



Year 4 Overview



2023-24

	AUTUMN		SPRING		SUMMER	
	A1	A2	SP1	SP2	SU1	SU2
PSHE Theme*	Pride Local		Respect National		Empowerment International	
Theme*	Ancient Greeks and Northwich A study of Ancient Greek society and how it has influenced the world today A local study of Northwich		The Anglo Saxons and UK Counties influenced by the Anglo Saxons A study of Anglo –Saxon life Geography of counties linked to Anglo-Saxons		The Vikings Global Warming A study of Viking Britain Global Warming and how it is changing the planet Key focus on Greta Thunberg and how she is impacting positive change	
English	<p><u>Focus: Fact Files.</u></p> <p>Athena – The story of a goddess.</p> <p><u>Focus: List Poems</u> (poetry wk)</p> <p>Lost words – Robert macfarlane</p> <p><u>Focus: Narrative</u></p> <p>Theseus and the Minotaur</p> <p>Basing lessons on Pathways planning 'Gorilla' by Anthony Browne</p>	<p><u>Focus: Narrative (continued)</u></p> <p>Theseus and the Minotaur Basing lessons on Pathways planning 'Gorilla' by Anthony Browne</p> <p><u>Focus: Recount diary entry</u></p> <p>Leon and the place between by Angela McAllister</p>	<p><u>Focus: Narrative</u></p> <p>Anglo—Saxon boy – Tony Bradman.</p> <p><u>Focus: Adventure story:</u></p> <p>When the Giant stirred – Celia Godkin.</p>	<p><u>Focus: Non-Chronological Reports</u></p> <p>How to be a Viking – Cressida Cowell</p> <p>Viking Voyages – Jack Tilt</p> <p>Using pathways text: Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Dr Jen Green</p> <p><u>Focus: Poetry: Free verse, narrative poem</u></p> <p>All the Wild Wonders: Poems of Our Earth.</p>	<p><u>Focus: Historical Narrative</u></p> <p>I was there: Viking Invasion by Stuart Hill</p> <p>Using Pathways text: Escape from Pompeii by Christina Balit</p> <p><u>Focus: Myths</u></p> <p>Arthur and the Golden Rope by Joe Todd Stanton</p>	<p><u>Focus: Explanation Letter</u></p> <p>Greta and the giants by Zoe Tucker and Zoe Perisco – links to global warming</p> <p>Based on Pathways planning 'Blue John' by Berlie Doherty.</p> <p><u>Focus: Haiku poem</u></p> <p>I am the seed that grew - Based on Pathways planning</p>
Reading	<p>Folk Tales and Legends</p> <p>Mythologica</p>	<p>Falling Out of the Sky</p> <p>Myth Hunter's Travel Guide</p> <p>How to be an Ancient Greek in 25 Easy Stages</p>	<p>I am the Seed that Grew the Tree</p> <p>How to be an Anglo-Saxon in 13 Easy Stages</p>	<p>Ariki and the Island of Wonders</p>	<p>The Dragon's Hoard</p> <p>Fantastically Great Women Who Saved the Planet</p>	<p>The Problem with Plastic</p> <p>Bear Grylls: The Arctic Adventure</p>

