

Long term Plan 2024-2025 - Year 4

Learning Mindsets: Respect, Resilience and Responsibility					
Key Events/Parental Engagement					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yorkshire Wildlife Park (Science teeth and classification visit) Creative Reading Parent Curriculum Workshop	Pantomime Maths Problem Solving Parent Curriculum Workshop	Science Parent Curriculum Workshop	Science Week World Book Day	Murton Park (Roman visit)	Fieldwork Fortnight (Geography)
English					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Book: Stig of the Dump by Clive King Reading Skills: Decoding Clarification Prediction Sequencing Inference <u>Writing</u> I. Main Written	Class Book: Stig of the Dump By Clive King UG (comic strip) Graphic Novel focus Reading Skills: Reading focus: Clarification Predictions Sequencing <u>Writing</u> I. Main Written	Class Book: Meet me by the Steelmen. Theresa Tomlinson Reading Skills: Inference Vocabulary <u>Writing</u> I. Main Written Diary (Meet me by the Steelmen)	Class Book: The Water Horse by Dick King-Smith Reading Skills: Summarise Comparing and contrasting <u>Writing</u> I. Main Written Explanation (Water Cycle)	Class Book: Romans on the Rampage by Jeremy Strong Reading Skills: Fact and opinion Retrieve, record and present information	Class Book: Romans on the Rampage by Jeremy Strong Reading Skills: Summarise <u>Writing</u> I.. Main Written Instructions (How to be a gladiator)

<p>STIG feature for newspaper/magazine.</p> <p>Focus Skills: Expanded noun phrases, apostrophes</p> <p>2. Content focus Non-chronological report (Woolley mammoths)</p> <p>Focus Skill: Co-ordinating conjunctions</p> <p>3. Content focus Recount (Visit to Yorkshire Wildlife Park)</p> <p>Focus Skill: Fronted Adverbials (Time and Place)</p> <p>4. Practise and Apply Explanation text- The digestive</p>	<p>Narrative Comic Strip (Catch it - Literacy Shed)</p> <p>Focus Skill: Speech and Thought bubbles</p> <p>2. Content focus Poetry (Kennings)</p> <p>Focus Skill: Suffixes</p> <p>3. Content focus One sided argument (Iron Man - do we get rid of him)</p> <p>Focus Skills: Causal Conjunctions, Paragraphs</p> <p>4. Practise and Apply Balanced newspaper report (The Iron Man)</p> <p>Focus Skill: Inverted commas in Direct speech</p> <p>Spelling Focus: Use of dictionary to check spellings</p>	<p>Focus Skills: Past tense verbs (recap - spelling rules), Pronouns</p> <p>2. Practise and Apply Mystery Narrative (Marshmallows)</p> <p>Focus Skills: Descriptive devices, Show language</p> <p>3. Second Written Traditional Poetry (Haiku)</p> <p>Focus Skills: Syllables, etymology of words</p> <p>Spelling Focus: Spell the commonly misspelt words in the Y3/4 list. Homophones and near homophones suffix -ation prefix sub- and super- Plural possessive apostrophes Use the first few letters in a word to find a</p>	<p>Focus Skill: Brackets (to clarify)</p> <p>2. Content focus Speech</p> <p>Focus Skill: Fact and Opinion</p> <p>3. Practise and Apply Poetry (Narrative - Water)</p> <p>Focus Skill: Rhyming patterns</p>	<p>from non-fiction.</p> <p>Writing 1. Main Written Playscript (Roman Times)</p> <p>Focus Skill: Adverbials</p> <p>2. Content focus Narrative-innovated place (Roman fairytale)</p> <p>Focus Skill: Expanded noun phrases (to build narrative plot)</p> <p>3. Practise and Apply (Biased) newspaper report</p>	<p>Focus Skill: Adverbials and subordination for cohesion</p> <p>2. Content focus Non-chronological report (Romans)</p> <p>Focus Skill: Editing</p> <p>3. Second Written Book Review</p> <p>Focus Skills: Selecting key information, Editing</p> <p>Spelling Focus: Suffix ous, Adverbials of frequency and possibility Adverbials of manner</p>
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<p>System</p> <p>Focus Skill: Subordinating conjunctions</p> <p>Spelling Focus: Words with /aw/ spelt with augh and au Adding the prefix in- (meaning 'not' or 'into') Adding the prefix im- (before a root word starting with 'm' or 'p') Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r') Homophones & near homophones Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p>	<p>Words with /shun/ spelt 'sion', 'ssion', 'tion' and 'cian'</p> <p>Words with 'ough'</p> <p>Spell the commonly misspelt words in the Y3/4 list.</p>	<p>synonym in the thesaurus.</p>		<p>Focus Skill: Fronted Adverbials</p> <p>Spelling Focus: Spell the commonly misspelt words in the Y3/4 list. prefix inter-, anti-, auto-, ex-, non- Words ending -ar/ -er</p>	
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Maths

