlases, and consider its location in comparison to other places studied so far.</p> <p><b>Human and Physical Processes</b>  -Understand geographical <b>similarities and differences</b> through the study of human and physical geography of <b>Southampton</b> and, a region in <b>Spain</b>.</p> <p><b>Geographical skills and fieldwork:</b>  - Use <b>four figure grid references</b>, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p><b>Field Work (Off Site)</b>  -measure and record human and physical features in the local area, using a range of methods including <b>sketch maps, plans and digital technologies</b>.</p>	<p>-Use of atlases to consider the <b>space</b> of Europe, the relationship between the different countries and those that are land locked and those that aren't.</p> <p>-Create own map to consider the <b>place</b> of Spain, and its geographical relationship to other countries. -Use a key for their map using standard symbols.</p>

	<p><b>Inter-Connections:</b> How can we compare the land use of Southampton High Street and the main boulevard of Barcelona (La Rambla)?</p>	
<p><b>Core Geographical knowledge to be remembered by the end of Year 4:</b></p>	<p><b>Retrieved from Year 1:</b></p> <ul style="list-style-type: none"> <li>- Our school is in Shirley which is in Southampton.</li> <li>- Human features have been made by people (can give examples).</li> <li>- Physical features are natural features of land (can give examples).</li> <li>- Africa is a continent and Kenya is a country in Africa</li> </ul> <p>- Be able to name the 4 seasons: <b>Autumn, Winter, Spring and Summer</b>, and talk about the type of weather typical of each.</p> <p><b>Retrieved from Year 2:</b></p> <ul style="list-style-type: none"> <li>-Southampton is in England which is in the United Kingdom/Great Britain.</li> <li>-The 4 countries in the United Kingdom are England, Scotland, Wales and Northern Ireland.</li> <li>-The capital of England is London, The capital of Wales is Cardiff, -The capital of Scotland is Edinburgh, The capital of Northern Ireland is Belfast</li> <li>The sea closest to Southampton is the English Channel – (to link to history units e.g. WW2 and later geography units).</li> <li>The Continents of the world are: Asia, Africa, North America, Antarctica, Europe and Australia</li> <li>-know simple compass directions (North, South, East and West)</li> <li>-Know the locational language, <b>near, far, left and right</b></li> </ul> <p><b>Retrieved from Year 3:</b></p> <ul style="list-style-type: none"> <li>- Southampton is a city in the county of Hampshire, in the country of England.</li> <li>- A country is a nation with its own government and rules</li> <li>- A county is a section of the country, with many cities and towns within.</li> <li>- A city is a built up area (usually with a cathedral) bigger than a town.</li> <li>- Know the 8 points of a compass (North, South, East, West, Northeast, South East, North West, South West).</li> <li>- 4 Figure Grid references help us to locate places on a map.</li> <li>- The equator is an imaginary line around the earth</li> <li>- It is halfway between the North and South Pole</li> <li>- Above the equator is the Northern Hemisphere</li> <li>- Below the equator is the Southern Hemisphere</li> <li>-Underneath the surface of the earth that we can see there are 4 different layers; Crust, Mantle, Outer and Inner Core.</li> <li>Volcanoes: There are 3 different types of volcano; active, dormant, extinct. They can be found on the ocean floor and under ice caps, too.</li> </ul> <p>Earthquakes:</p> <p>Earthquakes happen where two tectonic plates meet. When the plates rub against each other is when the earthquake can be felt. An earthquake that occurs at the bottom of the sea can push water upwards and create tsunamis.</p> <p><b>New knowledge for Year 4:</b></p> <ul style="list-style-type: none"> <li>-Latitude = the invisible co-ordinates around the earth</li> <li>- Longitude = the invisible co-ordinates over the top of the earth</li> <li>- Tropic of Cancer = an invisible line of latitude above the equator</li> <li>- Tropic of Capricorn = an invisible line of latitude below the equator.</li> </ul>	

	<p>- The arctic circle is a line of latitude (the most northern one)          -The arctic = the lands and oceans that are north of the arctic circle.          - The Antarctic circle is a line of latitude (the most southern one)          -Antarctica = the lands between the Antarctic Circle and the South Pole          An activist is a person who campaigns for change (Greta Thunberg)          Russia is the largest country in the world. It crosses 2 continents (Europe and Asia)          A biome is a large region of the earth that has a certain climate and certain types of living things (can give examples e.g. Tropical Rainforest, Temperate Forest, Desert, Tundra, Taiga (Boreal Forest), Savanna, Grasslands, Mountain/Alpine          Spain is a country in the continent of Europe.          Barcelona is a city in Spain which is a popular tourist destination.</p>					
Science	Animals including humans	States of Matter (Link to climate change and icebergs)	Living things and their habitats	Electricity		Sound
	Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).				Working Scientifically	
Autumn 1 Science	<p><b>Autumn 1 - Animals including humans</b></p> <p>Review and recap year 3 knowledge of the human body (skeletons and muscles for support, protection and movement) Check Year 3 - KO</p> <p>-describe the simple functions of the basic parts of the digestive system in humans (mouth, tongue, teeth, oesophagus, stomach, and small and large intestine and their functions)</p> <p>-identify the different types of teeth in humans and their simple functions</p> <p>-construct and interpret a variety of food chains – year 1 knowledge of carnivore, omnivore and herbivore, identifying producers, predators and prey</p>				<p><b>Comparative and fair Testing:</b></p> <p>- finding out what damages teeth and how to look after them – tooth decay experiment</p> <p><b>Enquiry questions:</b></p> <p>How do different liquids affect the rate at which an egg decays?</p> <p><b>Secondary Sources:</b></p> <p>-raising and answering questions based on the diets of different animals</p>	
Autumn 2 Science	<p><b>Autumn 2 - States of Matter (Link to climate change and icebergs)</b></p> <p>-compare and group materials together, according to whether they are solids ( hold their shape), liquids (form a pool not a pile) or gases (escape from an unsealed container)</p> <p>-observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Avoid chemical changes e.g. baking or burning.</p> <p>-identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>				<p><b>Classifying and Grouping:</b></p> <p>-grouping and classifying a variety of different materials as solids, liquids or gases</p> <p><b>Observation over time:</b></p> <p>-chocolate melting</p> <p>-ice melting</p> <p><b>Comparative and fair Testing:</b></p> <p>-evaporation washing experiment</p> <p><b>Enquiry questions:</b></p> <p>Does the size of a chocolate button affect the speed at which it melts?</p>	

