

Year 4

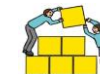
Literacy					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>TROY: Myths</u> Empathy of characters, Trojans, Helen, Menelaus, Greek soldiers.</p> <p>Diary writing Using 5 w's to write an article. COLD TASK Newspaper article of Trojan horse. HOT TASK</p> <p><u>Noah Barleywater Runs Away:</u> COLD TASK Fictional diary entry about running away from home. HOT TASK</p> <p>Letter to characters parents. Emotional writing.</p> <p>Fictional trial – hold a court room style drama lesson to decide whether the character is guilty or not guilty.</p> <p>Write a balanced argument.</p> <p>Drawing from description.</p> <p>Design and describe your own toy.</p> <p>Free verse poetry to describe the toy shop.</p>	<p><u>The Tin Forest:</u> COLD TASK HOT TASK Descriptive writing. Describing a setting</p> <p>Inferences from the front cover.</p> <p>Questioning the author's choice of illustrations.</p> <p>What do the illustrations tell us about the story?</p> <p>Drawing based on descriptions from the text.</p> <p>Predictions about a character.</p> <p>'Role on the wall' activity.</p> <p>Free-verse poetry.</p> <p>Consider the feelings and emotions of the characters.</p> <p><u>SPAG:</u> Identify word types. Onomatopoeic words. Further prefixes and suffixes.</p> <p>Noun phrases. Changing words for the present, past and future tense. Verb tenses.</p>	<p><u>Fox:</u> Make predictions based on the images on the front cover.</p> <p>Using senses to enhance descriptions.</p> <p>Rearranging words to change the order of sentences.</p> <p>Drama activities – out yourself in the characters situation.</p> <p>Play scripts.</p> <p>Hot seating characters.</p> <p>Giving advice to fictional characters.</p> <p>Drama based activities – conscience alley.</p> <p>Letter writing. Balanced argument giving opinion</p> <p>COLD TASK HOT TASK</p> <p><u>The Dark:</u> Predictions based on illustration on front cover.</p>	<p><u>Gobolino the Witch's Cat – Ursula Moray Williams:</u> Character description COLD TASK HOT TASK</p> <p>Drawing from descriptions</p> <p>Letter of advice.</p> <p>Apology letter.</p> <p>Diary entries</p> <p>Monologues</p> <p><u>Poetry:</u> Likes and dislikes of poetry.</p> <p>Appreciate Joseph Coelho's poetry.</p> <p>Writing poetry in the style of Joseph Coelho.</p> <p>Rhyming words.</p> <p>Following a set structure of poetry.</p> <p>Watching videos of poets reading their poems.</p> <p>Appreciate Robert Hull's poetry.</p>	<p><u>Non-fiction texts</u> <u>One planet David</u> <u>Attenborough:</u> Identifying key words.</p> <p>Annotating text.</p> <p>Drawing creature based on description.</p> <p>Non-fiction report writing.</p> <p>Sub-headings.</p> <p>Captions for images.</p> <p>Labelled diagrams.</p> <p><u>Non chronological report</u> COLD TASK HOT TASK</p> <p><u>Shakespeare</u> Midsummer night's dream. Drama unit. Character development.</p> <p><u>SPAG:</u> Possessive apostrophes. Prepositions. Adverbs. Fronted adverbials. Sentence starters. Expanded noun phrases. Determiners</p>	<p><u>Boy at the Back of the Class - Onjali Q. Rauf (POR)</u> Information leaflet COLD TASK HOT TASK</p> <p>Drawing from descriptions.</p> <p>Role on the wall activity</p> <p>Write slogans selecting vocabulary</p> <p>Identify idiomatic language</p> <p>Free verse poetry</p> <p>Instructional writing recipe</p> <p>Respond to poetry</p> <p>Letter of advice</p> <p>Write a policy</p> <p>Picture books</p> <p>Debate</p> <p>Formal letter</p> <p>Consider vocabulary</p> <p>Edit and improve writing using formal tone</p>