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Place Value</p> <ul style="list-style-type: none"> • Represent and Partition Numbers to 10,000 • Flexible partitioning of numbers to 10,000 • Find 1, 10, 100 and 1000 more or less. • Represent numbers on a number line to 10,000. • Compare numbers to 10,000 • Order numbers to 10,000 • Roman numerals • Round to the nearest 10,100, 1000 • Mixed rounding 	<p style="text-align: center;">Multiplication and Division (A)</p> <ul style="list-style-type: none"> • Multiples of 3 • Multiply and divide by 6 • 6 times table and division facts • Multiply and divide by 9 • 9 times table and division facts • The 3,6,9 times tables • Multiply and divide by 7 • 7 times tables and division facts • 11 times tables and division facts • 12 times tables and division facts • Multiply by 1 and 0 • Divide a number by 1 and itself • Multiply 3 numbers <p style="text-align: center;">Multiplication and Division (B)</p>	<p style="text-align: center;">Multiplication and Division (B)</p> <ul style="list-style-type: none"> • Multiplication facts (up to 12 x 12) • Related facts • Multiply up to 3 digit by 1 digit • Division facts (using corresponding multiplication facts) • Divide with remainders • Divide up to 3 digit by 1 digit. • Correspondence problems • Problem Solving <p style="text-align: center;">Length and Perimeter</p> <ul style="list-style-type: none"> • Measure in kilometres and metres • Equivalent lengths • Perimeter on a grid • Perimeter of rectangles • Perimeter of a rectilinear shape 	<p style="text-align: center;">Fractions</p> <ul style="list-style-type: none"> • Understand the whole • Count beyond 1 • Partition a mixed number • Number lines with mixed numbers • Compare and order mixed numbers • Understand improper fractions • Convert mixed numbers to improper fractions • Convert improper fractions to mixed numbers 	<p style="text-align: center;">Decimals</p> <ul style="list-style-type: none"> • Hundredths as fractions • Hundredths as decimals • Hundredths on a place value chart • Divide a 1 or 2-digit number by 100 • Making a whole with tenths • Making a whole with hundredths • Partitioning decimals • Flexible partitioning decimals 	<p style="text-align: center;">Statistics</p> <ul style="list-style-type: none"> • Interpret charts • Comparison, sum and difference • Interpret line graphs • Draw line graphs <p style="text-align: center;">Shape</p> <ul style="list-style-type: none"> • Angles as turns • Identifying angles • Comparing and ordering angles • Triangles • Quadrilaterals • Polygons • Lines of Symmetry • Completing a symmetrical figure

<p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Add and subtract 1s, 10s, 100s and 1000s. • Add 2, 4-digit numbers. • Subtract 2, 4-digit numbers • Efficient subtraction • Estimating answers • Checking strategies 	<ul style="list-style-type: none"> • Factors • Multiply by 10 • Multiply by 100 • Divide by 10 • Divide by 100 <p style="text-align: center;">Area</p> <ul style="list-style-type: none"> • What is area? • Count squares • Make shapes • Compare area 	<ul style="list-style-type: none"> • Finding missing lengths • Perimeter of regular and irregular polygons 	<ul style="list-style-type: none"> • Equivalent fraction families • Add two or more fractions • Add fractions and mixed numbers • Subtract two fractions • Subtract from whole amounts • Subtract from mixed numbers <p style="text-align: center;">Decimals</p> <ul style="list-style-type: none"> • Tenths as fractions • Tenths as decimals • Tenths on a place value chart • Tenths on a number line • Divide a 1-digit number by 10 	<ul style="list-style-type: none"> • Comparing Decimals • Ordering Decimals • Rounding to the nearest whole number • Halves and quarters. <p style="text-align: center;">Money</p> <ul style="list-style-type: none"> • Writing money using decimals • Converting between pounds and pence. • Comparing amounts of money • Estimate with money • Calculating with money 	<p>Position and Direction</p> <ul style="list-style-type: none"> • Describe position using co-ordinates • Plot co-ordinates • Draw 2-D shapes on a grid • Translate on a grid • Describe translation on a grid.
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- Divide a 2-digit number by 10

- Solve problems with money

Time

- Years, months, weeks, days
- Hours, minutes, seconds
- Telling the time to the nearest 5 minutes (Y3 revisit)
- Telling the time to the nearest 1 minutes (Y3 revisit)
- Digital time (Y3 revisit)
- Converting analogue and digital times.

				<ul style="list-style-type: none"> • Convert to the 24 hour clock • Convert from the 24 hour clock 	
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Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Working Scientifically

During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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.