		Will damp items that are larger, dry at a different rate from smaller items?
<b>Spring 1 Science</b>	<p><b>Spring 1- Living things and their habitats</b></p> <p>Review Year 1 knowledge of habitats and micro-habitats and Year 3 knowledge of skeletal classification.</p> <ul style="list-style-type: none"> <li>-recognise that living things can be grouped in a variety of ways</li> <li>-explore and use <a href="#">classification keys</a> to help group, identify and name a variety of living things in their local and wider environment (<a href="#">animals</a>, <a href="#">flowering plants</a> and <a href="#">non-flowering plants</a>) e.g. vertebrate and invertebrates</li> <li>-recognise that <a href="#">environments can change</a> (habitats across the year) and that this can sometimes <a href="#">pose dangers to living things</a></li> </ul> <p>Review knowledge on <a href="#">climate change topic here to explore</a> examples of human impact (both positive and negative) on environments.</p>	<p><b>Classifying and Grouping:</b></p> <ul style="list-style-type: none"> <li>-using and making simple guides or keys to explore and identify local plants and animals;</li> </ul>
<b>Spring 2 Science</b>	<p><b>Spring 2 - Electricity</b></p> <ul style="list-style-type: none"> <li>-identify common appliances that run on electricity</li> <li>-construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (Draw as a pictorial representation)</li> <li>-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</li> <li>-recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>-recognise some common conductors and insulators, and associate metals with being good conductors</li> <li>-Explore the work of a famous scientist (<a href="#">Thomas Edison</a>)</li> </ul>	<p><b>Classifying and Grouping:</b></p> <ul style="list-style-type: none"> <li>-Electrical appliances vs non-electrical appliances</li> </ul> <p><b>Comparative and fair Testing:</b></p> <ul style="list-style-type: none"> <li>-that metals tend to be conductors of electricity, some materials can and some cannot be used to connect across a gap in a circuit.</li> </ul> <p><b>Enquiry questions:</b></p> <p>How does the conductivity of an item affect the function of a circuit?</p>
<b>Summer 2 Science</b>	<p><b>Summer 2 - Sound</b></p> <ul style="list-style-type: none"> <li>-identify how sounds are made, associating some of them with something vibrating</li> <li>-recognise that vibrations from sounds travel through a medium to the ear</li> <li>-find patterns between the pitch of a sound and features of the object that produced it</li> <li>-find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>-Find out how pitch and volume of sounds can be changed in a variety of ways</li> <li>-recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	<p><b>Survey/Pattern seeking:</b></p> <ul style="list-style-type: none"> <li>-finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses or length.</li> </ul> <p><b>Survey/Pattern seeking:</b></p> <ul style="list-style-type: none"> <li>-changing sounds with distance</li> </ul> <p><b>Enquiry questions:</b></p> <p>How does the position affect the pitch of the sound?</p> <p>How does the distance of a sound source affect the volume of sound?</p> <p>How does the amount of force applied to an object affect the vibration?</p>
<p><b>Working Scientifically at a Year 4 level:</b></p> <p><b>Working Scientifically at a Year 4 level:</b></p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>-Raise their own relevant questions about the world around them.</li> <li>- Make their own decisions about appropriate scientific enquiry</li> <li>-Talk about criteria for grouping, sorting and classifying using simple keys</li> </ul>		



**Enquiring and Testing**

- set up practical, comparative and fair tests. Recognising when a fair test is necessary.
- Recognise when and how secondary sources might answer their questions where practical investigations cannot.

**Observing and recording**

- Make systematic and careful observations, making decisions about what to look for, for how long, and the equipment that might be used (beakers, bunsen burner, metal mesh, dish, wires, battery, crocodiles clip, motors, buzzers, bulbs, propellers, tuning forks).
- Take accurate measurements using standard units and new equipment (cm with a ruler, seconds with a stopwatch, watts)

**Evaluating and communicating**

- Look for changes, patterns, similarities and differences in their data to draw simple conclusions and answer questions
- Use relevant scientific language to discuss their ideas and communicate findings in appropriate ways (venn diagrams).
- Identify new questions arising from the data, making predictions within or beyond

**Core disciplinary vocabulary in Year 3**

Findings, properties, characteristics, Venn diagrams, Bunsen burner, battery, motors, buzzers, bulbs, propellers, wattage, tuning forks, classification keys, chart, criteria, evidence, prediction, conclusion, evaluation, explanation, reason, improve.