<p>Maths</p>	<p>Place Value</p> <ul style="list-style-type: none"> -Count in multiples of 6, 7, 9, 25 and 1000 -Find 1000 more or less than a given number -Count backwards through zero to include negative numbers -Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) -Order and compare numbers beyond 1000 -Identify, represent and estimate numbers using different representations -Round any number to the nearest 10, 100 or 1000 -Solve number and practical problems that involve all of the above and with increasingly large positive numbers -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>Measurement: Length, perimeter and area</p> <ul style="list-style-type: none"> - Convert between different units of measure [for example, kilometre to metre] -Find the area of rectilinear shapes by counting squares 	<p>Decimals</p> <ul style="list-style-type: none"> -Recognise and write decimal equivalents of any number of tenths or hundredths -Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ -Round decimals with one decimal place to the nearest whole number -Compare numbers with the same number of decimal places up to two decimal places -Solve simple measure and money problems involving fractions and decimals to two decimal places. <p>Money</p> <ul style="list-style-type: none"> -Estimate, compare and calculate different measures, including money in pounds and pence <p>Statistics</p> <ul style="list-style-type: none"> -Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> -Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate -Estimate and use inverse operations to check answers to a calculation -Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. <p>Measure</p> <ul style="list-style-type: none"> -Estimate, compare and calculate different measures -Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres 	<p>Subtraction</p> <ul style="list-style-type: none"> -Subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate -Estimate and use inverse operations to check answers to a calculation -Solve subtraction two-step problems in contexts, deciding which operations and methods to use and why. <p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> -Describe positions on a 2-D grid as coordinates in the first quadrant -Describe movements between positions as translations of a given unit to the left/right and up/down -Plot specified points and draw sides to complete a given polygon. <p>Measure and statistics</p> <ul style="list-style-type: none"> -Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs 	<p>Fractions</p> <ul style="list-style-type: none"> -Add and subtract fractions with the same denominator <p>Multiplication and Division</p> <ul style="list-style-type: none"> -Recall multiplication and division facts for multiplication tables up to 12×12 -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 -Recognise and use factor pairs and commutativity in mental calculations -Multiply two-digit and three-digit numbers by a one-digit number using formal written layout -Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. <p>Money</p> <ul style="list-style-type: none"> -Estimate, compare and calculate different measures, including money in pounds and pence <p>Time</p> <ul style="list-style-type: none"> -Convert between different units of measure [for example hour to minute] -Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. -Read, write and convert time 	<p>Geometry: Shape</p> <ul style="list-style-type: none"> -Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes -Identify acute and obtuse angles and compare and order angles up to two right angles by size -Identify lines of symmetry in 2-D shapes presented in different orientations - Complete a simple symmetric figure with respect to a specific line of symmetry. <p>Fractions</p> <ul style="list-style-type: none"> -Recognise and show, using diagrams, families of common equivalent fractions -Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. -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 -Add and subtract fractions with the same denominator <p>Decimals</p> <ul style="list-style-type: none"> -Recognise and write decimal equivalents of any number of tenths or hundredths -Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ -Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths -Round decimals with one decimal place to the nearest whole number
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					<p>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>-Compare numbers with the same number of decimal places up to two decimal places</p> <p>-Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>
Science	<p>Key concept/Skill: States of matter</p> <p>Know how to: Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Key questions: Can I...? Can I identify and compare solids, liquids and gases based on their properties?</p> <p>Can I describe how particles behave in solids, liquids and gases?</p> <p>What happens to the states of matter when they are heated or cooled?</p> <p>Can a state of matter change into a different one?</p> <p>What scientific process did the Ancient Greeks use to get/make salt? (changing states)</p> <p>What is the water cycle?</p>	<p>Key concept/Skill: Sound</p> <p>Know how to: Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Key questions: Can I...? Can I explain how sounds are made?</p> <p>Can I explain how sounds travel?</p> <p>Can I explain the link between the sound source and the pitch/volume of the sound?</p> <p>What is pitch?</p> <p>What is volume?</p> <p>Will the pitch/volume of a sound change if the features of the source change?</p>	<p>Key concept/Skill: Animals, Including Humans</p> <p>Know how to: Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Key questions: What are the four types of human teeth and what are their functions?</p> <p>Can I explain what some of the layers of our teeth are and what they do?</p> <p>Can I name the key organs in the human digestive system and explain what they do?</p> <p>Can I describe what a food chain shows?</p> <p>Can I label a food chain to show predators, prey, consumers and producers?</p> <p>Key vocabulary: Incisor, Canine, Pre-molar, Molar, Enamel, Dentin, Gums, Pulp, Predator, Prey, Producer, Oesophagus, Stomach, Large</p>	<p>Key concept/Skill: Living Things and Their Habitats</p> <p>Know how to: Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Key questions: Can I group living things according to certain criteria?</p> <p>Can I describe how scientists start to group living things?</p> <p>Can I read and interpret a classification key?</p> <p>Can I create a simple classification key?</p> <p>Can I come up with appropriate questions/criteria to group living things?</p> <p>Can I investigate whether some habitats have changed over time?</p> <p>Can I describe some of the reasons which have caused habitats to change over time?</p>	<p>Key concept/Skill: Electricity</p> <p>Know how to: Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Key questions: What is electricity?</p> <p>Can I name some appliances which use electricity?</p> <p>Can I identify some of the risks associated with using electricity?</p> <p>What can we do to keep safe using electricity?</p> <p>Can I name materials which would be good conductors/insulators?</p> <p>Can I identify what a circuit is?</p> <p>Can I identify when a circuit is open and closed (working/not working)?</p> <p>Can I build my own working circuit?</p> <p>Can I include a switch in my circuit?</p> <p>Key vocabulary: Circuit, conductor, insulator, appliance, loop, switch, resistance.</p> <p>Cross Curricular Links:</p>	

	<p>Where does the water we drink come from?</p> <p>Where does rain/snow/hail come from?</p> <p>Key vocabulary: Particle, volume, solid, liquid, gas, melting, freezing, evaporation, water cycle, condensation, dissolving, temperature, precipitation</p> <p>Cross Curricular Links: Geography – water cycle</p> <p>Links to Prior Learning: Y3 – rocks, states of matter</p>	<p>Will a sound change if it is blocked?</p> <p>Will a sound change if it's source moves?</p> <p>Key vocabulary: Sound, source, vibration, pitch, volume</p> <p>Cross Curricular Links:</p> <p>Links to Prior Learning: Y3/4 states of matter</p>	<p>intestine, Small intestine, Rectum, Faeces</p> <p>Cross Curricular Links: PE – knowledge of body/nutrition</p> <p>Links to Prior Learning: Y3 – nutrition, skeleton, muscles</p>	<p>Key vocabulary: Habitat, Alive, Dead, Micro-habitat, Classification, Wildlife, Vertebrate, Invertebrate, Environment, Observation, Change, Species</p> <p>Cross Curricular Links: Geography – habitats and climate</p> <p>Links to Prior Learning:</p>	<p>Links to Prior Learning: Y3 – states of matter, forces</p>
<p>History</p>	<p>Ancient Greece</p> <p>Key concept: Democracy / Change / VIPs of the Past (Cleisthenes)</p> <p>Know how to: Secure chronological knowledge, enquire and ask valid questions and answer with substantiated focused responses</p> <p>Key questions: How did the Ancient Greeks influence the Romans?</p> <p>How have Socrates and Aristotle's philosophies affected us?</p> <p>What are the similarities and differences in democracy between Ancient Greece and how we live now?</p> <p>Key vocabulary: Terracotta, Government, citizenship, influence, empire, democracy, Tyrant</p> <p>Cross curricular links: Geography, shared reading, Art</p> <p>Links to Prior Learning:</p>	<p>Anglo-Saxons</p> <p>Key concept: National / VIPs of the Past / Change / Conquest/ Invasion/ Settlement</p> <p>Know how to: Use a range of sources to look for evidence, Look for connections/ contrasts and trends over time</p> <p>Key questions: Alfred the Great Why did the Anglo –Saxons invade?</p> <p>What would it have been like to be an Anglo-Saxon child?</p> <p>Would you liked to have lived during the Anglo-Saxon times?</p> <p>What did the Anglo-Saxon's leave behind? Include place names (Geography), artefacts in graves.</p> <p>Can you describe an Anglo-Saxon village?</p> <p>Why was Alfred Great? Creation of our country as we know it today.</p> <p>Key vocabulary:</p>	<p>Vikings</p> <p>Key concept: Change / Conquest/ Invasion/ settlement</p> <p>Know how to: Explain the significance of particular causes and effects and developments during the Viking period, Use a range of sources to look for evidence and know how these can be interpreted differently</p> <p>Key questions: How were the Vikings such good travellers and why was this important in their success?</p> <p>What image do we have of the Vikings?</p> <p>Were the Vikings vicious? Explain.</p> <p>How did the Vikings take over Britain and how close did they get?</p> <p>How have recent excavations changed our view of Vikings?</p> <p>What can we learn about Viking settlement from a study of place name endings?</p>		