<p>Animals including humans</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> • Ivan Pavlov (Physiologist) • Charlotte Armah (nutritional biochemist - looking at the effect of diet on human health) <p>We will be focussing our learning on the digestive system, describing the simple functions of the different basic parts and organs. We will identify the different types of teeth in humans and outline their</p>	<p>Living things and their habitats</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> • Prem Singh Gill (Polar scientist) • Gladys West (Mathematician/GPS - link to Hampstead Heath topic) <p>We will recognise that animals can be grouped and classified in a variety of ways and explore classification keys in order to help us group, identify and name a variety of living things in their local and wider environment. We will discover how environments change and what threat this poses to the living things.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking questions 	<p>Electricity</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> • Thomas Edison (scientist involved in the creation of the light bulb) • Michael Faraday (Physicist) • Chi Onwurah (Electrical engineer) <p>We will start by identifying the use of electricity in everyday life, identifying common appliances and their functions. We will construct a simple series electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzes. We will use our knowledge to predict whether given circuits will work resulting in a lamp being lit, spotting errors and adjusting these. We will also</p>	<p>States of Matter</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> • Daniel Fahrenheit (Inventor of the thermometer) • Dr Fangxian Fang (Earth scientist) <p>We will first start by identifying and grouping materials according to their state and whether they are solids, liquids or gases. We will observe that some materials can change state when they are cooled and heated and we will describe these changes as well as measure and research the temperature at which this happens. We will then identify and understand how evaporation and condensation are vital processes in the water cycle and make links between the rate of evaporation with changes in temperature.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Making predictions • Setting up tests • Observing and measuring 	<p>Sound</p> <p>Famous Scientist: Alexander Graham Bell</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> • Alexander Graham Bell (invented the telephone) • Evelyn Glennie (Deaf percussionist) • Karrie Keyes (Audio engineer) <p>We will identify how sound is made by vibration and how we can hear these due to them travelling through a medium to the ear. We will find and identify</p>
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<p>functions when we eat. We will then construct our own and interpret already made food chains, identifying the producers, predators and prey and identifying patterns shown using these food chains.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and 	<ul style="list-style-type: none"> • Observing and measuring • Recording data • Interpreting and communicating results <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Comparative and fair testing • Research using secondary sources • Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> • Local environmental survey (Do) <p>Science Trails: Can we find a home for animals in our local area?</p>	<p>learn about the role of a switch within a circuit and how these contribute to whether a lamp lights up or not. Finally, we will identify and investigate materials that are conductors and insulators.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking questions • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Observing over time 	<ul style="list-style-type: none"> • Recording data • Interpreting and communicating results • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> • Drying (Plan) • Cornflour slime (Review) <p>Science Trails: What does water look like outside?</p>	<p>patterns between the pitch and the object that produced the sound as well as patterns between volume and the strength of the vibrations. We will also recognise that sound gets fainter as the distance from the sound source increases.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking questions • Making predictions • Observing and measuring • Recording data • Interpreting and
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<p>communicating results</p> <ul style="list-style-type: none"> Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Observing over time Comparative and fair testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <p>Teeth in liquid (Review)</p>		<ul style="list-style-type: none"> Comparative and fair testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> Conductors (Review) <p>Science Trails: What electricity is in our world?</p>		<p>communicating results</p> <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Comparative and fair testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> String Telephones (Review) Pitch (Plan) <p>Science Trails: What's that noise, where did it come from and why is it there?</p>
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History					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Key Skills:</u></p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Establish clear narratives within and across the periods they study</p> <p>Note connections, contrasts and trends over time</p> <p>Develop the appropriate use of historical terms</p> <p>Address and devise historically valid questions about change, cause, similarity and difference and significance</p> <p>Construct informed response involving thoughtful selection and organisation of relevant historical information</p> <p>Understand that our knowledge of the past is constructed from a range of sources</p>					
<p>Stone age, Bronze age, Iron Age (Settlements, Innovation, Civilisations)</p> <p>We will start our learning by learning about chronology and putting key events onto a timeline. This will help us to put the Stone Age - Iron Age into context of the past. Starting with the Stone Age, we will explore how we know about their existence and the use of sources to provide us with information. We will explore their daily life including housing, tools and weapons and how they gathered/farmed their food. We will also explore significant archaeological sites such as Skara Brae and Stonehenge. As we continue, we will look at the Bronze Age in more detail - looking at how life developed for those living during this time period. We will make comparisons between the different periods of time. (political, social, cultural history)</p>				<p>Romans (Settlements, Innovation)</p> <p>Through our study of the Romans, we will explore who Julius Caesar and Boudicca were and why they were significant. We will also look at the impact Romans had such as the roads they built, Hadrian's wall and the Roman baths. Finally, we will investigate the impact the Romans had on Sheffield. (social, cultural history) (NC: The Roman Empire and the impact on Britain)</p> <p>Concepts: Chronology, Sequence, Cause and consequence, Change and consequence, Durations</p>	

<p>(NC: Changes in Britain from the Stone Age to the Iron Age)</p> <p>Concepts: Chronology, Significance, Sequence, Culture</p> <p>Strands: Social History, Environmental, Economic</p>		<p>Strands: Cultural-Intellectual Developments, Political, Social History, Famous People</p>
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Geography					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Skills

Extend knowledge and understanding beyond the local area (inc. UK, Europe, North and South America)

Extend knowledge and understanding of location and characteristics of a range of the world's most significant human and physical features

Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

	<p>Food Farming and Fairtrade</p> <p>Thematic Maps Drought areas of the world Poverty areas of the world Transport Routes across the world World Maps Grid References Atlas/Globe/</p> <ul style="list-style-type: none"> How big are the biggest food 	<p>Water</p> <p>Hydrology maps Ocean /sea Maps Thematic Maps World Religions Charity Maps of the world Map water journey</p> <ul style="list-style-type: none"> What fraction of the Earth is covered by oceans/seas? Where does water come from? Features of different bodies of water Water Cycle Is access to water equal across the world? Drought and impact of drought How do water companies support customers? Is Water free? How is water distributed? 	
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producing countries in the world?

- What are the 10 most deprived areas in England?
- Where are the top food producing countries and what are the top 4?
- Where are the fair trade areas of the world?
- What do these areas have in common?
- Where does our food come from?
- What are Food Miles?
- What Foods do we eat from other cultures?
- How does the Fairtrade initiative support Farmers?

- Do we have equal access to clean water?
- Can dirty water be made usable?
- What is life without clean water like?
- Charities (WaterAid/UNICEF)
- Why do we need reservoirs/dams?