Music (Charanga)	Mamma Mia		Glockenspiel Stage 2			Stop!
Style of Main Song	Pop		Mixed Styles			Grime
Unit Theme	Abba's Music		<b>Learn more complex rhythm patterns.</b> Learn to play and read the notation of C, D, E, F and G			Writing lyrics linked to a theme
<b>Listen and Appraise</b> Musical dimensions to be identified in the song. Be able to talk about the Lyrics: what the song is about. Discuss how the music makes them feel. Use musical words when talking.	<b>Pulse – the heartbeat of the music</b> <b>Rhythm – long and short sounds of pattern over the pulse</b> <b>Pitch – high and low sounds</b> <b>Tempo – the speed of the music</b> <b>Dynamics – how loud or quiet the music is</b>		<b>Learn to Play:</b> Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon Mamma Mia <b>Revise and re-visit:</b> Portsmouth Strictly D Play Your Music Drive			<b>Pulse – the heartbeat of the music</b> <b>Rhythm – long and short sounds of pattern over the pulse</b> <b>Pitch – high and low sounds</b> <b>Tempo – the speed of the music</b> <b>Dynamics – how loud or quiet the music is</b>

	Texture – layers of sound working together to make music interesting					Texture – layers of sound working together to make music interesting Structure: Intro and 6 rapped verses, each with a sung chorus. Instruments/voices you can hear: Digital/electronic sounds, turntables, synthesisers, drums
<b>Warm up Games</b> Progressive challenges within each unit that include 4 games.	Play and copy back using up to 2 notes Bronze: no notes Silver: G and sometimes A Gold: G and A		n/a			Play and copy back using up to 2 notes Bronze: no notes Silver: C and sometimes D Gold: C and D
<b>Playing Instruments</b>  (Easy part) -> (medium part) -> (melody) ->	Play a part by ear or by using notation. G G, A G, A, B, C		Play a part from memory or using notation. C and D C, D and E C, D, E, F and G			n/a  Singing and rapping in unison and parts
<b>Improvise</b> <b>Challenge 1:</b> Sing, play and copy back. <b>Challenge 2:</b> Play and improvise <b>Challenge 3:</b> Improvise! <b>Bronze:</b> <b>Silver:</b> <b>Gold:</b>	Know that using one or 2 notes confidently is better than using 5. Use riffs from challenges while improvising. Using up to 3 notes... G G and A G, A and B		n/a			n/a
<b>Compose</b> a simple melody using simple rhythms Learn different ways of recording compositions e.g. letter names and symbols. Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.	Choose from the notes: G, A and B or G, A, B, D and E		Compose using the notes C, D and E Or C, D, E, F and G			n/a  Compose own rapped lyrics about bullying or another topic or theme that they decide.

<b>Perform and Share</b> The performance will include one or more of the following:  Improvisations, Instrumental performances, compositions	Decide how to present the performance. Record and decide how they were feeling, what they were pleased with and what they would change and why.		Decide how to present the performance. Record and decide how they were feeling, what they were pleased with and what they would change and why.		Decide how to present the performance. Record and decide how they were feeling, what they were pleased with and what they would change and why.
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### Year 4: Progression in Notation

#### Recap of Year 3 and Time Signature

**Reading music:** minim, minim rest, semibreve, semibreve rest, notes: b, a and g. Read and perform a piece of music using notation with the notes written underneath for notes b, a and g.

**Writing music:** Dot notation, show children what their composition looks as musical notation.

3/4 Time Signature





Minim and Rest



Semibreve and Rest

G Major Scale



G A B C D E F G

French		Portraits (Portraits)		L'argent de poche (pocket money)		On y va! (transport and weather)
	<b>Over-arching Objectives:</b> <b>Speaking and Listening</b> <ul style="list-style-type: none"> <li>- Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>- Explore patterns and sounds of language through songs and link the spelling, sound and meanings of words.</li> <li>- Appreciate songs, poems and rhymes in the language.</li> <li>- Engage in conversations; ask and answer questions; and respond to those of others.</li> <li>- Choose words and phrases showing awareness of grammatical features in their spoken language. Present ideas orally to their partner.</li> </ul>					