	<p>Looking at timeline links to prior History from Year 3/KS1</p>	<p>Conquer, tribe, kingdom, invade, society, raiders, wattle and daub, Alfred the Great</p> <p>Cross curricular links: English, Art, Geography</p> <p>Links to Prior Learning: Looking at timeline links to prior History from Year 3 Romans</p>	<p>Raiders or Settlers –how should we remember the Vikings?</p> <p>Key vocabulary: Conquer, invade, invader, settlement, feast, descendants, monasteries, Ford, Domesday Book, Lindisfarne</p> <p>Cross curricular links: English, Geography</p> <p>Links to Prior Learning: Looking at timeline links to prior History from Year 3 Romans</p>
<p>Geography</p>	<p>Northwich, Terracotta & Salt Works Key concept: Comparing and contrasting, geographical fieldwork,</p> <p>Key location: Northwich</p> <p>Know how to: Understand key processes behind human/physical features, Interpret sources of information (maps, diagrams, aerial photographs and globes)</p> <p>Key questions: What rock is under Winsford? How do we know this?</p> <p>Using maps, can you locate terracotta buildings in Winsford / Local area?</p> <p>Can I use the points of a compass, four and six-figure grid references to build your knowledge of Winsford?</p> <p>Can you describe the location of significant buildings/places in Winsford using grid references?</p> <p>Key vocabulary: Terracotta, compass points, grid references, clay, Jabez Thompson</p> <p>Cross curricular links: History</p> <p>Links to Prior Learning: Year 3 Geography- Local Winsford</p>	<p>UK Counties Developed by Anglo-Saxons Key concept: Identifying, developing locational and place knowledge</p> <p>Key location: UK</p> <p>Know how to: Name, locate, identify and compare</p> <p>Key questions: Can I name and locate UK counties? Can I identify where the Anglo-Saxons invaded in the UK? Can I compare the changes in counties' human and physical features over time? Can I understand and identify the different types of settlement and land use? Can I design a settlement, using a key based on prior knowledge of land use?sss</p> <p>Key vocabulary: Counties, Anglo-Saxons, settlement, land use, farming, agriculture, industrial,</p> <p>Cross curricular links:</p>	<p>Global Warming Key concept: Impact and change</p> <p>Key location: Europe, Scandinavia, Russia</p> <p>Know how to: Compare and understand geographical similarities and differences through the study of human and physical geography of a region of a European country.</p> <p>Key questions: Can I understand the positioning and significance of Arctic and Antarctic Circle? Can I learn about Arctic tundra biomes? What is the physical geography and climate in Scandinavia and Russia? Can I learn about mountains and volcanoes in Scandinavia? Can I learn about the impact of global warming on what we have looked at this half-term? Can I understand about Greta Thunberg's impact on the world?</p> <p>Key vocabulary: Global warming, Arctic and Antarctic Circle, biomes, tundra, climate</p> <p>Cross curricular links: English, Shared Reading, Topic</p>