<p>Descriptive writing about a fictional character.</p> <p>Letter of advice to fictional teacher in the story.</p> <p>Devise a treaty for a happy and safe school.</p> <p>First person writing – postcard to fictional character's father.</p> <p>Emotional comparisons between characters.</p> <p>Drama activities – freeze frames and hot seating.</p> <p><u>SPAG:</u> Paragraphs Possessives Fronted adverbials. Homophones. Present tense/ past tense. Speech marks.. Adding punctuation to existing writing. Prefixes Modal verbs.</p>	<p>Plurals</p>	<p>Letter to The Dark – why are you afraid? Personification of 'The Dark'.</p> <p>.</p> <p>Drawings based on descriptions and predictions. COLD TASK HOT TASK</p> <p>Writing a story</p> <p><u>SPAG:</u> Homophones. Using synonyms. Suffixes Using speech marks for direct speech. Suffixes Conjunctions. Pronouns</p>	<p>Alliterative poetry.</p> <p>Acrostic poetry. COLD TASK HOT TASK Write poetry and perform poetry.</p> <p><u>SPAG:</u> Punctuation direct speech. Onomatopoeia. Alliteration. Similes Commas Present perfect Verb forms/past simple/past continuous</p>	<p>Empathise with character</p> <p>Analyse text</p> <p>Consider the book and talk about views on it.</p> <p><u>SPAG:</u> A review of all areas covered during the year.</p>
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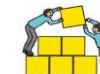
Maths					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>Place value:</u> Count in multiples of 6, 7, 9. 25 and 1000.</p> <p>Find 1000 more or less than a given number.</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)</p> <p>Order and compare numbers beyond 1000</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100 or 1000</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p>	<p><u>Length and perimeter:</u> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Convert between different units of measure [for example, kilometre to metre.</p> <p><u>Area:</u> Find the area of rectilinear shapes by counting squares.</p> <p><u>Multiplication and division:</u> Count in multiples of 6, 7, 9. 25 and 1000</p> <p>Recall and use multiplication and division facts for multiplication tables up to 12×12.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling</p>	<p>Place value (recap)</p> <p>Multiplication and division (recap)</p> <p>Length and perimeter (recap)</p> <p><u>Area:</u> Find the area of rectilinear shapes by counting squares.</p>	<p><u>Fractions:</u> Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Add and subtract fractions with the same denominator.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p><u>Decimals:</u> Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Find the effect of dividing a one- or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>	<p>Place value (recap)</p> <p>Additional and subtraction (recap)</p> <p>Multiplication and division (recap)</p> <p><u>Measures (inc money):</u> Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p><u>Time:</u> Convert between different units of measure [for example, kilometre to metre; hour to minute.</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	<p><u>Statistics (recap):</u> Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p><u>Properties of shape:</u> Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><u>Position and direction:</u> Describe positions on a 2-D grid as coordinates in the first quadrant.</p>