	<ul style="list-style-type: none"><li>- Listen and rehearse specific pronunciation and intonation of familiar words.</li></ul> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>- Decode words and phrases carefully in a simple text</li><li>- Translate words their meaning either orally or in writing.</li><li>- Match/find written words with pictures or spoken language.</li><li>- Highlight specific words in a given text.</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>- Write simple words and phrases showing understanding of new vocabulary</li><li>- Express opinions in written form</li><li>- Complete sentences by filling in correct words</li><li>- Attempt to write plurals and genders with correct spellings</li><li>- List and organise vocabulary in columns or tables according to grammar/spelling features</li><li>- Write dictated words and phrases with some awareness of spelling of words with similar pronunciation.</li></ul>																																	
	<b>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</b>	<b>Grammatical Progression</b>																																
<b>Autumn 2 French</b>	<div><p><b>Autumn 2 – Portraits (Portraits)</b></p><p><b>Core Language:</b></p><table><tr><td><b>Les couleurs:</b></td><td>The colours</td></tr><tr><td><b>rouge</b></td><td>red</td></tr><tr><td><b>rose</b></td><td>pink</td></tr><tr><td><b>jaune</b></td><td>yellow</td></tr><tr><td><b>bleu(e)</b></td><td>blue</td></tr><tr><td><b>vert(e)</b></td><td>green</td></tr><tr><td><b>noir(e)</b></td><td>black</td></tr><tr><td><b>blanc(he)</b></td><td>white</td></tr><tr><td><b>violet(te)</b></td><td>purple</td></tr></table><p><b>(Add –s to all of the above if plural)</b></p><table><tr><td><b>Marron (invariable)</b></td><td>brown</td></tr><tr><td><b>Orange (invariable)</b></td><td>orange</td></tr><tr><td><b>J'ai</b></td><td>I have</td></tr><tr><td><b>un nez</b></td><td>a nose</td></tr><tr><td><b>une bouche</b></td><td>a mouth</td></tr><tr><td><b>des yeux</b></td><td>the eyes</td></tr><tr><td><b>un bras</b></td><td>an arm</td></tr></table></div>	<b>Les couleurs:</b>	The colours	<b>rouge</b>	red	<b>rose</b>	pink	<b>jaune</b>	yellow	<b>bleu(e)</b>	blue	<b>vert(e)</b>	green	<b>noir(e)</b>	black	<b>blanc(he)</b>	white	<b>violet(te)</b>	purple	<b>Marron (invariable)</b>	brown	<b>Orange (invariable)</b>	orange	<b>J'ai</b>	I have	<b>un nez</b>	a nose	<b>une bouche</b>	a mouth	<b>des yeux</b>	the eyes	<b>un bras</b>	an arm	<p>Make children aware of some similarities between English and French grammar.</p> <p>-Review from year 3 to add –s if the word is plural e.g. les yeux bleus.</p> <p>-the position of the adjective of colour in French comes after the noun and not before e.g. un nez rouge (a red nose).</p> <p>-adjectives change according to whether the word is masculine or feminine e.g. le nez bleu, la bouche bleue.</p> <p>Construct own verbal phrases through listening and repeating.</p>
<b>Les couleurs:</b>	The colours																																	
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	<p>une jambe      a leg</p> <p>Il/Elle a...      He/She has...</p> <p>le nez bleu      a blue nose</p> <p>la bouche bleue      a blue mouth</p> <p>les yeux bleus      blue eyes</p> <p>Il/Elle est grand(e)/petit(e)      He/She is big/small</p>	
Spring 2 French	<p><b>Spring 2 – L'argent de poche (pocket money)</b></p> <p>Review counting to 20 from year 3.</p> <p><b>Core Language:</b></p> <p>J'aime...      I like...</p> <p>Je n'aime pas...      I don't like...</p> <p>J'adore...      I love...</p> <p>Je déteste...      I hate...</p> <p>ça      that</p> <p>21-30: vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente</p> <p>C'est combien?      How much is it?</p> <p>un euro      one euro</p> <p>C'est super/magnifique/fantastique      It's great/magnificent/fantastic</p> <p>J'ai      I have</p> <p>Je n'ai pas de...      I don't have...</p>	<p>Children will be able to identify positive and negative phrases.</p> <p>Children to construct their own phrases in written form.</p>
Summer 2 French	<p><b>Summer 2 – On y va! (transport and weather)</b></p> <p><b>Core Language:</b></p> <p>Je vais à l'école.      I go/I'm going to school.</p> <p>à pied      on foot</p> <p>en voiture      by car</p> <p>en vélo      by bike</p> <p>en bus      by bus</p> <p>en train      by train</p> <p>Où vas tu?      Where are you going?</p> <p>Je vais...      I'm going...</p>	<p>Children to construct their own sentences in written form and read written words.</p> <p>Children learn that final consonants in French words are often non pronounced e.g. fait, vais etc.</p>

	<div>en Belgique to Belgium</div> <div>en France to France</div> <div>Il fait Chaud. It is hot.</div> <div>Il fait froid. It is cold.</div> <div>Il fait beau. It's fine weather.</div> <div>Il fait mauvais. It's bad weather.</div> <div>Il fait du soleil. It is sunny.</div> <div>Il fait du vent. It is windy.</div> <div>Il pleut. It is raining.</div> <div>Days of the week Mon-Sun: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.</div>	
<div>Art</div> <div>Record and explore ideas from observation, experience and imagination. Ask and answer questions about starting point for work and develop ideas. Explore differences and similarities in artwork/design.</div> <div>Review what they have done and say what they think about it – what might they change or develop in the future?</div> <div>RRSA: Article 31</div> <div>British Values: To be conversant with examples of British creativity and /or culture</div>	<div>Printing - Angie Lewin &amp; Mark Hearld</div> <div>-Use sketchbooks to Review and re-visit artists studied so far. Lowry, Monet, Morris, Van Gogh</div> <div>- what makes Lewin &amp; Hearld different? What do we like/dislike about their work?</div> <div>- learn about complementary and harmonious colours used in printing</div> <div>- Create drawings of natural forms and animals focusing on line, form and tone.</div> <div>-Create foam printing plates using the simplified shapes, tracing over design and imprinting into the foam using pencil, applying use of complementary and harmonious colours.</div> <div>- Use of sketchbook to compare own design and pattern making with that of well known designers or familiar patterns.</div>	<div>Drawing: Buildings</div> <div>-Use sketch books to record observations and use them to review and revisit ideas</div> <div>-Can draw in line with care and in scale, applying rules of simple perspective.</div> <div>- Develop a range of tone using a range of HB pencils and use a variety of drawing techniques: use sketchbook to revise and revisit - year 3 drawing skills - hatching, scribbling, stippling, and blending to create light/ dark lines.</div> <div>Introduce cross - hatching and use to represent tone of shadows</div>