			History		Links to Prior Learning: N/A	
			Links to Prior Learning: Year 3 Geography -National			
Computing	<p>Key concept/ skills: Computing systems and networks – the internet</p> <p>Know how to: To explore networks and the WWW</p> <p>Key questions: Can I...? Can I describe the internet as a network of networks?</p> <p>Can I describe networked devices and how they connect?</p> <p>Can I describe how to access website on the WWW?</p> <p>Can I describe how content can be added on the WWW?</p> <p>Can I recognise how the content on the WWW is created by people?</p> <p>Can I evaluate the consequences of unreliable material?</p> <p>Key vocabulary: WWW Unreliable material Content Website Internet Network</p>	<p>Key concept/ skills: Creating media: audio editing</p> <p>Know how to: To digitally record and edit sounds.</p> <p>Key questions: Can I...? Can I identify how a sound can be digitally recorded?</p> <p>Can I use a digital device to record sound?</p> <p>Can I explain that a digital recording is stored as a file?</p> <p>Can I explain that audio can be changed through editing?</p> <p>Can I combine different types of audio?</p> <p>Can I evaluate my editing choices?</p> <p>Key vocabulary: File Audio Editing Recording</p>	<p>Key concept/ skills: Programming A – repetition in shapes</p> <p>Know how to: To create and modify a program. To decompose a task.</p> <p>Key questions: Can I...? Can I identify that accuracy in programming is important?</p> <p>Can I create a program in a text-based language?</p> <p>Can I explain what ‘repeat’ means?</p> <p>Can I modify a count-controlled loop?</p> <p>Can I decompose a task?</p> <p>Can I create a program that uses count-controlled loops?</p> <p>Key vocabulary: Count-controlled loop Repeat Text-based language Programming</p>	<p>Key concept/ skills: Data and information: data logging</p> <p>Know how to: To use a data collector, to collect data to answer questions.</p> <p>Key questions: Can I...? Can I explain that data can be used to answer questions?</p> <p>Can I use a digital device to collect data automatically?</p> <p>Can I explain that a data-logger collects ‘data points’?</p> <p>Can I use data collected over a long time to find information?</p> <p>Can I identify the data needed to answer questions?</p> <p>Can I collect data to answer questions?</p> <p>Key vocabulary: Data Data points Digital device</p>	<p>Key concept/ skills: Creating media: photo editing</p> <p>Know how to: To change the composition of a photo, to edit photographs, to understand that not all images are real.</p> <p>Key questions: Can I...? Can I explain that digital images can be changed?</p> <p>Can I change the composition of an image?</p> <p>Can I describe how images can be changed for different uses?</p> <p>Can I make good choices when selecting different tools?</p> <p>Can I recognise that not all images are real?</p> <p>Can I evaluate that changes can improve an image?</p> <p>Key vocabulary: Composition Tools</p>	<p>Key concept/ skills: Programming B: repetition in games</p> <p>Know how to: To use count controlled and infinite loops in programming games. To modify loops and design a program.</p> <p>Key questions: Can I...? Can I develop the use of count-controlled loops?</p> <p>Can I find the difference between count-controlled loops and infinite loops?</p> <p>Can I develop a design that uses two or more loops?</p> <p>Can I modify an infinite loop?</p> <p>Can I design a project that includes repetition?</p> <p>Can I create a project that includes repetition?</p> <p>Key vocabulary: Repetition Infinite loop Count-controlled loop</p>
D&T	<p>General Objectives taught throughout all units:</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. • Draw up a specification for their design- link with Mathematics and Science. • Plan the order of their work, choosing appropriate materials, tools and techniques. 					

- Suggest alternative methods of making if the first attempts fail.
- Identify the strengths and areas for development in their ideas and products.
- Confidently select appropriate tools, materials, components and techniques and use them.
- Use tools safely and accurately.
- Aim to make and to achieve a quality product.
- Demonstrate when and make modifications as they go along.
- Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.
- Evaluate their work both during and at the end of the assignment.
- Record their evaluations using drawings with labels.
- Evaluate against their original criteria and suggest ways that their product could be improved.
- Evaluate the key designs of individuals in design and technology has helped shape the world.

<p>Key concept/Skill: Structures: Shell Structures</p> <p>Know how to: Specific Objective: To create a waterproof structure that carries figures and stays afloat for a length of time.</p> <p>Key questions: Can I research and investigate different floating structures? Can I design my own floating structure? Can I use my design brief to make a floating structure? Can I use materials to finalise my floating structure to ensure it is strong and waterproof? Can I evaluate my floating structure against the design brief?</p> <p>Key vocabulary: Net, edge, shell, waterproofing, structure, scoring, cutting, Construction, Configuration, Features, Complex, Geometric shapes, Sturdy, Fragile,</p>		<p>Key concept/Skill: Food and Nutrition: Healthy and Varied Diet</p> <p>Know how to: Specific Objective: To create a flatbread to serve at a banquet.</p> <p>Key questions: Can I research and investigate different products on the market? Can I create a design criteria and design my own flatbread with a target market in mind? Can I follow a recipe and use ingredients to cook my own flatbread? Can I evaluate my flatbread against the design criteria?</p> <p>Key vocabulary: heat, cook, hygiene, proving, ingredients, mixing, Name of products, Names of equipment and ingredients, Recipe, Flavour, Seasonal, Grow, Reared, Caught, Processed, Appearance, Contamination, Nutrition, Bacteria, Appetising, Hygienic</p>		<p>Key concept/Skill: Electrical Systems: Simple Circuits and Switches</p> <p>Know how to: Specific Objective: To create an electrical board game which lights up or buzzes when played.</p> <p>Key questions: Can I identify the different features of a board game? Can I design an electrical board game with user, function and purpose in mind? Can I make the casing for my board game? Can I evaluate my electrical board game against my design criteria?</p> <p>Key vocabulary: Circuit, conductor, insulator, electricity, program, prototype, control, switch, output device, input device, system, shell.</p> <p>Cross curricular links:</p>
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		Combination, Cut, Score, Solid, Stack, Recyclable materials Cross curricular links: Maths (measure) History (Ancient Greeks) Links to Prior Learning: N/a		Cross curricular links: Science (healthy eating) PSHE (physical health) Maths (measure) History (Anglo-Saxons) Links to Prior Learning: Year 3 (soup) KS1 units		Maths (measure) Computing (programming) Science (electricity) Links to Prior Learning: n/a
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General objectives taught throughout all units

- Use taught technical skills to adapt and improve his/her work.
- Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.
- Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.
- Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.