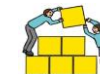
<p><u>Addition and subtraction:</u> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p>	<p>problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Consolidation of key topics.</p>		<p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Convert between different units of measure [for example, kilometre to metre]</p>	<p><u>Statistics:</u> Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p>	<p>Plot specified points and draw sides to complete a given polygon.</p> <p>Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p> <p>Consolidation of key topics.</p>
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Science					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<u>Teeth and digestion:</u> Functions of our teeth. Different types of teeth. Examine our own teeth. Conduct an experiment with egg shells and liquids. Evaluate our findings. Observe life sized torso. Label digestive system organs. Make models of digestive system. Use food and liquid to demonstrate the digestive system works. Compare teeth of herbivores and carnivores. Observe dental hygiene.	<u>Sound:</u> Discuss areas that will be quiet and noisy around the school. Go on a sound walk. Watch the rice jump as sounds being made with a drum. Explain how sounds travels and gets louder. Higher and lower sounds. Look at pitch. Make some pan pipes. Understand how our ear works. Label diagram with functions of the ear.	<u>States of matter:</u> Use a Venn diagram to explore states of matter Identify liquids, gasses and solids. Conduct an experiment to discover freezing temperatures of different liquids. Explore how liquids changing to solids do not necessarily have to be freezing (chocolate). Look at water cycle. Draw a water cycle and label the changes of state of matter that take place. Conduct an experiment to look at condensation. Look at the boiling point of different liquids. Liquids turning to gasses. Explore how solids hold shape and liquids make a pool. hammer beads. Evaporation experiment to investigate the different evaporation speeds of liquids.	<u>Electricity:</u> Sort appliances into electrical and non-electrical. Classify which is a conductor or insulator. Create a circuit. Record result in a Venn diagram or a table. Match symbols for circuits, and pictures to their definitions. Make a circuit. Draw a circuit. Look at and recreate open and closed circuits. Discuss and match hazards of electricity to pictures. Look at dangers outside the home	<u>Habitats:</u> Write an explanation of how an animal has adapted for its habitat. Identify positive effects from humans, nature reserves, zoos, ecologically planned parks, garden ponds. Identify flowering and non-flowering plants. Identify plants animals and insects. Sort and classify animals. Make a flow chart. Look at human impact on local environment. Look at recycling. Make a poster to explain what we can do to make a difference.	<u>Food chains:</u> Identify producers and consumers. Understand plants make their own food. Make a physical chain in class. Order pictures of animals within food chain. Research animals within the food chain. Identify predators and prey. Create food chains using different criteria. Explore and use new scientific vocabulary to describe the chains. Look at human impact on food chains, deforestation, ice caps melting. plastic in seas. Make a leaflet to explain what we can do to make a difference.



Computing					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<u>Online Safety</u> To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy. To describe some of the methods used to encourage people to buy things online. To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true To explain that technology can be designed to act like or impersonate living things To explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology	<u>Collaborative Learning</u> To understand that software can be used collaboratively online to work as a team To understand how to contribute to someone else's work effectively To understand how to create effective presentations To understand how to create and share Google Forms To understand how to use a shared spreadsheet to explore data	<u>Further Coding with Scratch</u> To recall the key features of Scratch To understand how a Scratch game works by using decomposition to identify key features To understand what a variable is and how to make one To understand how to make a variable in Scratch To use knowledge of how variables, work to create a quiz	<u>Web Design</u> To explore the features of Google Sites to learn how to create content for a web page To plan content for a web page as a collaborative online piece of work To create a web page as part of a collaborative class website To plan and create a website To create a website and evaluate its success	<u>Investigating Weather</u> To log data taken from online sources within a spreadsheet To design a weather station To design an automated machine to respond to sensor data To understand how weather forecasts are made To use tablets or digital cameras to present a weather forecast	<u>Computational Thinking</u> To understand that computational thinking is made up of four key strands To understand what decomposition is and how to apply it to solve problems To understand what pattern recognition and abstraction mean To understand how to create an algorithm and what it can be used for To combine computational thinking skills to solve a problem



History					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
Groovy Greeks	Global Village	Our European Neighbours	Romans	Romans	Shake, Rattle and Roll
<u>Groovy Greeks</u> What do secondary sources tell us about the past? Understanding chronology. Comparison of Ancient Greek cities. Expressing an opinion about Ancient Greek people. Identifying Greek Gods and Goddesses. Empathising with Ancient Greek soldiers.			<u>Romans</u> Boudica –tribes in Britain under Roman rule. Describe how it felt to be a member of the Iceni tribe. Consider the positive and negative impact of a Roman Invasion. Write a newspaper report of the invasion. Create a wanted poster for Boudica. Drama act out parts of the story.	<u>Romans</u> Make a comic strip about Romulus and Remus. When did the Roman empire start? Study the spread of Roman Empire over time. Write a description of characteristics needed to be a Roman soldier. Write a letter of application to be a Roman soldier. Write about a day in the life of a Roman soldier. Understand and locate Hadrian's Wall. Roman Gods. Visit from archaeologist.	



Geography					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
Groovy Greeks	Global Village	Our European Neighbours	Romans	Romans	Shake, Rattle and Roll
	<p><u>The Global Village</u> Identify countries and oceans on a map.</p> <p>Make a pictogram of languages</p> <p>Label population of countries on a global map.</p> <p>Banana debate.</p> <p>Look at food sources and production chains.</p> <p>Write a persuasive argument for banana workers.</p> <p>Spot features of advert.</p> <p>Write a persuasive advert to sell your toy.</p> <p>Make a pledge</p>	<p><u>Our European Neighbours</u> Identify European countries and their capital cities</p> <p>Create links and write postcards to a school in Europe.</p> <p>Hold a European market and buy and sell products understanding their origin and show awareness of currencies.</p> <p>Look at languages, flags and populations of Europe.</p> <p>Compare two capital cities London and Paris.</p> <p>Find out about traditions and religions of a particular country.</p> <p>Look at human and physical features of a country focus Greece</p> <p>Discuss wildlife in Europe.</p> <p>Write a leaflet persuading people to visit Greece.</p>	<p><u>Romans</u> Use maps and keys to see the spread of the Roman empire.</p> <p>Ask and answer questions about maps using key vocabulary.</p>	<p><u>Romans</u> Highlight A roads created by Romans, describe features.</p>	<p><u>Shake Rattle and Roll</u> Watch video of volcano eruption – understand key language.</p> <p>Label and annotate diagram of the internal structure of a volcano.</p> <p>Creative writing – how it feels when a volcano erupts.</p> <p>Volcano detective research project.</p> <p>Discuss story of Pompeii. Create a diary entry of the day Pompeii erupted.</p> <p>Make a volcano – link to DT.</p> <p>Write method and evaluation for Volcano experiment.</p> <p>Use atlas and Google earth to research and locate key mountain ranges in the world.</p> <p>Annotate map.</p> <p>Earthquake research project.</p>



					<p>Philosophy session – effects of earthquakes on people’s lives.</p> <p>Creative writing exploring the senses during an earthquake.</p>
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Guided Reading					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>The boy, the horse and the mole</u> <u>Winne the Pooh</u> <u>Hear we are The Railway Children</u> Exploring new vocabulary from the text.</p> <p>Learning how to read a text and pick out key information.</p> <p>Asking questions about a text.</p> <p>Questioning why the author has used certain vocabulary.</p> <p>Answering questions based on the text.</p> <p>Identifying question types: Retrieve, Interpret or Choice.</p>	<p><u>The Tin Forest</u> <u>The Great Kapok Tree</u> <u>Father Christmas Letters</u> <u>The Christmas Carol</u> Exploring new vocabulary from the text.</p> <p>Learning how to read a text and pick out key information.</p> <p>Asking questions about a text.</p> <p>Questioning why the author has used certain vocabulary.</p> <p>Answering questions based on the text.</p> <p>Identifying question types: Retrieve, Interpret or Choice.</p> <p>Ancient Greek information texts.</p>	<p><u>European fact files</u> <u>Italy – Lake Garda</u> <u>Welcome</u> <u>Gobbolino, the witch’s cat</u> <u>The Nighmail W DAuden</u> Exploring new vocabulary from the text.</p> <p>Learning how to read a text and pick out key information.</p> <p>Asking questions about a text.</p> <p>Questioning why the author has used certain vocabulary.</p> <p>Answering questions based on the text.</p> <p>Identifying question types: Retrieve, Interpret or Choice.</p>	<p><u>Escape from Pompeii</u> Exploring new vocabulary from the text.</p> <p>Learning how to read a text and pick out key information.</p> <p>Asking questions about a text.</p> <p>Questioning why the author has used certain vocabulary.</p> <p>Answering questions based on the text.</p> <p>Identifying question types: Retrieve, Interpret or Choice.</p>	<p><u>David Attenborough – Plastic Pollution</u> <u>One Planet</u></p> <p>Exploring new vocabulary from the text.</p> <p>Learning how to read a text and pick out key information.</p> <p>Asking questions about a text.</p> <p>Questioning why the author has used certain vocabulary.</p> <p>Answering questions based on the text.</p> <p>Identifying question types: Retrieve, Interpret or Choice.</p> <p>Poetry – if Rudyard Kipling</p>	<p><u>The Firework Makers Daughter</u> Exploring new vocabulary from the text.</p> <p>Learning how to read a text and pick out key information.</p> <p>Asking questions about a text.</p> <p>Questioning why the author has used certain vocabulary.</p> <p>Answering questions based on the text.</p> <p>Identifying question types: Retrieve, Interpret or Choice.</p>



Art					
Atm 1	DT	Spr 1	DT	Sum 1	DT
<u>Surrealism-Dali</u> Art Appreciation Sketchbook use Investigating Surrealism Working in the style of Surrealists using drawing, photography, digital media, sculpture Digital media- taking and editing photographs		<u>Rousseau</u> Art Appreciation Sketchbook use Investigating Rousseau Developing landscapes using paint and collage Working on colour mixing and brush strokes Collage		<u>Habitat work-printing</u> Art Appreciation Sketchbook use Observational drawing of leaves, exploring shading, drawing techniques, line and tone Printing – string printing – experiment with layout, rotation and texture	



DT					
ART	Atm 2	ART	Spr 2	ART	Sum 2
<u>Plastics</u> How do we save our oceans and rivers from plastic? Creating and designing a plastic product.		<u>Water</u> How do we collect and filter water? Creating, designing and producing a purposeful item.		<u>Cooking</u> Is cheap food worse for us -What is in your food? Planning preparing and cooking. Using cooking skills, chopping, baking cooking grating. Evaluating	

Music					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<u>Ukelele</u> Children learn to play basic chords on a Ukelele and perform a number of songs and accompany with song.. Children also appreciate Ukelele music. <u>Ancient Greeks</u> Children explore Ancient Greece with music inspired by Theseus, Orpheus and Echo. The perform a song cycle, a round and compose their own ostinato.	<u>Environment</u> Seasons and the environment provide the stimuli for compositions. The children make descriptive accompaniments and discover how the environment has inspired composers throughout history. <u>Singing</u>	<u>Sounds</u> After exploring how sounds are produced and classified, the children use their voices to make beatbox sounds, sing four-part songs, and perform a jazzy round. <u>Recycling</u> The children make their own instruments from junk and use them to improviser, compose and play junk jazz music in a variety of different musical styles	<u>Building</u> Building-themed songs allow the children to explore how music can be structured to provide different textures. They use layers and rondo structure to combine ostinato played on body percussion and tuned instruments. <u>Around the world</u> The children explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.	<u>Composition and notation unit</u> Rythmn <u>Time</u> Music featuring bells and clocks helps the children to understand rhythm and syncopation. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music.	<u>Composition and notation unit</u> Pitch



Languages-French					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<u>Encore</u> Revise ways of describing people Revise ways of describing people Describe someone's nationality Describe people using various adjectives	<u>Quelle heure est-ill?</u> Talk about activities Tell the time Talk about what time you do activities	<u>Les fêtes</u> Talk about festivals and dates Talk about presents at festivals Count from 31–60 Give and understand instructions	<u>Ou was tu?</u> Talk about going to French cities Give and understand basic directions Talk about the weather Talk about the weather and places in France	<u>On Mange!</u> Go shopping for food Ask how much something costs Talk about activities at a party Give opinions about food and various activities	<u>Le cirque</u> Discuss francophone countries Discuss the languages we speak Identify different items of clothing Describe items of clothing items of clothing

PE					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<u>Health and fitness</u> Develop fitness skills. Gain strength through fitness training. Increase stamina. Increase speed Gain a greater awareness of physical changes in the body linked to exercise Gain a knowledge and understanding of how diet plays a role in healthy living. <u>Net/Wall: Tennis</u> To be able to return the ball using a forehand.	<u>Gymnastics</u> To be able to perform individual and partner balances. To be able to control and land rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements. To be able to explore pathways and travelling movements.	<u>Dodgeball</u> To learn the rules of dodgeball and apply them to a game situation. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit. To develop catching a dodgeball at different heights. To learn how to block using the ball. To understand the rules of dodgeball and use them to play in a tournament.	<u>Tag rugby</u> To develop ball handling skills demonstrating increasing control and accuracy. To develop throwing, catching and running with the ball. To develop an understanding of tagging rules. To begin to use the 'forward pass' and 'off side' rule. To be able to support a teammate when attacking. To be able to dodge a defender and move into	<u>Rounders</u> To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two-handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball.	<u>Athletics: Track and field</u> To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop communication skills and technique in relays. To develop technique when jumping for distance. To develop fluency and technique in the vertical jump.



<p>To develop the backhand and understand when to use it.</p> <p>To work co-operatively with a partner to keep a continuous rally going.</p> <p>To use simple tactics in a game to outwit an opponent.</p>	<p>To be able to create a sequence to include apparatus and inverted movements.</p> <p>To be able to create a partner sequence to include apparatus</p>	<p><u>Dance – Romans</u> To compose and perform movement sequences with expression.</p> <p>To combine and perform movement phases to represent facts about the Roman Empire.</p> <p>To link and combine movement phases.</p> <p>To work as a group to develop a longer dance.</p> <p>To perform dance with precision and control</p>	<p>space when running towards the goal.</p>	<p>To apply skills and rules learnt to play rounders.</p>	<p>To develop power and technique when throwing for distance.</p> <p>To develop a pull throw for distance and accuracy.</p> <p>To develop officiating and performing skills.</p> <p>To communicate and work within a team.</p> <p><u>OAA</u> To build communication and trust</p> <p>To work as a team to solve problems.</p> <p>To develop teamwork and cooperation.</p> <p>To develop tactical planning. To share ideas and work as a team.</p>
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RWE					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>Buddhism</u> Is it possible for everyone to be happy?</p> <p>Looking at what makes people happy</p>	<p><u>Christianity</u> What is the most significant part of the Nativity story for Christmas today?</p> <p>Looking at Christmas symbols</p>	<p><u>Buddhism</u> Could the Buddha's teaching make the world a better place?</p> <p>Looking at how we can look after the world</p>	<p><u>Christianity</u> Is forgiveness always possible for Christians?</p> <p>Linking to The Easter Story</p>	<p><u>Buddhism</u> What is the best way for a Buddhist to lead a good life?</p> <p>Linking to The Eight-Fold Path</p>	<p><u>Christianity</u> Do people need to go to church to show they are Christians?</p> <p>Linking to Special Places, worship and prayer.</p>



PSHE					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
3D PSHE scheme					
<u>Safety and discrimination</u> Online privacy Internet usage, online usage. Philosophy based sessions.	<u>Relationships</u> Reaction, frustrations. Self-worth – I’m a marvel. Persistence and resilience – don’t give up. Negative persistence – over and over. Feelings – Overreacting.	<u>Healthy Eating</u> Balanced diet – Balancing act. Balanced diet – plant or animal? Working with food – Master chef. Working with food – Our food hall. Responding to others – Agony Aunt. Expressing opinions – it’s debatable.	<u>RSE</u> My feelings My Body My relationships My beliefs My rights and responsibilities Asking for help	<u>Aspirations and Emotions</u> Identified strengths – I’m good at that. Self-Respect – Let’s Rock! Identified strengths – future me. Setting goals – that’s my goal. Setting goals – The impossible dream.	<u>Similarities and differences – religious views</u> Connections – paper chains. Family links – family tree. Religious views – Faith findings. Celebrating diversity – inside outside. Money choices – a million dollars. Managing money – design choices.