<b>Design Technology</b>  DESIGN  MAKE  EVALUATE	<b>Textiles: Pencil cases</b>  <b>Design</b>  -With growing confidence generate ideas for an item, considering its purpose and audience- seek out the views of target audience through market research? -design the puppets using labelled drawings from different views showing specific features. -Review the use of patterns and prototypes to ensure accuracy when making.  <b>Make</b>  -cut, shape and assemble fabric for joining with increasing accuracy (showing an understanding of seam allowance). -REVISE the use of a RUNNING STITCH from year 2 and 3 - learn the BACKSTITCH (JOINING for straight lines) - learn the WHIPSTITCH (for joining two pieces)  - Children to start to choose appropriate			<b>Materials: Battery Powered Buggies</b>  -Understanding of the invention of automobiles and their development over time due to key events and inventors (e.g. Karl Benz).  <b>Design</b>  -Use research to generate ideas, considering the purposes for which they are designing - design the buggies using labelled drawings from different views showing specific features. -explain their choice of materials and components according to function and aesthetic.  <b>Make</b> -Construct a 2D frame structure using woodwork and joinery  -Understand and use mechanical systems in their products (gears, cams) -Understand and use electrical systems in their products (circuits, motors, bulbs).  <b>Evaluate</b> -Evaluate their products against the design criteria and by carrying out appropriate tests (race).	<b>Food: European Cuisine</b>  -Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK (Year 3), Europe and the wider world. - understand the seasonality of foods, considering choice of dishes for the time of year.  -Measure or weigh using measuring cups or electronic scales - Prepare European dishes (following recipes) safely and hygienically using a range of techniques such as cutting, peeling, grating (key stage 1) , mixing, spreading, kneading and baking (year 3) chopping, slicing, using a heat source. -Evaluate and begin to seek evaluation from others.	

	<p>stitches and explain their choice. of technique.</p> <p>-Start to choose and use appropriate finishing techniques based on own ideas, such as adding on buttons, beads or sequins or using the CROSS STITCH to add decorative detail</p> <p><b>Evaluate</b></p> <p>-Evaluate their products against the design criteria and by seeking feedback from their target audience.</p>					
<b>Computing</b>	<b>Cross Curricular Application (Science)</b>	<b>Systems and Networks Cross Curricular Application (Geography)</b>	<b>Programming: Repetition of Shapes</b>		<b>Creating Media: Presentations</b>	
	<p><b>Digital Literacy</b></p> <p>-Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</p> <p><b>Taught throughout all units of computing, the shared school charter, internet safety day and progressively through PSHE lessons.</b></p>					
	<b>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</b>					
<b>Autumn 1 Computing</b>	<p><b>Cross-Curricular Application:</b></p> <p><b>Autumn 1 - Science</b></p> <p>Science enquiry (using secondary sources): researching the diets and types of teeth of herbivores, omnivores and carnivores.</p> <p>Children understand the function, features and layout of a search engine.</p> <p>They can appraise selected webpages for credibility and information at a basic level.</p>					



<b>Autumn 2 Computing</b>	<p style="text-align: center;"><b>Autumn 2 – Systems and Networks</b></p> <p style="text-align: center;"><b>Review technology safety</b></p> <p style="text-align: center;"><b>Information Technology</b></p> <p>Review from Year 3:</p> <p>Children carry out simple searches to retrieve digital content, understanding that to do this, they are connecting to the internet.</p> <p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>- Know that the internet is a network of networks.</li> <li>- Know that the world wide web is part of the internet and contains websites and web pages.</li> <li>- Evaluate the reliability of content and the consequences of unreliable content.</li> <li>- Explain the benefits and limitations of the world wide web.</li> </ul> <p><b>Software: Chrome Music Lab</b></p> <p><b>Cross-Curricular Application:</b></p> <p><b>Autumn 2 - Geography</b></p> <p>How can we use networks to spread knowledge about the issue of climate change?</p> <p>Children create a climate change blog for an intended audience, to become a content creator on the internet (2Blog).</p>
<b>Spring 1 Computing</b>	<p style="text-align: center;"><b>Unit 2 - Spring 1 – Programming A: Repetition of Shapes</b></p> <p style="text-align: center;"><b>Review technology safety</b></p> <p style="text-align: center;"><b>Computer Science</b></p> <p><b>Knowledge and Skills</b></p> <p>Review from Years 1-3:</p> <p><b>Terminology:</b></p> <p>They review that:</p> <p>An 'input' is data that is entered into or received by a computer or electronic device.</p> <p>An 'output' is any information processed by and sent out from a computer or electronic device.</p> <p>'Debugging' is fixing a problem.</p> <ul style="list-style-type: none"> <li>- An algorithm is a sequence of instructions used to complete a task.</li> <li>- Know what to repeat means and identify everyday tasks that include repetition as part of a sequence such as brushing teeth.</li> <li>- Know that we can use a loop command in a program to repeat instructions.</li> <li>- Identify loops within a program</li> </ul>