Art	Major Key concept/Skill: Pottery Sculpture Greek Pot Making Artist: Lucie Rie (Potter) Know how to: Plan a sculpture through drawing. Draw familiar objects using the correct proportions. Practise using materials to sculpt.	Minor Key concept/Skill: Printing - Create printing blocks using relief or impressed techniques. Artist: Clare Burchell Know how to: a. use more than one colour to layer in a print; b. replicate patterns from observations; c. make printing blocks; d. make repeated patterns with precision;	Major Key concept/Skill: Painting- Anglo Saxon Boats Artist: Katsushika Hokusia Know how to: Draw familiar objects with correct proportions. Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.		Major Key concept /skill: Drawing Polar Region Landscapes Artist: Henry Moore Know how to: Draw familiar objects with correct proportions.	Minor Key concept/skill: Textiles designing and creating a tie dye pattern for a t shirt. Artist: Zak Syroka Know how to: Design a tie dye pattern based off of artist images. Use elastic bands to create designs. Use a variety of complimenting colours for effect. Tie dye a t shirt in a chosen design.
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	<p>Create a piece of pottery using clay tools and modelling skills</p> <p>Key questions: Can I...? Can I research Ancient Greek Pottery?</p> <p>Can I sketch using images of Ancient Greek Pottery?</p> <p>Can I research a potter?</p> <p>Can I practise using clay and modelling tools?</p> <p>Can I design my own piece of pottery?</p> <p>Can I make my own pottery?</p> <p>Can I evaluate my design?</p> <p>Key vocabulary: Sculpt, sketch, shape, form, pottery</p> <p>Cross curricular links: Topic Ancient Greece</p> <p>Links to Prior Learning:</p>	<p>Key questions: Can I create printing blocks using relief or impressed techniques.?</p> <p>Key vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers</p> <p>Cross curricular links: Topic – Ancient Greece English – Greek myth 'Theseus and the Minotaur</p> <p>Links to Prior Learning: Year 3 printing unit – creating a relief of sea creatures</p>	<p>Use a variety of techniques e.g. marbling, silkscreen and cold water paste.</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p> <p>Key questions: Can I...? Can I investigate different painting effects? Can I sketch different Anglo-Saxon boats?</p> <p>Can I research an artist who has used painting techniques?</p> <p>Can I create my own painting of an Anglo-Saxon boat using different skills?</p> <p>Can I evaluate my painting?</p> <p>Key vocabulary: Painting, Anglo-Saxon, tone, colour, line Cross curricular links: Topic: Anglo-Saxon Links to Prior Learning: Year 3 painting unit</p>		<p>Experiment with showing line, tone and texture with different hardness of pencils;</p> <p>Use shading to show light and shadow effects;</p> <p>Use different materials to draw, e.g. pastels, chalk, felt tips;</p> <p>Show an awareness of space when drawing.</p> <p>Key questions: Can I explore shading using different media?</p> <p>Can I use different size pencil to create tone?</p> <p>Can I sketch a landscape from the polar regions using drawing techniques?</p> <p>Key vocabulary: light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p> <p>Cross curricular links: Global Warming (Topic) English – Greta Thunberg</p> <p>Links to Prior Learning: Drawing unit Year 3</p>	<p>Key questions: Can I create a tie dye design and print this onto fabric?</p> <p>Key vocabulary: Tie dye, colour, design, t shirt, fabric dye</p> <p>Cross curricular links:</p> <p>Links to prior learning: KS1 textile unit</p>
French	Introduction/General	All About Me	At school and work	Hobbies	Food and Drink	Out and About

<p>Key concept/Skill: Explore the patterns and sounds of language</p> <p>Know how to: Listen attentively to spoken language .</p> <p>Develop accurate pronunciations for numbers, basic greetings and the alphabet.</p> <p>Key questions: How do you count to 20?</p> <p>How do say the French alphabet?</p> <p>How do you recall important celebrations and the month they are in?</p> <p>Key vocabulary: Bonjour, salut, au revoir, ca va?, janvier, octobre, un, dix, vingt, Saint-Valentin, Paques, Noel.</p> <p>Cross curricular links: RE (celebrations throughout the year) Maths (numbers) English (alphabet, months of the year)</p> <p>Links to Prior Learning: Basic greetings, Numbers 0-1</p>	<p>Key concept/Skill: Speaking in sentences</p> <p>Know how to: Develop accurate pronunciations for family members, houses and pets.</p> <p>Key questions: How can I describe my pets? Who is in my family? How can I describe my house and its rooms?</p> <p>Key vocabulary: Salon, cuisine, salle de bain, wc, chambre(s), mezzanine, un chien, un chat, un hamster, un poisson, un lapin, mère / père grand-mère / grand-père</p> <p>Cross curricular links: Science (animals) PSHE (relationships and families)</p> <p>Links to Prior Learning: My name is..., Age, Family (parents, brothers/sisters- how many?)</p>	<p>Key concept/Skill: Speaking in sentences</p> <p>Know how to: Engage in conversations, about subjects and write phrases from memory.</p> <p>Key questions: How do I recall subject names? What is my favourite subject? How do I recall different parts of a school day?</p> <p>Key vocabulary: Les maths, la musique, l'art, l'histoire, les sciences, du matin, dans l'après midi, nous avons..., J'adore, J'aime, Je n'aime pas, Je déteste</p> <p>Cross curricular links: PSHE (likes and dislikes)</p> <p>Links to Prior Learning: Subject names</p>	<p>Key concept/Skill: Appreciating stories, songs, poems, and rhymes in French.</p> <p>Know how to: Write phrases from memory about hobbies and games.</p> <p>Describe in writing and orally.</p> <p>Key questions: What games and hobbies do I play? What are my favourite hobbies and games?</p> <p>Key vocabulary: Je joue ... Je fais... la danse, le foot, le tennis, J'adore, J'aime, Je n'aime pas, Je déteste</p> <p>Cross curricular links: PSHE (likes and dislikes) PE (sports) PSHE (healthy lifestyle)</p> <p>Links to Prior Learning: Sports, Likes and dislikes, Hobbies, Preferences.</p>	<p>Key concept/Skill: Appreciating stories, songs, poems, and rhymes in French</p> <p>Know how to: Present ideas orally</p> <p>Key question: How do I order food and drink in a café?</p> <p>Key vocabulary: Le pain, le coca, les legumes/ les fruits S'il vous plait puis je avoir Excusez – moi monsieur/ madame</p> <p>Cross curricular links: DT (food technology) PSHE (healthy living) Science (food groups)</p> <p>Links to Prior Learning: Food and drink, Basic greetings , Likes and dislikes.</p>	<p>Key concept/Skill: Understand basic grammar Broaden vocabulary</p> <p>Know how to: Present ideas orally</p> <p>Engage in conversations about the local highstreet.</p> <p>Key questions: How can I describe the weather? What transport do I use to get to my local town? What is my local Highstreet for?</p> <p>Key vocabulary: Aujourd'hui il pleut, il fait beau, il y a du vent , il y a du brouillard le bus, le taxi, le train, l'avion</p> <p>Cross curricular links: Science (weather) Geography (transport) History (locality)</p> <p>Links to Prior Learning: Likes and dislikes</p>
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General Objectives taught throughout all units:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing languages
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

<p>Music</p>	<p>Mamma Mia.</p> <p>Key Concepts: Abba's Music.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music.</p> <p>To recognise different styles of music.</p> <p>To recognise the structure of songs – introduction, verse and chorus.</p> <p>Recognise and identify instruments and voices you can hear.</p> <p>Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:- Find the pulse in different pieces of music you are listening to.</p> <p>Talk about the structure of song/piece of music using musical vocabulary. (introduction, verse, bridge, chorus)</p> <p>Talk about the instruments and voices you can hear in a song/piece of music.</p> <p>Play instrumental parts with a song, both by ear and from notation using up to 3 notes. (G,A,B)</p>	<p>Glockenspiel 2.</p> <p>Key Concepts: Exploring and developing playing skills using the glockenspiels.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music.</p> <p>To recognise different styles of music.</p> <p>To recognise the structure of songs – introduction, verse and chorus.</p> <p>Recognise and identify instruments and voices you can hear.</p> <p>Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:- Copy and repeat more complex rhythm patterns.</p> <p>Revise, read and play the notes C,D,E,F,G.</p> <p>Recognise and hear changes in pitch between the notes C,D,E,F,G.</p> <p>Begin to play simple tunes using the notes C,D,E,F,G.</p> <p>Compose simple melodies using the notes C,D,E,F,G and simple rhythms.</p>	<p>Stop!</p> <p>Key Concepts: Writing lyrics linked to a theme.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music.</p> <p>To recognise the structure of songs – introduction, verse and chorus.</p> <p>Recognise and identify instruments and voices you can hear.</p> <p>Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:- Find the pulse in different pieces of music you are listening to.</p> <p>Talk about the structure of song/piece of music using musical vocabulary. (Introduction, verse, chorus, rap)</p> <p>Talk about the instruments and voices you can hear in a song/piece of music. (Digital/electronic sounds, turntables, synthesisers, drums)</p>	<p>Lean on Me.</p> <p>Key Concepts: Soul/Gospel music and helping one another.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music.</p> <p>To recognise the structure of songs – introduction, verse and chorus.</p> <p>Recognise and identify instruments and voices you can hear.</p> <p>Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:- To recognise the structure of songs – introduction, verse and chorus.</p> <p>Recognise and identify instruments and voices you can hear.</p> <p>Find the pulse/steady beat to the music you are listening to and sustain it.</p> <p>Play instrumental parts with a song using up to 4 notes. (C,E,F,G)</p> <p>Improvise using up to 3 notes F,G,A and simple rhythms. .</p>	<p>Blackbird.</p> <p>Key Concepts: The Beatles, equality and civil rights.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music.</p> <p>To recognise different styles of music.</p> <p>To recognise the structure of songs – introduction, verse and chorus.</p> <p>Recognise and identify instruments and voices you can hear.</p> <p>Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:- Talk about the instruments and voices you can hear in a song/piece of music.</p> <p>Discuss if the words in the song create a picture in your imagination.</p> <p>Learn the melody and words of songs and sing in unison.</p> <p>Play instrumental parts with a song using up to 3 notes. C,D,E.</p>	<p>Reflect, Rewind and Replay.</p> <p>Key Concepts: The history of music, review key learning aspects from the year to consolidate learning. Developing knowledge of some of the language of music.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music.</p> <p>To recognise different styles of music.</p> <p>To recognise the structure of songs – introduction, verse and chorus.</p> <p>Recognise and identify instruments and voices you can hear.</p> <p>Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:- Listen and Appraise Classical music. Copy and repeat simple rhythm patterns.</p> <p>To find and maintain a steady beat in a piece of music.</p> <p>To improvise and create own rhythm patterns in response to music.</p>
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	<p>Improvise using up to 3 notes G,A,B.</p> <p>Compose a simple melody using simple rhythms and choosing notes from G,A,B, or G,A,B,D,E.</p> <p>Perform and share: Perform compositions – add simple dance moves, explain to audience how you learnt/ composed this song.</p> <p>Key Questions. Can I compose a simple melody using notes and simple rhythms?</p> <p>Can I identify voices and instruments from a song?</p> <p>Can I improvise, using my own ideas within the context of the songs we are learning?</p> <p>Key Vocabulary: Keyboard, electric guitar, bass, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p> <p>Cross curricular links: English: Speaking and listening.</p>	<p>Be able to record ideas musically using simple notations.</p> <p>Perform and share: Perform compositions – add simple dance moves, explain to audience how you learnt/ composed this song.</p> <p>Key Questions. Can I record my ideas using simple musical notations?</p> <p>Can I talk about changes in pitch between the notes C.D,E,F,G?</p> <p>Key Vocabulary: Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,</p> <p>Cross curricular links: English: Speaking and listening.</p>	<p>Join in a rap song, singing in unison and in parts.</p> <p>Compose lyrics for a rap song in the style of the songs learned.</p> <p>Perform compositions – add simple dance moves, explain to audience how you composed this song.</p> <p>Key Questions. Can I write some lyrics for a rap song using my own ideas and themes? Can I find the pulse when listening to a variety of music and maintain it?</p> <p>Key Vocabulary: Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p> <p>Cross curricular links: PSHE: Theme Bullying</p>	<p>Compose a simple melody using simple rhythms and choosing notes from F,G,A, or D,E,F,G,A.</p> <p>Perform and share: Perform compositions – Perform and share: using musical ideas from composition and improvisation work, and explain to audience how you learnt/ composed this song.</p> <p>Key Questions. Can I compose a simple melody using a range of notes and rhythmic patterns?</p> <p>Can I record my ideas using simple musical notations?</p> <p>Key Vocabulary: Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p> <p>Cross curricular links: PSHE: Helping eah other.</p>	<p>Improvise using up to 3 notes C,D,E and simple rhythms.</p> <p>Compose a simple melody using simple rhythms and choosing notes from C,D,E or C,D,E,GG,A.</p> <p>Perform and share: Perform compositions – Perform and share: using musical ideas from composition and improvisation work, and explain to audience how you composed this song.</p> <p>Key Questions. Does the song tell a story? Can I discuss the main points or theme to this song as told through the words?</p> <p>Key Vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.</p> <p>Cross curricular links: History: Civil rights/ citizenship.</p>	<p>To improvise and create tunes using voices and instruments.</p> <p>To compose simple tunes using a variety of percussion instruments.</p> <p>To revisit songs and pieces of music from throughout the year.</p> <p>Singing- learn the lyrics and melodies of different songs – sing in unison and in parts.</p> <p>Play instruments within the song Share and perform the learning that has taken place</p> <p>Key Questions. Can I talk about different styles of music?</p> <p>Can I recognise and name different styles of music?</p> <p>Can I explore and find out about the history of classical music?</p> <p>Can I explore and find out about music from different eras and famous composers?</p> <p>Key Vocabulary. pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, melody - recognising and naming a variety of brass, string and woodwind instruments.</p> <p>Cross curricular links: English: Speaking and listening.</p>
RE	<p>Key concept: How do Jews demonstrate their faith through their communities?</p>	<p>Key concept: Why do Christians talk about incarnation at Christmas?</p>	<p>Key concept: How do Hindus worship?</p> <p>Know how to: Key questions:</p>	<p>Key concept: How can I understand different Easter concepts?</p>	<p>Key concept: How did Jesus teach about God and values through the parables?</p>	<p>Key concept: What is Humanism?</p> <p>Know how to:</p>

<p>Know how to: To understand the importance of community to Jewish practises and beliefs.</p> <p>Key questions: Can I explain what happens at a Synagogue?</p> <p>Can I explain what happens at Pesach?</p> <p>Can I explain what is Sukkot? Can I understand how Jews remember the giving of the Torah? (Shavuot)</p> <p>Can I explain what rules there are in the Torah for Jews to follow?</p> <p>Can I explain what happens during the life journey of a Jew?</p> <p>Key vocabulary: Synagogue The Torah The Ark Bimah Ner tamid/Eternal Light Pesach/Passover Seder meal Sukkot</p> <p>Cross curricular links: PSHE – empathy and being open to different traditions.</p> <p>Links to Prior Learning: Year 2 (What do Jews believe about God?) Year 2 (How do Jews show faith through practice and celebration?)</p>	<p>Know how to: To understand why Christmas is a time of celebration for Christians.</p> <p>Key questions: Can I understand how the Bible tells the story of Incarnation and the Nativity?</p> <p>Can I explain what a Christingle is, and how it helps us to develop our understanding of the Incarnation? Can I understand why the Incarnation is an important concept in Christianity?</p> <p>Can I investigate how Christians around the world celebrate the Incarnation?</p> <p>Can I explain how we can think more deeply about the incarnation using Christmas Carols?</p> <p>Can I explain how Christians worship at Christmas, and which words about incarnation may be heard in Church?</p> <p>Key vocabulary: Incarnation Prince of Peace Christingle Word made flesh Worship Good News Nativity</p> <p>Cross curricular links: PSHE – empathy and being open to different traditions.</p> <p>Links to Prior Learning: Year 3 (How do Christians use the Bible?) Year 3 (How is Jesus portrayed in art?)</p>	<p>To begin to understand Hinduism.</p> <p>Key questions: Can I explain the significance of aum and what a Hindu parent would want their child to know about God?</p> <p>Can I explain what it means to have one God in many forms?</p> <p>Can I understand why a shrine is important in a Hindu home, and how they are used to help Hindus worship?</p> <p>Can I learn how Hindus worship at the festival of Holi?</p> <p>Can I learn about what Hindus believe about the journey of life?</p> <p>Can I explain why family values and caring for the Earth are important for Hindus?</p> <p>Key Vocabulary: 4 Aims Brahman Aum Trimurti Brahma Vishnu Shiva Ganesha Mandir Reincarnation</p> <p>Cross curricular links: PSHE – empathy and being open to different traditions.</p> <p>Links to prior learning: Year 3 (How do Hindus view God and celebrate Diwali?)</p>	<p>Know how to: To understand why Easter is a time of celebration for Christians.</p> <p>Key questions: Can I understand the Christian festival which is central to the teachings of Christianity?</p> <p>Can I understand how servanthood is shown through the Easter story and through the life of a Christian today? Can I understand the significance of the stations of the cross for Catholic Christians?</p> <p>Can I understand what the concept of sacrifice means to me?</p> <p>Can I explore the concept of sacrifice through Christian hymns and modern songs of worship?</p> <p>Can I explore the meaning of the different symbols of Easter?</p> <p>Key Vocabulary: Resurrection Servanthood Lent Salvation Sacrifice Good Friday</p> <p>Cross curricular links: PSHE – empathy and being open to different traditions.</p> <p>Links to prior learning: Year 3 (How do Christians use the Bible?) Year 3 (How is Jesus portrayed in art?) Year 3 (God and why do people have faith?)</p>	<p>Know how to: To understand that Jesus taught people how to live their life through stories.</p> <p>Key questions: Can I discuss why Jesus taught about God through parables?</p> <p>Can I explain how Jesus used the Parable of the Tax Collector and the Pharisee to explain pride and humility?</p> <p>Can I explain how the parable of the Tax Collector and the Pharisee teaches about being closer to God?</p> <p>Can I explain what a Christian might learn about prayer from the Parable of the Friend at Midnight?</p> <p>Can I understand how the Parable of the Judge and the Widow explores the relationship between a Christian and God?</p> <p>Can I explain what is the Kingdom of God and how the mustard seed helps to explore this idea?</p> <p>Key vocabulary: Parable New Testament Generosity Redemption Forgiveness Faith Neighbour Bravery Humility Determination</p>	<p>To understand that people have different beliefs and that some people do not believe in a God/gods.</p> <p>Key questions: Can I start to understand what Humanism is?</p> <p>Can I understand why Humanists think human beings are special and human life is valuable?</p> <p>Can I understand how Humanists decide what to believe?</p> <p>Can I understand why Humanists do not believe in God/Gods?</p> <p>Can I understand what Humanist celebrations tell us about what they believe?</p> <p>Can I explore the reasons why Humanists believe we should live a good life?</p> <p>Key Vocabulary: Humanism Reason Atheist Agnostic Theist Empathy</p> <p>Cross curricular links: PSHE – empathy and being open to different traditions.</p> <p>Links to prior learning: Year 2 (Humanism)</p>
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		Year 3 (God and why do people have faith?)			<p>Cross curricular links: PSHE – empathy and being open to different traditions.</p> <p>Links to Prior Learning: Year 3 (How do Christians use the Bible?) Year 3 (How is Jesus portrayed in art?) Year 3 (God and why do people have faith?)</p>	
<p><u>Objectives for year 4</u></p> <ul style="list-style-type: none"> • I can use religious vocabulary to describe some key features of religions, recognising similarities and differences. • I can make links between beliefs and sources, including religious stories and sacred texts. • I can begin to identify the impact religion has on believer's lives. • I can describe some forms of religious expression. <p><u>Objectives for year 4:</u></p> <ul style="list-style-type: none"> • I can identify what influences me, making links between aspects of my own and others' experiences. • I can ask important questions about religion and beliefs, making links between my own and others' responses. • I can make links between values and commitments, and my own attitudes and behaviour. 						

PE	<p>Gymnastics</p> <p>Key concept: Develop flexibility, strength, technique, control, and balance</p> <p>Know how to: Develop competence to excel in a broad range of physical activities</p> <p>Key questions: Can I revisit fundamental movement skills and perform a range of balances? Can I explore new balances and move in and out of balance? Can I use these balances to create a sequence of static balances? Can I introduce travelling into these sequences? Can I use the apparatus to</p>	<p>Football</p> <p>Key concept: range of physical activities, Engage in competitive sports and activities</p> <p>Know how to: Play competitive games and apply basic attacking and defending strategies</p> <p>Key questions: Can I develop dribbling while on the move in 2v1 situations? Can I practice shooting? Can I explore the rules of football while playing in small games? