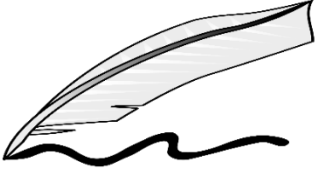
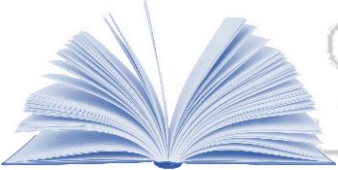


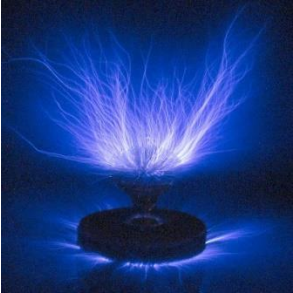
Curriculum Map – Year Four	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	Anglo-Saxons		Earth Matters		Ancient Egypt	
Writing 	<u>The Lost Thing – Narrative</u>  Farther - Narrative	Still I rise - Poetry  Wizards of Once – Non-Fiction, Newspaper	Nikola Tesla – Non-Fiction, Biography  The Iron Man - Narrative	<u>The Plague – Non-fiction, Script</u>	Aladdin – Narrative  Letter to an Author	Secrets of a Sun King, Diary  The River - Poetry
Curriculum Text 	<u>Text:</u> Anglo-Saxon Boy The Lost Thing Farther Wizards of Once		<u>Text:</u> The Lorax The Story of Nikola Tesla The Iron Man Eyam – The Plague Village		<u>Text:</u> Life in Ancient Egypt Aladdin and the Enchanted Lamp The Secrets of a Sun King The River	

Maths



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Autumn</b>	<b>Reasoning with large numbers</b>		<b>Addition and subtraction</b>			<b>Multiplication and division</b>			<b>Discrete and continuous data</b>		
	<ul style="list-style-type: none"> <li>•4-digit place value. Read, write, represent, order and compare</li> <li>•Find 10, 100 or 1000 more or less</li> <li>•Round numbers to the nearest 10, 100 or 1000</li> </ul>	<ul style="list-style-type: none"> <li>•Select appropriate strategies to add and subtract</li> <li>•Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping</li> </ul>	<ul style="list-style-type: none"> <li>•Identify and explore patterns in multiplication tables including 7 and 9</li> <li>•Distributive property including multiplying three 1-digit numbers</li> <li>•Mental multiplication and division strategies using place value and known and derived facts</li> <li>•Short multiplication</li> </ul>	<ul style="list-style-type: none"> <li>•Read, interpret and construct pictograms, bar charts and time graphs</li> <li>•Compare tables, pictograms and bar charts</li> </ul>							
<b>Spring</b>	<b>Calculating with multiplication and division</b>		<b>Fractions</b>			<b>Time</b>		<b>Decimals</b>		<b>Area and perimeter</b>	
	<ul style="list-style-type: none"> <li>•Division using partitioning</li> <li>•Short division</li> </ul>	<ul style="list-style-type: none"> <li>•Explore different interpretations and representations of fractions</li> <li>•Equivalent fractions</li> <li>•Represent fractions greater than one as mixed number and improper fractions</li> <li>•Add and subtract fractions with the same denominator including fractions greater than one</li> </ul>	<ul style="list-style-type: none"> <li>•Analogue to digital, 12-hour and 24-hour</li> <li>•Convert between units of time</li> </ul>	<ul style="list-style-type: none"> <li>•Decimal equivalents to tenths, quarters and halves</li> <li>•Compare and order numbers with same number of decimal places</li> <li>•Multiply and divide by 10 and 100 including decimals</li> </ul>	<ul style="list-style-type: none"> <li>•Perimeter of rectangles and rectilinear shapes</li> <li>•Area of rectangles and rectilinear shapes</li> <li>•Investigate area and perimeter</li> </ul>						
<b>Summer</b>	<b>Solving measures and money problems</b>		<b>Shape and symmetry</b>		<b>Position and direction</b>		<b>Reasoning with pattern and sequences</b>		<b>3-D shape</b>		
	<ul style="list-style-type: none"> <li>•Convert units of measure</li> <li>•Select appropriate units to measure</li> <li>•Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically</li> </ul>	<ul style="list-style-type: none"> <li>•Classify, compare and order angles</li> <li>•Compare and classify 2-D shapes</li> <li>•Identify lines of symmetry</li> </ul>	<ul style="list-style-type: none"> <li>•Describe and plot using coordinates</li> <li>•Describe translations</li> </ul>	<ul style="list-style-type: none"> <li>•Roman numerals up to 100</li> <li>•Place value of other number systems</li> <li>•Number sequences and patterns</li> </ul>	<ul style="list-style-type: none"> <li>•Use understanding of 3-D shapes</li> <li>•Identify 3-D shapes from 2-D representations</li> </ul>						

Everyone Achieves

<p>Science</p> 	<p><u>Living Things And Their Habitats</u></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 classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>▪ recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>Cross-curricular links with Design Technology</p>	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><u>Sound</u></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>• recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><u>Electricity</u></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</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> </ul>	<p><u>States of Matter</u></p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• 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)</li> <li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>
<p>Art &amp; Design</p>	<p><u>Drawing</u></p>		<p><u>Painting and Mixed media</u></p>		<p><u>Craft and Design</u></p>



	<p>Power Prints</p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul> <p><b>Knowledge of artists:</b></p>	<p>Light and Dark</p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Use subject vocabulary confidently to describe and compare creative works.</li> <li>• Understand how artists use art to convey messages through the choices they make.</li> </ul> <p><b>Evaluating and analysing:</b></p>	<p>Ancient Egyptian Scrolls</p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• Use hands and tools confidently to cut, shape and join materials for a purpose.</li> <li>• Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use subject vocabulary confidently to describe and compare creative works.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Use more complex vocabulary when discussing their own and others' art.</li> </ul>	<ul style="list-style-type: none"> <li>• Use more complex vocabulary when discussing their own and others' art.</li> <li>• Discuss art, considering how it can affect the lives of the viewers or users of the piece.</li> <li>• Evaluate their work more regularly and independently during the planning and making process.</li> </ul>	<p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</li> <li>• Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</li> </ul>
Design Technology	<p><u>Structures</u></p> <p>Pavilions</p> <ul style="list-style-type: none"> <li>• Designing a stable pavilion structure that is aesthetically pleasing and selecting</li> </ul>		<p><u>Mechanical Systems</u></p> <p>Making a Slingshot Car</p> <ul style="list-style-type: none"> <li>• Designing a shape that reduces air resistance.</li> <li>• Drawing a net to create a structure from.</li> </ul>



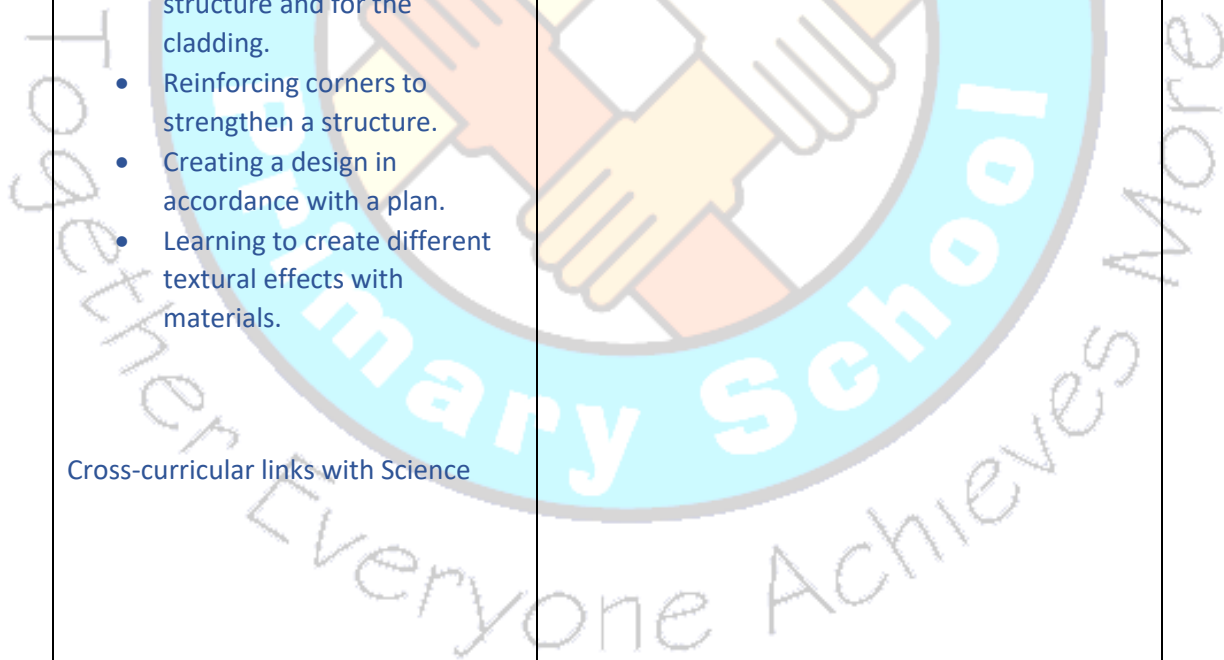


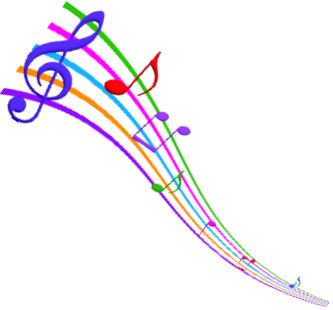
materials to create a desired effect.

- Building frame structures designed to support weight.
- Creating a range of different shaped frame structures.
- Making a variety of free-standing frame structures of different shapes and sizes.
- Selecting appropriate materials to build a strong structure and for the cladding.
- Reinforcing corners to strengthen a structure.
- Creating a design in accordance with a plan.
- Learning to create different textural effects with materials.

Cross-curricular links with Science

- Choosing shapes that increase or decrease speed as a result of air resistance.
- Personalising a design.
- Measuring, marking, cutting and assembling with increasing accuracy.
- Making a model based on a chosen design.
- Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.



<p>Music</p> 	<p><b>Musical Spotlight:</b> Musical Structures</p> <p><b>Social Question:</b> How Does Music Bring Us Together?</p> <ul style="list-style-type: none"> <li>•Tempo: Moderato — at a moderate speed (112 bpm)</li> <li>•Time signature: 4/4</li> <li>•Time signature: 4/4 — there are four crotchet beats in a bar</li> <li>•Key signature: C major</li> <li>•Key signature: C major — there are no sharps or flats in the key signature</li> <li>•Notes: C, D, E, G, A (C pentatonic)</li> </ul> <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers</p>	<p><b>Musical Spotlight:</b> Exploring Feelings When You Play</p> <p><b>Social Question:</b> How Does Music Connect Us With Our Past?</p> <ul style="list-style-type: none"> <li>•Tempo: Andante — at a walking pace (97 bpm)</li> <li>•Time signature: 4/4</li> <li>•Time signature: 2/4 — there are two crotchet</li> </ul>	<p><b>Musical Spotlight:</b> Compose with Your Friends</p> <p><b>Social Question:</b> How Does Music Improve Our World?</p> <ul style="list-style-type: none"> <li>•Tempo: Allegro — At a brisk speed (150 bpm)</li> <li>•Time signature: 4/4</li> <li>•Time signature: 3/4 — there are three crotchet beats in a bar</li> <li>•Key signature: C major</li> <li>•Key signature: G major — there is one sharp in the key signature (#)</li> <li>•Notes: C, D, E, G, A (C pentatonic)</li> </ul> <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers</p>	<p><b>Musical Spotlight:</b> Feelings Through Music</p> <p><b>Social Question:</b> How Does Music Teach Us About Our Community?</p> <ul style="list-style-type: none"> <li>•Tempo: Andante — at a walking pace (97 bpm)</li> <li>•Time signature: 4/4</li> <li>•Time signature: 2/4 — there are two crotchet beats in a bar</li> <li>•Key signature: C major</li> <li>•Key signature: G major — there is one sharp in the key signature (#)</li> <li>•Notes: C, D, E, G, A (C pentatonic)</li> </ul> <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers</p>	<p><b>Musical Spotlight:</b> Expression and Improvisation</p> <p><b>Social Question:</b> How Does Music Shape Our Way of Life?</p> <ul style="list-style-type: none"> <li>•Tempo: Adagio — at a slow speed (68 bpm)</li> <li>•Time signature: 4/4</li> <li>•Time signature: 4/4 — there are four crotchet beats in a bar</li> <li>•Key signature: A minor</li> <li>•Key signature: A minor — there are no sharps or flats</li> </ul>	<p><b>Musical Spotlight:</b> The Show Must Go On!</p> <p><b>Social Question:</b> How Does Music Connect Us with the Environment?</p> <ul style="list-style-type: none"> <li>•Tempo: Moderato — at a moderate speed (114 bpm)</li> <li>•Time signature: 4/4</li> <li>•Time signature: 4/4 — there are four crotchet beats in a bar</li> <li>•Key signature: A minor</li> <li>•Key signature: C major — there are no sharps or</li> </ul>
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		beats in a bar •Key signature: C major •Key signature: F major — there is one flat in the key signature (b) •Notes: C, D, E, G, A (C pentatonic) Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers		in the key signature •Notes: A, B, C, D, E, F, G Rhythmic patterns using: Minims, crotchets, dotted quavers, quavers and semiquavers	flats in the key signature •Notes: A, B, C, D, E, F, G Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers
History	<u>Skill: Historical Enquiry and Interpretation</u> • look at available evidence			<u>Skill: Understanding The Past</u> • use evidence to reconstruct life in time studied	





- begin to evaluate the usefulness of different sources and provide an account
- use text books and historical knowledge
- compare accounts of events from different sources. Fact or fiction
- understand that sources can contradict each other
- use sources to answer questions about the past
- use evidence to build up a picture of a past event
- choose relevant material to present a picture of one aspect of life in time past
- ask a variety of questions
- use the library/e-learning for research


Knowledge: Britain's settlement by Anglo-Saxons and Scots

- Roman withdrawal from Britain
- Scots invasions
- Alfred the Great
- King Ethelbert
- Anglo-Saxon invasions, settlements and kingdoms: place names, village life, homes and farming

- identify key features and events
- look for links and effects in time studied
- offer a reasonable explanation for some events
- develop a broad understanding of ancient civilisations
- use terms related to the period and begin to date events
- understand more complex terms e.g. BCE/AD
- Present findings and communicate knowledge and understanding in different ways
- Provide an account of a historical event based on more than one source

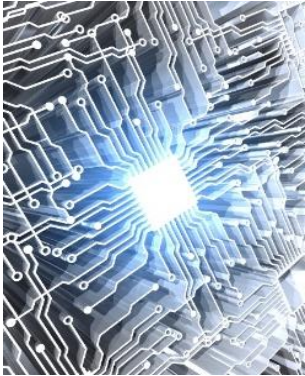
Knowledge: the achievements of the earliest civilizations – Ancient Egypt

- pharaohs
- pyramids, sphinx, tombs
- mythology
- life & culture: homes, food, jobs, clothes, jewellery, the 3 Rs.


	<ul style="list-style-type: none"> <li>Anglo-Saxon art and culture: stories, food, music, jewellery, feasting</li> </ul>			
<p>Geography</p> 	<p><u>Are all settlements the same?</u></p> <ul style="list-style-type: none"> <li>Locate some cities in the UK.</li> <li>Describe the difference between villages, towns and cities.</li> <li>Identify features on an OS map using the legend.</li> <li>Describe the different types of land use.</li> <li>Follow a route on an OS map.</li> </ul>	<p><u>Why do people live near volcanoes?</u></p> <ul style="list-style-type: none"> <li>Name all four layers of the Earth in the correct order, stating one fact about each layer.</li> <li>Explain one or more ways a mountain can be formed.</li> <li>Give a correct example of a mountain range and its continent.</li> <li>Describe a tectonic plate and know that mountains occur along plate boundaries.</li> </ul>	<p><u>What are rivers and how are they used?</u></p> <ul style="list-style-type: none"> <li>Identify water stores and processes in the water cycle.</li> <li>Describe the three courses of a river.</li> <li>Name the physical features of a river.</li> <li>Name some major rivers and their location.</li> <li>Describe different ways a river is used.</li> <li>List some of the problems around rivers.</li> <li>Describe human and physical features around a river.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Discuss reasons for the location of human and physical features.</li> <li>• Locate some geographical regions in the UK.</li> <li>• Identify and begin to offer explanations about changes to features in the local area.</li> <li>• Describe the location of New Delhi.</li> <li>• Identify some human and</li> </ul>		<ul style="list-style-type: none"> <li>• Correctly label the features of shield and composite volcanoes and explain how they form.</li> <li>• Name three ways in which volcanoes can be classified.</li> <li>• Describe how volcanoes form at tectonic plate boundaries.</li> <li>• Explain a mix of negative and positive consequences of living near a volcano.</li> <li>• State whether they would or would not want to live near a volcano.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the location of a river on an OS map.</li> <li>• Make a judgement on the environmental quality in a river environment.</li> <li>• Make suggestions on how a river environment could be improved.</li> </ul>		
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	<p>physical features in New Delhi.</p> <ul style="list-style-type: none"> <li>• State some similarities and differences between land use and features in New Delhi and the local area.</li> </ul>		<ul style="list-style-type: none"> <li>• State that an earthquake is caused when two plate boundaries move and shake the ground.</li> <li>• Explain that earthquakes happen along plate boundaries.</li> <li>• List some negative effects that an earthquake can have on a community.</li> <li>• Observe, digitally record and map different rocks using a symbol on a map.</li> <li>• Identify rock types and their origins</li> </ul>			
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			based on collected data.			
<p>Computing</p> 	<p><u>Computing systems and networks – The Internet</u></p> <ul style="list-style-type: none"> <li>To describe how networks physically connect to other networks</li> <li>To recognise how networked devices make up the internet</li> <li>To outline how websites can be shared via the World Wide Web (WWW)</li> <li>To describe how content can be added and accessed on the World Wide Web (WWW)</li> <li>To recognise how the content</li> </ul>	<p><u>Creating media – Audio editing</u></p> <ul style="list-style-type: none"> <li>To identify that sound can be digitally recorded</li> <li>To use a digital device to record sound</li> <li>To explain that a digital recording is stored as a file</li> <li>To explain that audio can be changed</li> </ul>	<p><u>Programming A – Repetition in shapes</u></p> <ul style="list-style-type: none"> <li>To identify that accuracy in programming is important</li> <li>To create a program in a text-based language</li> <li>To explain what ‘repeat’ means</li> <li>To modify a count-controlled loop to produce a given outcome</li> <li>To decompose a task into small steps</li> </ul> <p>To create a program that uses count-controlled loops to produce a given outcome</p>	<p><u>Data and information – Data logging</u></p> <ul style="list-style-type: none"> <li>To explain that data gathered over time can be used to answer questions</li> <li>To use a digital device to collect data automatically</li> <li>To explain that a data logger collects ‘data points’ from sensors over time</li> <li>To use data collected over a long duration to find information</li> <li>To identify the data needed to answer questions</li> </ul> <p>To use collected data to answer questions</p>	<p><u>Creating media – Photo editing</u></p> <ul style="list-style-type: none"> <li>To explain that digital images can be changed</li> <li>To change the composition of an image</li> <li>To describe how images can be changed for different uses</li> <li>To make good choices when selecting different tools</li> <li>To recognise that not all</li> </ul>	<p><u>Programming B – Repetition in games</u></p> <ul style="list-style-type: none"> <li>To develop the use of count-controlled loops in a different programming environment</li> <li>To explain that in programming there are infinite loops and count controlled loops</li> <li>To develop a design that includes two or more loops which run at the same time</li> </ul>



	<p>of the WWI is created by people</p> <p>To evaluate the consequences of unreliable content</p>	<p>through editing</p> <ul style="list-style-type: none"> <li>To show that different types of audio can be combined and played together</li> </ul> <p>To evaluate editing choices made</p>			<p>images are real</p> <p>To evaluate how changes can improve an image</p>	<ul style="list-style-type: none"> <li>To modify an infinite loop in a given program</li> <li>To design a project that includes repetition</li> <li>To create a project that includes repetition</li> </ul>
<p>RE</p> 	<p><u>What does it mean to be a Hindu in Britain today?</u></p> <ul style="list-style-type: none"> <li>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</li> </ul>	<p><u>Why do some people think that life is a journey and what significant experiences mark this.</u></p> <ul style="list-style-type: none"> <li>Suggest why some people see life as a journey and identify</li> </ul>	<p><u>Why is Jesus inspiring to some people?</u></p> <ul style="list-style-type: none"> <li>Make connections between some of Jesus' teachings and the way Christians live today</li> <li>Describe how Christians celebrate Holy Week and Easter Sunday</li> <li>Identify the most important parts of Easter for Christians and say why they are important</li> <li>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter</li> </ul>	<p><u>What can we learn from religions in deciding what is right and wrong?</u></p> <ul style="list-style-type: none"> <li>Find out at least two teachings from religions about how to live a good life</li> </ul>	<p><u>How does family life and festivals show what matters to Jewish people?</u></p> <ul style="list-style-type: none"> <li>explain two ways the story of Exodus shows Jewish beliefs about God</li> <li>say a way the story of</li> </ul>	





• Link questions and answers about how believers show commitment with their own ideas about community, belonging and belief

• Explain similarities and differences between ceremonies of commitment

Discuss and present their own ideas about the value and challenge of religious commitment



others' ideas about how people decide right and wrong


Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity

beliefs at Pesach

- say simply how two parts of Pesach celebrations link to freedom and justice

suggest an answer about why it is good or not good for Jewish people to look to the past and the future at Pesach

		in Britain today				
<p>PSHE</p> 	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> <li>• positive friendships, including online</li> </ul> <p><u>Safe relationships</u></p> <ul style="list-style-type: none"> <li>• responding to hurtful behaviour</li> <li>• managing confidentiality</li> <li>• recognising risks online</li> </ul> <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> <li>• respecting differences and similarities</li> <li>• discussing difference sensitively</li> </ul>		<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> <li>• what makes a community</li> <li>• shared responsibilities</li> </ul> <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> <li>• how data is shared and used</li> </ul> <p><u>Money and work</u></p> <ul style="list-style-type: none"> <li>• making decisions about money</li> <li>• using and keeping money safe</li> </ul>	<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> <li>• maintaining a balanced lifestyle</li> <li>• oral hygiene and dental care</li> </ul> <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> <li>• physical and emotional changes in puberty</li> <li>• external genitalia</li> <li>• personal hygiene routines</li> <li>• support with puberty</li> </ul> <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> <li>• medicines and household products</li> <li>• drugs common to everyday life</li> </ul>		
<p>BV</p> 		<p>Rule of Law</p>	<p>Individual Liberty</p>	<p>Mutual Respect</p>	<p>Tolerance of others</p>	<p>Democracy</p>

<p>MFL</p> 	<p><u>Unit Knowledge: Descriptions of others = Descriptions des autres</u></p> <ul style="list-style-type: none"> <li>• To revise ways of describing people</li> <li>• To describe somebody's nationality</li> <li>• To describe people using various adjectives</li> </ul>	<p><u>Unit Knowledge: Quelle heure est-il?</u></p> <ul style="list-style-type: none"> <li>• To talk about activities</li> <li>• To tell the time</li> <li>• To talk about what time you do activities</li> </ul>	<p><u>Unit Knowledge: Les fetes</u></p> <ul style="list-style-type: none"> <li>• To talk about festivals &amp; dates</li> <li>• To talk about presents at festivals</li> <li>• To count from 31-60</li> <li>• To give &amp; understand instructions</li> </ul>	<p><u>Unit Knowledge: Ou vas-tu?</u></p> <ul style="list-style-type: none"> <li>• To talk about going to French cities</li> <li>• To give &amp; understand basic directions</li> <li>• To talk about the weather</li> <li>• To talk about the weather &amp; places in France</li> </ul>	<p><u>Unit Knowledge: On mange!</u></p> <ul style="list-style-type: none"> <li>• To go shopping for food</li> <li>• To ask how much something costs</li> <li>• To talk about activities at a party</li> <li>• To give opinions about food &amp; various activities</li> </ul>	<p><u>Unit Knowledge: Le cirque</u></p> <ul style="list-style-type: none"> <li>• To discuss francophone countries &amp; the languages we speak</li> <li>• To identify different items of clothing</li> <li>• To describe items of clothing</li> </ul>
<p>PE</p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Share ideas and give positive criticism/advice to self &amp; others.</li> <li>• Create &amp; perform matching/mirroring sequences explaining how it could be improved</li> </ul>	<p><u>Invasion Games - Rugby</u></p> <ul style="list-style-type: none"> <li>• Move with speed (and change of) with the ball and without</li> <li>• Use speed and space to</li> </ul>	<p><u>Swimming</u></p> <ul style="list-style-type: none"> <li>• To develop basic pool safety skills and confidence in water.</li> <li>• To develop travel in vertical or horizontal position and introduce floats.</li> </ul>	<p><u>Swimming</u></p> <ul style="list-style-type: none"> <li>• To develop basic pool safety skills and confidence in water.</li> <li>• To develop travel in vertical or horizontal position and introduce floats.</li> <li>• To develop push and glides, any kick action on</li> </ul>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Select and maintain a running pace for different distances.</li> <li>• Practise throwing with power and accuracy.</li> </ul>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Select and maintain a running pace for different distances.</li> <li>• Practise throwing with power and accuracy.</li> </ul>





	<ul style="list-style-type: none"> <li>• Perform at least 3 different rolls tuck, pencil, teddy</li> <li>• Link a roll with travel and balance using floor and apparatus with good body control</li> </ul> <p><u>Invasion Games – Netball (Endball)</u></p> <ul style="list-style-type: none"> <li>• Use a chest pass and shoulder pass to support team in scoring.</li> <li>• Make decisions regarding which is the best type of pass to use.</li> <li>• Begin to use a bounce pass, which only bounces once.</li> <li>• Identify space to move into and show a clear target to receive a pass.</li> <li>• Mark another player and begin to</li> </ul>	<p>avoid defenders</p> <ul style="list-style-type: none"> <li>• Pass backwards and in both directions and sometimes on the move</li> <li>• Tag the person who has the ball, but can mark a player who doesn't have the ball</li> <li>• Begin to make a high pop pass to avoid a defender</li> </ul> <p><u>OAA</u></p> <ul style="list-style-type: none"> <li>• Orientate a map consistently and accurately</li> <li>• Follow a simple orienteering course and</li> </ul>	<ul style="list-style-type: none"> <li>• To develop push and glides, any kick action on front and back with or without support aids.</li> <li>• To develop entry and exit, travel further, float and submerge.</li> <li>• To develop balance, link activities and travel further on whole stroke.</li> <li>• To show breath control.</li> <li>• Introduction to deeper water.</li> <li>• Treading water</li> </ul>	<p>front and back with or without support aids.</p> <ul style="list-style-type: none"> <li>• To develop entry and exit, travel further, float and submerge.</li> <li>• To develop balance, link activities and travel further on whole stroke.</li> <li>• To show breath control.</li> <li>• Introduction to deeper water.</li> <li>• Treading water</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Use a greater number of own ideas for movement in response to a task.</li> <li>• Combine arm actions with skips/leaps/steps/jumps &amp; spins in travel</li> <li>• Travel while using various hand</li> </ul>	<ul style="list-style-type: none"> <li>• Throw safely and with understanding.</li> <li>• Demonstrate good running technique in a competitive situation.</li> <li>• Explore different footwork patterns</li> <li>• Understand which technique is most effective when jumping for distance.</li> <li>• Utilise all the skills learned in this unit in a competitive situation.</li> </ul> <p><u>Rounders</u></p> <ul style="list-style-type: none"> <li>• Develop the range of rounders batting and</li> </ul>	<ul style="list-style-type: none"> <li>• Throw safely and with understanding.</li> <li>• Demonstrate good running technique in a competitive situation.</li> <li>• Explore different footwork patterns</li> <li>• Understand which technique is most effective when jumping for distance.</li> <li>• Utilise all the skills learned in this unit in a competitive situation.</li> </ul> <p><u>Cricket</u></p> <ul style="list-style-type: none"> <li>• To develop the range of Cricket skills they can apply in a</li> </ul>
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	<p>attempt interceptions.</p> <ul style="list-style-type: none"> <li>• Know where positions are allowed on a court.</li> </ul>	<p>simple point to point orienteering course on school grounds recording controls.</p> <ul style="list-style-type: none"> <li>• Work cooperatively with other to solve challenges</li> </ul>	<p>apparatus,(ribbon/hoop/rope/ball)</p> <ul style="list-style-type: none"> <li>• Know principles of balance and apply them on floor &amp; apparatus.</li> </ul>	<p>fielding skills that can apply in a competitive context</p> <ul style="list-style-type: none"> <li>• Choose and use a range of simple tactics in isolation and in a modified and conditioned game.</li> <li>• Identify different fielding positions in rounders and the roles of those positions.</li> </ul>	<p>competitive context</p> <ul style="list-style-type: none"> <li>• To choose and use a range of simple tactics in isolation and in a game context</li> <li>• To consolidate existing skills and apply with consistency</li> </ul>
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