	<ul style="list-style-type: none"> <li>- An <b>indefinite loop</b> will run until the program stops</li> <li>- A <b>count-controlled loop</b> is programmed to stop after a specific amount of times.</li> <li>- Plan a program that includes appropriate loops to produce a given outcome.</li> </ul> <p><b>Software:</b> Logo</p>					
<b>Summer 1 Computing</b>	<p style="text-align: right;"><b>Unit 3 – Summer 1 – Creating Media: Presentations</b></p> <p>Review from Year 1-3:</p> <ul style="list-style-type: none"> <li>- To save work and be able to open a file.</li> <li>- Select and change the appearance of text (bold, italic, underline, font)</li> <li>- Organise text and image placeholders in a page layout</li> <li>- To edit text in a placeholder</li> <li>- Move, resize and rotate images, choose fonts and apply effects to text</li> </ul> <p><b>Review safe searching skills from /autumn 2:</b></p> <ul style="list-style-type: none"> <li>- Evaluate the reliability of content and the consequences of unreliable content.</li> <li>- Explain the benefits and limitations of the world wide web.</li> <li>- Use multiple slides within a presentation</li> <li>- Use a theme within a presentation</li> <li>- Add animations to slides</li> <li>- Understand and use transitions</li> </ul> <p><b>Software:</b> Google Slides</p>					
<b>RE</b>	<p><b>Concept: Neighbour</b> <i>Golden thread: Community</i></p> <p><b>Religion: Christianity</b></p> <p>UC KS2 Gospel – Digger Deeper, Jesus’ teachings and message</p> <p><b>Core Knowledge</b> Christians believe Jesus teaches them how to live.</p>	<p><b>Concept: Symbol</b> Context: Hannukah. Jewish Festivals RE015</p> <p><b>Religion: Judaism</b></p> <p><b>Core Knowledge</b> Review from year 1 Candlelight as a symbol in religious traditions</p> <p>Children learn about the ancient conflict between Syrians and the Jewish people.</p>	<p><b>Concept: Myth</b> Context: Myth RE019</p> <p><b>Religion: Across Religions and Traditions</b></p> <p><b>Core Knowledge</b> Story of the Garden of Eden Genesis. Moses</p> <p>Children explore myths from different religions</p>	<p><b>Concept: Freedom</b> Context: Passover RE020</p> <p><b>Religion: Judaism</b></p> <p><b>Core Knowledge</b> Review Easter Story from palm Sunday to tomb visiting (directly from the new testament as a new source).</p> <p>Recall key characters, focusing on the women at the tomb.</p>	<p><b>Concept: Stones as symbols</b> Context: Stones as symbols RE024</p> <p><b>Religion: Across Religions and Traditions</b></p> <p><b>Core Knowledge</b> The meaning of symbols in religion.</p> <p>Children investigate headstones in a Christian graveyard and</p>	<p><b>Concept: Special as God</b> <i>Golden thread: Special</i> Context: God Talk RE008</p> <p><b>Religion: Christianity and Judaism. Across Religions and Traditions</b></p>

	<p>Jesus sets an example for loving God and your neighbour.</p> <p>Jesus teaches love and forgiveness.</p> <p>Christians try to be like Jesus in lots of ways by putting into practice lots of things like church worship and social justice.</p>	<p>Children learn the symbolism of the candles of the Hanukkah lights.</p> 	<p>and why they are deemed important. The Garden of Eden Noah Moses on the Mountain Nut's Children Mohammed's night Journey</p>	<p>Know that the story of the women in the tomb symbolises resurrection.</p> <p>The Paschal Candle is used by Christians to symbolise the resurrection.</p> 	<p>bible stories that talk about rocks and stories as metaphors.</p>	
PSHE - JIGSAW	Being Me in My World	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<p align="center"><b>PSHE – JIGSAW</b></p> <p>Each Jigsaw piece has two Learning Intentions: one is based on specific <b>PSHE learning</b> (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on <b>emotional literacy and social skills</b>.</p>					
	Core Knowledge (based on specific PSHE learning)			Children will learn to (emotional literacy & social skills)		
<p><b>Autumn 1 PSHE</b></p> <p><b>Being Me in My World</b></p>	<ul style="list-style-type: none"> <li>• Know how individual attitudes and actions make a difference to a class.</li> <li>• Know about the different roles in the school community.</li> <li>• Know their place in the school community.</li> <li>• Know what democracy is (applied to pupil voice in school).</li> <li>• Know that their own actions affect themselves and others.</li> <li>• Know how groups work together to reach a consensus.</li> <li>• Know that having a voice and democracy benefits the school community.</li> </ul>			<p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> <li>-Explain why being listened to and listening to others is important in the school community.</li> <li>-Problem solve the different solutions to help a team/ class/ school be more democratic.</li> <li>-Explain why being democratic is important and can help me and others feel valued.</li> <li>-Justify why being in a democracy helps people feel valued and is fair.</li> </ul>		
<p><b>Autumn 2 PSHE</b></p> <p><b>Celebrating Difference</b></p>	<ul style="list-style-type: none"> <li>• Know that sometimes people make assumptions about a person because of the way they look or act.</li> <li>• Know there are influences that can affect how we judge a person or situation.</li> <li>• Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying (link to computing curriculum).</li> </ul>			<p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> <li>-Talk about a time when their first impression of someone changed as they got to know them.</li> <li>-Explain how first impressions can be misleading.</li> <li>-Explain why bullying might be difficult to spot and what to do about it if they are not sure.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Know what to do if they think bullying is, or might be taking place.</li> <li>• Know the reasons why witnesses sometimes join in with bullying and don't tell anyone.</li> <li>• Know that first impressions can change.</li> </ul>	<p>-Appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation.</p> <p>-Explain why it is good to accept themselves and others for who they are.</p> <p>-Explain how they form opinions about themselves and other people and what might influence them about that.</p>
<b>Spring 1 PSHE</b>  <b>Dreams and Goals</b>	<ul style="list-style-type: none"> <li>• Know what their own hopes and dreams are.</li> <li>• Know that hopes and dreams don't always come true.</li> <li>• Know that reflecting on positive and happy experiences can help them to counteract disappointment.</li> <li>• Know how to make a new plan and set new goals even if they have been disappointed.</li> <li>• Know how to work out the steps they need to take to achieve a goal.</li> <li>• Know how to work as part of a successful group.</li> <li>• Know how to share in the success of a group.</li> </ul>	<p><u>Children will learn to:</u></p> <p>-Deal with disappointment by analysing what went wrong and use these experiences to make new plans to avoid similar obstacles.</p> <p>-Explain what it means to be resilient and have a positive attitude.</p> <p>-Explain why being resilient /having a positive attitude contributes to having a greater chance of success.</p>
<b>Spring 2 PSHE</b>  <b>Healthy Me</b>	<ul style="list-style-type: none"> <li>• Know how different friendship groups are formed and how they fit into them.</li> <li>• Know which friends they value most.</li> <li>• Know that there are leaders and followers in groups.</li> <li>• Know that they can take on different roles according to the situation.</li> <li>• Know the facts about smoking and its effects on health.</li> <li>• Know some of the reasons some people start to smoke.</li> <li>• Know the facts about alcohol and its effects on health, particularly the liver.</li> <li>• Know some of the reasons some people drink alcohol. (science curriculum links)</li> <li>• Know ways to resist when people are putting pressure on them (peer pressure)..</li> <li>• Know what they think is right and wrong (assertiveness).</li> </ul>	<p><u>Children will learn to:</u></p> <p>-Recognise when people are putting them under pressure and can explain ways to resist this when they want to.</p> <p>-Problem solve and identify a variety of strategies in different situations where they may experience peer pressure.</p> <p>-Identify feelings of anxiety and fear associated with peer pressure and manage these to help make safe and healthy choices.</p>
<b>Summer 1 PSHE</b>  <b>Relationships</b>	<ul style="list-style-type: none"> <li>• Know some reasons why people feel jealousy.</li> <li>• Know that jealousy can be damaging to relationships.</li> <li>• Know that loss is a normal part of relationships.</li> <li>• Know that negative feelings are a normal part of loss.</li> <li>• Know that memories can support us when we lose a special person or animal.</li> </ul>	<p><u>Children will learn to:</u></p> <p>-Give reasons why people may experience a range of feelings associated with personal loss.</p> <p>-Offer and evaluate solutions to help manage personal loss.</p>

	<ul style="list-style-type: none"> <li>• Know that change is a natural part of relationships/ friendship.</li> <li>• Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe.</li> </ul>					
<b>Summer 2 PSHE</b>  <b>Changing Me</b>	<ul style="list-style-type: none"> <li>• Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm.</li> <li>• Know that babies are made by a sperm joining with an ovum.</li> <li>• Know the names of the different internal and external body parts that are needed to make a baby (links to science curriculum).</li> <li>• Know how the female and male body change at puberty.</li> <li>• Know that personal hygiene is important during puberty and as an adult.</li> <li>• Know that change is a normal part of life and that some cannot be controlled and have to be accepted.</li> <li>• Know that change can bring about a range of different emotions.</li> </ul>			<b>Children will learn to:</b> -Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. -Give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this. -Explain some of the choices they might make in the future and some of the choices that they will have no control over. -Consider and prioritise these choices / changes they would like to make when older and plan the approaches they will use to tackle these changes. -Explain why some changes they face are out of their control and evaluate how positive feelings management can help them.		
<b>PE AND GAMES</b>	<b>Football</b>  Lesson 1: Travel with a large ball using feet; using inside, outside and bottom of foot with increasing speed  Lesson 2: Dribble effectively around obstacles using and feet using sports specific skills and begin to use in games  Lesson 3: Pass and receive a ball using side foot technique using fewer touches and when moving  Lesson 4: Use lace technique to pass/send the ball as appropriate over increasing distances.	<b>Tag Rugby</b>  Lesson 1: Avoid catch and pass an opponent in games of tag rugby or similar, remove a tag and show techniques to avoid the removal of a tag  Lesson 2: Throw, pass and catch a variety of balls over a variety of distances with some degree of consistency using appropriate technique selecting the correct method for distance.  Lesson 3: Pass using side on method to send ball sideways or backwards with some degree of consistency  Lesson 4: Catch/receive rugby balls, using appropriate techniques with some degree of	<b>Netball</b>  Lesson 1: Pass using shoulder, overhead, chest and bounce pass techniques correctly  Lesson 2: Receive balls of a variety of distances using correct technique with some degree of consistency  Lesson 3: Pass and receive balls over a variety of distances and when moving  Lesson 4: Begin to use pivot technique to change direction and to send a pass  Lesson 5: Understand that you should not travel with the ball and demonstrate	<b>Hockey</b>  Lesson 1: Dribble using a hockey stick using correct side of the stick at different speeds  Lesson 2: Accurately send a ball with a hockey stick Receive a ball with a hockey stick with some degree of success to both sides of the body  Lesson 3: Pass the ball whilst moving with some degree of accuracy  Lesson 4: To shoot using a hockey stick/ball from a standing and moving position with increasing accuracy  Lesson 5: To tackle correctly in hockey	<b>Cricket (striking and fielding)</b>  Lesson 1: Throw, pass and catch a variety of balls over a variety of distances with some degree of consistency using appropriate technique selecting the correct method for distance.  Lesson 2: Send the ball accurately using varying techniques correctly  Lesson 3: Catch/receive a small ball using appropriate techniques with some degree of consistency  Lesson 4 Intercept, make attempt to catch, collect, and return a moving ball to a given position by sending (rolling or throwing) with some accuracy  Lesson 5: Send and ball the ball to a striker/fielder from the	<b>Athletics</b>  Lesson 1: Demonstrate a variety of running styles moving in curves, zig zags and straight line, with rapid acceleration and decelerate when required or adjusting pace smoothly and apply to competition  Lesson 2: Demonstrate good running posture and maintain technique when running over obstacles of varying heights  Lesson 3: Jump for distance or height using two foot to two feet and short run technique  Lesson 4: Perform speed bounce and hop step and jump

	<p>Lesson 5: Pass and receive and dribble with a ball using appropriate taught technique when moving and in small games</p> <p>Lesson 6: Begin to apply skills and rules taught to small sided football related games.</p> <p><b>Gymnastics</b></p> <p>Lesson 1: Hold star and pencil balances for 5 seconds with increasing control.</p> <p>Lesson 2: Perform arabesque, shoulder stand alongside an increasing range of one/two, and three-point balances</p> <p>Lesson 3: Link 2 or more known balances with a transfer of weight</p> <p>Lesson 4: Perform a balance sequence including at least 2 transfers of weight</p> <p>Lesson 5: Perform a range of group and paired balances in push or pull</p> <p>Lesson 6: Perform a series of linked individual and group balances in a sequence with transfers of weight</p>	<p>consistency and be aware of how to transition to the next pass. (eg dribble, faint)</p> <p>Lesson 5: Learn basic rules of tag rugby (in touch, look after belt no protecting belt)</p> <p>Lesson 6: Apply learnt skills and rules to small sided rugby related games.</p> <p><b>Dance</b></p> <p>Lesson 1: Plan formation/s in relation to stimuli and transition to motif/phrase/ another formation</p> <p>Lesson 2: Talk about different stimuli as the starting point for creating simple motif</p> <p>Lesson 3: Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases</p> <p>Lesson 4: Copy simple dance phrases from each other and explore the movement suggesting changes and improvements. Combine dance phrases</p> <p>Lesson 5: Demonstrate actions that link with fluency and accuracy to produce a short dance with support</p>	<p>understanding in small games/activities</p> <p>Lesson 6: In game begin to catch/receive balls, using appropriate techniques with some degree of consistency and be aware of how to transition to the next pass.</p> <p><b>Gymnastics 2</b></p> <p>Lesson 1: Perform star, pencil, twist, broad, jumps with correct take-off and landing</p> <p>Lesson 2: Perform tuck and pike jumps with correct take-off and landing</p> <p>Lesson 3: Perform taught jumps, both up and down from a variety of heights</p> <p>Lesson 4: Perform gymnastics sequences using cannoning, symmetry, mirroring and begin to select when to use according to apparatus and/or audience</p> <p>Lesson 5: Evaluate own work and others with increasing accuracy and technical understanding</p> <p>Lesson 6: Practise, repeat and perform a</p>	<p>Lesson 6: To understand the different roles of attacking and defending</p> <p><b>Dance 2</b></p> <p>Lesson 1: Plan formation/s in relation to stimuli and transition to motif/phrase/ another formation.</p> <p>Lesson 2: Describe what makes a good dance phrase and motif and use this to support compositional ideas when developing them.</p> <p>Lesson 3: Begin to respond within a small group or partnership, to speed and level.</p> <p>Lesson 4: Apply basic compositional ideas to create dance which convey feelings and emotions by experimenting with actions, dynamics, directions, levels and a growing range of possible movements</p> <p>Lesson 5: Demonstrate actions that link with fluency and accuracy to produce a short dance with support</p> <p>Lesson 6: Perform dance phrases and short dances that express and communicate moods, ideas and feelings within simple dances in a variety of styles</p>	<p>hand accurately using underarm or overarm technique</p> <p>Lesson 6: Strike a moving ball when thrown by a teacher or competent peer.</p> <p><b>Gymnastics 3</b></p> <p>Lesson 1: Explore different combinations of apparatus to look at shape, jump balance and travel.</p> <p>Lesson 2: Know how to utilize this equipment to enhance their movements, including changes in direction and speed and transition between movements</p> <p>Lesson 3: Begin to develop a longer and more varied movement phrase with smooth, planned links between actions. Links demonstrate aesthetic design and gymnastics movements</p> <p>Lesson 4: Confidently perform with a partner or group.</p> <p>Lesson 5: Work within different areas/groups to contribute to a variety of different sequences.</p> <p>Lesson 6: Practise, repeat and perform a sequence improving quality changing for effect and to improve and demonstrate improvement.</p>	<p>Lesson 5: Describe and demonstrate throws from a variety of positions and apply to task.</p> <p>Lesson 6: Demonstrate two handed push throw and a variety of other techniques for different projectiles (eg sling/discuss. Single hand push/shot) and apply to task</p> <p><b>Dance 3</b></p> <p>Lesson 1: Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases, formations and transition.</p> <p>Lesson 2: Describe what makes a good dance phrase and motif and use this to support compositional ideas when developing them.</p> <p>Lesson 3: Think about character and narrative ideas created by the stimulus, and respond through movement to create dance which convey feelings and emotions by experimenting with actions, dynamics, directions, levels and a growing range of possible movements</p> <p>Lesson 4: Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings within</p>

		Lesson 6: Remember, perform and evaluate short dance phrase and motifs linked to compose a short dance	sequence improving quality changing for effect and to improve and demonstrate improvement.			<p>simple dances in a variety of styles</p> <p>Lesson 5: Copy simple dance phrases from each other and explore the movement suggesting changes and improvements. Combine dance phrases</p> <p>Lesson 6: Practice and perform a complete dance demonstrating choreography skills through application of formation, motif, transition and combined dance phrases.</p>
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