Rivers

Lines of Longitude and Latitude coordinates for Key countries

UK River Maps

World River Maps

- Where in the world is the river xxx?
- What rivers are found in our local area?
- What are the names/features of the main rivers in UK/Europe?
- What are the names/features of the rivers of the world?
- Why do some rivers have a religious significance?
- How might a river support a community/employment?
- How does a river flood?
- How can flooding be prevented?
- How land use changes from the source to the mouth of a river?
- How does flooding affect the land temporarily/permanently?
- How has river use changed over time?

- Factors affecting choice of which foods grown
Social
Cultural
Economic
- Decision making by farmers
- What products do Fair Trade farmers make?
- Why Fair Trade started?
- How does it work?
- Benefits of fair-traded products
Economic
Social
Cultural
- Poverty Maps and
- Poverty Zones in Sheffield?

- Why is there a rise of food banks in Yorkshire?
- Has Fair Trade made life better for Farmers?

- What is a drought and what impact does it have on people: hunger malnutrition starvation (crops cannot grow)

Art

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Drawing

Research:

Portraits

How have faces been depicted in different ways by different artists? How have they used different media? Link to Y1 unit (Giuseppe Arcimbold) and Picasso.

Proportions of a face

Collect and investigate different faces

Developing skills:

Experiment creating different faces using a range of drawing materials (pen, chalk, pastels)

Can they draw from memory or using their imaginations?

Explore relationships between line, shape, tone and texture.

Tones:

Printing and digital art

Research:

Pop Art (Andy Warhol)



Developing skills:

Use ICT to design and create their own Pop Art

Practise printing using polystyrene plates (range of colours and paper) or using stamps (see video)

Making a stamp for printing:

<https://classroom.thenational.academy/lessons/making-your-own-stamps-for-printmaking-6mvk6t?activity=video&step=1>

Making a collagraph print:

Mixed media/ collage

Research:

Roman Mosaics



Developing skills:

Designing patterns

Cutting and sticking paper - various designs and geometric patterns.

Applying skills:

Create individual or group mosaics using a variety of materials.

Evaluation:

<https://classroom.thenational.academy/lessons/exploring-shadows-and-tone-6hjk0t>

<https://classroom.thenational.academy/lessons/how-can-we-bring-our-drawings-to-life-64vkee>

NSEAD lesson:

<https://www.nsead.org/resources/units-of-work/uow-portraits-in-pencil/>

NSEAD (drawing heads and faces):

<https://www.nsead.org/resources/units-of-work/uow-drawing-heads-and-faces/>

Applying skills:

Create a final portrait of a Neolithic human using chosen media.

Evaluation:

Children to evaluate the effectiveness of their application of skills and concepts such as tone, proportions and dimensions.

Formal Elements:

- Line
- Shape
- Form
- Tone
- Texture

<https://classroom.thenational.academy/lessons/making-a-collagraph-print-c4rk6d?activity=video&step=1>

Applying skills:

Create four identical prints of the McDonald's logo using polystyrene and chosen paint colours.

Evaluation:

Children to evaluate the uniformity of their printing and the effect of their colour selections.

Formal Elements:

- Line
- Shape
- Colour
- Tone

Y4 RETRIEVAL PRACTICE SPRING TERM

- I can experiment with shades using different media
- I can experiment with tones using different media

Following completion of Unit of Work (Printing Gaps):

- I can use ICT to experiment with colour

Children to consider their selection and application of various materials, considering their effect on the piece as a whole.

Formal Elements:

- Line
- Shape
- Form
- Colour
- Pattern

**Y4 RETRIEVAL PRACTICE
SUMMER TERM**

- I can experiment with different geometric shapes
- I can experiment with different geometric patterns
- I can experiment with different ways of cutting and attaching
- I can experiment with shape, size and compositions

<p>Y4 RETRIEVAL PRACTICE AUTUMN TERM</p> <ul style="list-style-type: none"> I can confidently sketch lines and shapes based on what I have seen I can experiment with different pencil grades I can create different tones by shading I can create different textures using hatching, cross-hatching, scumbling, stippling 	<ul style="list-style-type: none"> I can print using a polystyrene plate 	
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Design and Technology

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Mechanisms</p> <p style="text-align: center;">To design and make an interactive Christmas card for children to give to their parents/carers</p> <p>NC- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Skill retrieval from previous years: Levers, sliders, strengthening and stiffening, hinges</p> <p><u>Investigate, disassembly, evaluate:</u></p> <ul style="list-style-type: none"> Children investigate, analyse and evaluate books, cards and other products which have a range of lever and linkage mechanisms 		<p style="text-align: center;">Electrical</p> <p style="text-align: center;">To design an electronic game for a child that alerts you when you are incorrect.</p> <p>NC: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors</p> <p>Investigate, disassembly, evaluate:</p> <p>Skill retrieval from previous years: Free standing structures, strengthening and stiffening</p> <p><u>Investigate, disassembly, evaluate:</u></p> <ul style="list-style-type: none"> Look at a variety of electronic games and toys. How do they work? 		<p style="text-align: center;">Textile</p> <p style="text-align: center;">To Design a PE bag to contain a PE kit for a Y4 child</p> <p>NC: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Skill retrieval from previous years: Patterns and templates, running stitch, back stitch, joining fabrics</p> <p><u>Investigate, disassembly, evaluate:</u></p>	

- Use questions to develop children's understanding e.g. Who might it be for? What is its purpose? What do you think will move? How will you make it move? What part moved and how did it move? How do you think the mechanism works? What materials have been used? How effective do you think it is and why? What else could move?

Focus Practical tasks:

- Experiment with a range of lever and linkage mechanisms to the children
- Compare different levers functionality and purpose
Experiment with strengthening and stiffening techniques
- Demonstrate the correct and accurate use of measuring, marking out, cutting, joining and finishing skills and techniques.

Design

Design a Christmas card with at least one interactive element

- Generate ideas, considering the purposes for which they are designing

- Investigate games. Disassemble different examples to look at it's component parts
Discuss purposes of games and investigate different types/styles of children's games and how they alert the user.
- Discuss collaborative approach to invention (Alessandro Volta, Humphrey Davy and Joseph Swan played a critical role in the development of this technology.)

Focus Practical tasks:

- Label parts of a torch and name them
- Recreate a simple, series and parallel circuit following a given plan
- Look at and identify scientific representation of circuit components
- Make a simple switch using metal components

Design:

Children to design the electronic components and outside structure of their torch, using their IDEAs to support

- Communicate their ideas through detailed labelled drawings
- Develop a design specification

- Investigate a variety of textile bags for all purposes.
- Disassemble bags and create patterns from them
- Investigate panels/nets used to create different shapes.
- Improve on existing designs, giving reasons for choices. Identify some of the great designers in different areas of study to generate ideas from their designs
- Investigate different fastenings and their uses.

Focus Practical tasks

- Create patterns using nets of shapes, compare the strength and structure of patters
- Try out a variety of different stitching techniques (review and addition of back stitch, over sew stitch, blanket stitch, cross stitch
- Compare different fabrics for different purposes before

- Make labelled drawings from different views showing specific features

Make

- Make appropriate design decisions throughout the making
- Utilise the range of mechanisms learnt and make appropriate adjustments
- Select appropriate tools, materials, components and techniques
- Make modifications as they go along

Evaluate

- Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests
- Record their evaluations using drawings with labels
- Evaluate against their original criteria and suggest ways that their product could be improved

Make

- Select appropriate tools, materials, components and techniques
- Make modifications as they go along
- Utilise component parts to make a circuit fit for purpose

Evaluate

- How effective is our torch in the dark?
- Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests
- Record their evaluations using drawings with labels
- Evaluate against their original criteria and suggest ways that their product could be improved

selecting fabric for their project

- Investigate and select an appropriate fastening device/technique for their project
- Measure and mark out to the nearest mm.

Design:

Children to create a labelled design of their PE bags.

- Generate ideas, considering the purposes for which they are designing
- Make labelled drawings from different views showing specific features
- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail

Make

- Utilise different stitching techniques, making design decisions as they proceed
- Select appropriate tools, materials, components and techniques
- Make modifications as they go along
Select appropriate tools and techniques for making their product
Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques
- Join and combine materials and components accurately in temporary and permanent ways
Sew using a range of different stitches, weave and

Evaluate

- Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests

- Record their evaluations using drawings with labels
- Evaluate against their original criteria and suggest ways that their product could be improved

Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>This Little Light Of Mine</i></p> <p><i>This little light of mine is an expressive call-and-response Gospel song based on a pentatonic scale. The origin of the song is not 100% clear - some believe that it was written in the 1920s as a song for children by Harry Dixon Loes, but he never claimed the credit for it. Some believe the lyrics</i></p>	<p>Music Technology - A Spooky Story</p> <p>In this unit, students will create their own Spooky Story composition, featuring a drum beat, melody and bassline. They will also learn how to underscore their work, preparing them for further exploration in story-writing, music composition and production.</p>	<p>Glockenspiel</p> <p>During this unit children will be introduced to tuned percussion playing and stick/beater technique. Children will learn to understand how musical notation works, recognising notes on a staff and understanding note lengths (semibreves, minims, crotchets and quavers).</p>	<p>Sheffield Music Hub Singing Unit</p> <p>Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping. Pupils will be taught to identify changes in speed (<i>tempo</i>) Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests</p> <p>Pupils will use their voices expressively and creatively using</p> <ul style="list-style-type: none"> • chants • rhythms • raps • body percussion • tongue twisters <p>Pupils will learn to experiment with sounds using the inter-related dimensions of music</p>	<p>Ukulele</p> <p><i>The doot doot song has a summery and relaxed swing feel, reminiscent of Jack Johnson. It is based on a typical song structure and uses C major, A minor, and F major chords.</i></p> <p>During the unit, pupils learn to sing</p>	

<p>are taken from one of Jesus's speeches to his followers in the Bible. The song has links with the civil rights movement in the United States and became an anthem in the 1950s and 1960s. Famous versions have been recorded by many artists including Sister Rosetta Tharpe, Ray Charles, The Everly Brothers, and The Seekers. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress.</p>	<p>Create with YuStudio's Spooky Story Project is one of a series of projects introducing students to the creative possibilities of our DAW. They will be taught and mentored by leading artists and practitioners.</p> <p>By the end of the series, students will have learnt invaluable skills in music production that will enrich their musical journeys and inspire their creativity, inside and outside the classroom.</p>	<p>Each lesson will introduce the children to a different genre of music and give them the opportunity to listen and appraise each one, identifying the key features.</p> <p>Each lesson will give the children the opportunity to play along, improvise and compose using the glockenspiel to each genre of music.</p> <p>Children will be able to:</p> <p>Hold beaters and instruments confidently, achieving a good</p>	<p>Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening</p> <p>Outcomes Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices Some students will identify the difference between a pulse and rhythm and show this in practice Some students might need support to use notation including crochets, quavers and rests</p> <p>Pupils will understand the relationship between higher and lower notes.</p> <p>Pupils will be introduced to the word <i>pitch</i> and will understand the context in which this word is used.</p> <p>Pupils will rehearse to improve aural accuracy and control with a pitch range of do-so.</p>	<p>and play the song, develop technical skills on tuned percussion, learn about chords, 'doodle' (improvise) with their voices and experience playing in a class band.</p> <p>Playing, singing, and improvising is supported by listening to, and appraising music based around the acoustic guitar,</p>
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<p>Musical focus: Pentatonic scale, gospel music, off-beat, rhythm, call-and-response, progression</p> <p>Pieces: <i>This little light of mine</i></p> <p>children will be able to: Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B Sing in a Gospel style with expression and dynamics. Sing Part 1 of a partner song rhythmically. Play a bass part and rhythm ostinato along with <i>This little light of mine</i>.</p>		<p>tone from the instruments.</p> <p>Recognise, play and write Middle C, D, E, F, G, A, B, C using musical notation.</p>	<p>Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p> <p>Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison</p> <p>Pupils will create, select and combine sounds using the inter-related dimensions of music</p> <p>Outcomes Most students will be confident in singing at pitch in unison Some students might begin to explore notes happening at the same time creating a harmony (using match songs or rounds)</p> <p>Students might need support identifying the use of harmony in different contexts e.g. rounds or match songs</p> <p>Pupils will identify how to physically prepare to sing</p>	<p>comparing and contrasting different artists' styles.</p> <p>Musical focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2.</p> <p>Pieces: <i>The doot doot song</i>.</p> <p>Children will be able to:</p>
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<p>Listen and move in time to songs in a Gospel style.</p>			<p>including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique</p> <p>Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes</p> <p>Pupils will learn to identify different inter-related dimensions of music including</p> <ul style="list-style-type: none"> • Dynamics • Structure • Tempo • Articulation • Expression <p>by experimenting with them in song</p> <p>Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space</p> <p>Pupils will be taught to engage with an audience</p>	<p>Sing swung rhythms lightly and accurately.</p> <p>Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.</p> <p>'Doodle' with voices over the chords in the song.</p> <p>Learn a part on tuned percussion and play as part of a whole-class</p>
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		<p>Pupils will be taught to respect fellow performers and acknowledge applause</p> <p>Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience</p> <p>Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary</p> <p>Outcomes</p> <p>Most students will sing confidently and with expression in a performance</p> <p>Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically</p>	<p>performance.</p> <p>Listen and identify similarities and differences between acoustic guitar styles.</p>
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			<p>Some students will sing solos or in small groups</p> <p>Some students might need support to identify areas in which a performance can improve</p>	
<p>Key words</p> <p>Pitch: pentatonic, 'blue' note.</p> <p>Structure: verse, chorus, call-and-response, echo, phrase.</p> <p>Tempo: off-beat.</p> <p>Timbre: articulation, legato (smooth), staccato (spiky, detached).</p> <p>Texture: melody and accompaniment, unison, solo,</p>	<p>Key Words</p> <p>Bar</p> <p>Tempo</p> <p>Octave</p> <p>Structure</p> <p>Articulation</p> <p>Timbre</p> <p>Pitch</p>		<p>Key words</p> <p>Pitch: note, high, low</p> <p>Structure: call-and-response.</p> <p>Tempo: beat/pulse.</p> <p>Other: improvise, compose</p>	<p>Key words</p> <p>Duration: beat /pulse, 4-beats, 8-beats.</p> <p>Pitch: chords (Am, F, C), melody, part.</p> <p>Structure: intro, verse, chorus, middle 8, 2-bar phrases.</p> <p>Timbre: tuned percussion, dampen the</p>

<p>ensemble.</p> <p>Other: improvise.</p>				<p>sound, acoustic guitar, piano, drums, bass guitar.</p> <p>Style: acousti c pop, country, folk, pop.</p> <p>Other: improvi se ('doodle'), patsch (body percussion such as slapping the knees or thighs).</p>
<p>Harvest Festival</p>	<p>Autumn Performance video to be shared with parents.</p>	<p>Spring performance video to be shared with parents including opportunities for small groups and possible solo performances.</p>	<p>Reflect Rewind and Replay - children to select their favourite songs from</p>	<p>End of year performance for parents including opportunities for small</p>

				the year and perform for children at Coit.	groups and possible solo performances.
Computing					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>0.4 - Key Skills : Using School Computers and Networks Effectively</p> <p>Entering: Pupils recognise and use a range of input and output devices, e.g. mouse, keyboard, microphone / printer, speakers, monitor. They recognise that a range of devices contain computers, e.g. washing machine, car, laptop. They know where</p>	<p>3.4 How is data shared online?</p> <p>Teach Computing (Y4)</p> <p>Entering: Pupils appreciate that different programs work with different types of data, e.g. text, number. They use specific software to create charts. They know that there is a difference between data and information. Pupils understand that the Internet is made up of computers from all around the world connected together, and that not all</p>	<p>4.4 Decomposition and infinite loops in scratch</p> <p>SSW</p> <p>Entering: Pupils understand that instructions need to be clear and unambiguous in an algorithm. They can evaluate the success of an algorithm or program, and identify and correct errors (debugging). Pupils predict the outcome of a block-based program. Developing: Pupils use repetition to make programs more efficient. They plan out programs using</p>	<p>2.4 What makes an excellent multimedia story?</p> <p>SSW</p> <p>Entering: Pupils plan out digital content and present ideas by combining media independently They apply edits to digital content to achieve a particular effect. They talk about what makes digital content good or bad and edit it to</p>	<p>5.4 Simple selection in scratch</p> <p>SSW</p> <p>Entering: Pupils evaluate the success of an algorithm or program. They identify and correct errors in a given algorithm or program. They understand that we can decompose a problem into smaller steps to make it simpler. Pupils use the language if... then to describe the relationship between two actions. They recognise loops in a program and can make simple changes to a block-based program to change it. Developing: Pupils use repetition to make programs more efficient. They predict the outcome of a block-based program, and can remix and</p>	

<p>to save and open work and understand that work saved on a computer at school can be opened on a different computer. Pupils understand you can use a search engine to find information using keyword searches. They remember a username and password for logging on, and understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks.</p> <p>Developing: Pupils can open and save a file</p>	<p>information found online is true.*</p> <p>Developing: Pupils understand the benefits of using a computer to create charts and databases. They can design a questionnaire and collect a range of data. They can present data effectively in a chart or database. Pupils draw conclusions from information presents in charts, tables and databases. They know different ways of reporting unacceptable content and contact online.* They understand when to share personal information and when not to.*</p> <p>Secure: Pupils understand that school computers are connected together in a network. They understand that</p>	<p>algorithms. and can evaluate the effectiveness of their algorithm by testing it using an appropriate program. They understand that we can decompose a problem into smaller steps to make it simpler. Pupils use the language if... then to describe the relationship between two actions.</p> <p>Secure: Pupils use forever loops in a program. They decompose a problem and create a solution for each step. Pupils create a program using a range of events/inputs to control what happens</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Algorithm • Program • Data 	<p>improve it. They understand that the digital content we make belongs to us and others need to ask permission to use it.*</p> <p>Developing: Pupils evaluate existing and their own digital content, and edit it to improve it according to feedback. They design and create digital content for a specific purpose. Pupils understand that people can give permission for others to use their content e.g. using Creative</p>	<p>change an existing program. They plan out programs using by writing algorithms. They use forever loops in a program.</p> <p>Secure: Pupils create a program using a range of events/inputs to control what happens. They use selection in algorithms and programs, i.e. if... then... They can decompose a problem and create a solution for each part.</p> <ul style="list-style-type: none"> • Concepts: Algorithm Logic
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<p>to a suitable folder, and use suitable file names when saving work. They understand that school computers can be connected and they may use a shared area for saving work. They type using all fingers. Pupils use a search engine to find information using keyword searches.</p> <p>Secure: Pupils understand that you can organise files using folders, and can delete, move and copy files. They use right-click, left-click and double-click appropriately on a mouse.</p>	<p>we use a web browser to access information stored on the Internet and can explain simply how the Internet works. Pupils can present data in a number of different ways to convey information. They are aware that some people lie about who they are online, and recognise the benefits and risks of different apps and websites.*</p> <p>Pupils understand that when we share content online, we might not be able to delete it.*</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Data • Program • Machine <p>Online Safety Links: L3: Deciding what is appropriate P2: Sharing Online</p>		<p>Commons.* They understand that games and films have age ratings, and what that means.*</p> <p>Secure: Pupils collect, organise and present information effectively using a range of media. They use more complex tools to edit and enhance media for a particular effect. They can rate a game or film they have made and explain their rating.*</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Logic • Abstraction 	
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Pupils use a search engine to find specific information, and know how to copy text and images from a web page or document into another document.
Pupils remember an individual password.

Concepts:

- Machine
- Data

1.4 How do I use a computer as an artist or photographer?

Teach Computing (Y4)

Entering:

Pupils plan out digital content, and present ideas and information by

- Data

[Online Safety Links](#)

[C2: Personal Information](#)

combining media independently.
They save and reuse digital content found online.*

They talk about what makes digital content good or bad and edit digital content to improve it.

They know who to tell if concerned about content or contact online.*

Pupils understand that the digital content we make belongs to us and others need to ask permission to use it.*

Developing:

Pupils use a variety of software to combine media in order to

<p>present information. They evaluate existing and their own digital content and edit their own content to improve it according to feedback. They edit existing digital content to make a new version with an awareness of copyright. Pupils understand that people can give permission for others to use their pictures e.g. using Creative Commons.*</p> <p>Secure: Pupils collect, organise and present information effectively using a range of media. They design and</p>				
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create digital content for a specific purpose. They use a range of tools to edit and enhance media for a particular effect. Pupils collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365. They understand that the media can portray groups of people differently.*

Concepts:

- Machines
- Program
- Data
- Logic

Online Safety

Links:

C3: Copyright
NI: Digital Media

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Swimming (GS4PE)</p> <p>This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with</p>	<p>Swimming (GS4PE)</p> <p>This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations.</p> <p><u>Key Skills:</u> Float, travel, submerge, kick with legs, pull with arms, glide</p>	<p>Swimming (GS4PE)</p> <p>This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations.</p> <p><u>Key Skills:</u> Float, travel, submerge, kick with legs, pull with arms, glide</p>	<p>Fitness (GS4PE)</p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to</p>	<p>Athletics (GS4PE)</p> <p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or</p>	<p>Baseball (GS4PE)</p> <p>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play</p>

<p>new and challenging situations.</p> <p><u>Key Skills:</u> Float, travel, submerge, kick with legs, pull with arms, glide</p> <p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p><u>Key Skills:</u> Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation,</p>	<p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p><u>Key Skills:</u> Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation,</p>	<p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p><u>Key Skills:</u> Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation,</p>	<p>support others to do the same. Pupils are asked to recognise areas for improvement and suggest evaluate their own and others' performances.</p> <p><u>Key Skills:</u> Throwing, catching, intercepting, shooting</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness 	<p>accuracy and learn how to persevere to achieve their personal best. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.</p> <p><u>Key Skills:</u> Pacing, sprinting, jumping for distance and height, throw, heave, launch for distance</p> <p><u>Key Concepts:</u></p>	<p>fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Key Skills:</u> Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Agility • Coordination • Competition • Fairness • Technique
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<p>actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p><u>Key Skills:</u> Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position</p> <p>This unit is aimed at</p>	<p>sculling, treading water, handstands, surface dives, H.E.L.P and huddle position</p> <p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and</p>	<p>surface dives, H.E.L.P and huddle position</p> <p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and</p>	<p>Technique</p> <p>Cricket (GS4PE)</p> <p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs.</p>	<ul style="list-style-type: none"> • Movement • Agility • Balance • Coordination • Fitness • Technique <p>Hockey (GS4PE)</p> <p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing</p>	<p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p> <p><u>Key Skills:</u> Running, throwing, catching, teamwork</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement
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<p>intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in</p>	<p>communicating with others.</p> <p><u>Key Skills:</u> Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Coordination • Fitness • Sequence • Technique <p>Gymnastics (GS4PE)</p> <p>Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such</p>	<p>communicating with others.</p> <p><u>Key Skills:</u> Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions</p> <p>Handball</p> <p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their</p>	<p>Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Key Skills:</u> Underarm and overarm throwing, catching, over and underarm bowling, batting</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Agility 	<p>uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this</p>	<ul style="list-style-type: none"> • Agility • Coordination • Competition • Collaboration • Fairness
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<p>team games, collaborating and communicating with others.</p> <p><u>Key Skills:</u> Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions</p> <p>Dance (GS4PE) Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in</p>	<p>as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Key Skills:</u> Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll,</p>	<p>understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p> <p><u>Key Skills:</u> Throwing, catching, intercepting, shooting</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness <p style="text-align: center;">Technique</p>	<ul style="list-style-type: none"> • Coordination • Competition • Fairness <p style="text-align: center;">Technique</p>	<p>behaviour is important</p> <p><u>Key Skills:</u> Dribbling, passing, receiving, intercepting, tackling</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Technique 	
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<p>pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p><u>Key Skills:</u> Performing actions, using canon, unison, formation, dynamics, character, structure, space</p>	<p>straddle roll, bridge, shoulder stand</p> <p>Key Concepts:</p> <ul style="list-style-type: none">• Movement• Balance• Agility• Coordination• Collaboration• Sequence• Technique				
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<p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Coordination • Collaboration • Sequence • Evaluation and improvement 					
RE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">L2.3</p> <p>What is the trinity and why is it important to Christians?</p> <p>Religion: Christianity</p> <p>Geography link - Rivers</p>	<p style="text-align: center;">L2.7</p> <p>What do Hindus believe God is like?</p> <p>Religion: Hindus</p>	<p style="text-align: center;">L2.8</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>Religion: Hindus</p>	<p style="text-align: center;">L2.5</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Religion: Christianity</p>	<p style="text-align: center;">L2.6</p> <p>For Christians, when Jesus left, what was the impact of Pentecost?</p> <p>Religion: Christianity</p>	<p style="text-align: center;">L2.11</p> <p>How and why do people mark the significant events of life? (Thematic unit)</p> <p>Religion: Christianity, Hinduism</p>

RHE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Os) Passwords C5 *</p> <p>Fr2) Are all friends the same?</p> <p>Fr3) Are friendships always fun?</p> <p>M2) Are we happy all the time?</p>	<p>C1) How do we make the world fair?</p> <p>Os) Copyright C3 *</p> <p>C2) Where do you feel like you belong?</p> <p>C3) How can we help the people around us?</p>	<p>Os5) Digital media (N1)</p> <p>Os6) Verifying content and echo chambers (N3)</p>	<p>Fa3) How should we treat people who are different?</p> <p>Os) Media Bias N2 *</p>	<p>Os) Advertising C1 *</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>P4) How do I save a life?</p>	<p>G1) What is a period-CW resource pack 4/pack 5</p> <p>Drugs-Safety rules and risks- Alcohol and smoking</p>

MFL (French) - KS2 only

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Phonetics lessons 1-2 (XT)</u> In these first two lessons, pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.</p> <p><u>Seasons (EL)</u> Pupils will learn the 4 seasons of the year along with a key feature for each season in French. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why.</p>	<p><u>Vegetables (EL)</u> In this unit pupils will learn 10 common vegetables in their plural form. They will learn the basic transactional language required to take part in a role-play activity based on buying different quantities of vegetables from a market stall.</p>	<p><u>Presenting Myself (IN)</u> By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</p>	<p><u>My Family (IN)</u> By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and how to manipulate language, thus starting to create more personalised responses as the unit supports the change from</p>	<p><u>In the Classroom (IN)</u> During this unit, pupils will gain the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.</p>	<p><u>At the Tea Room (IN)</u> By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p>

			1 st person singular to 3 rd person singular.		
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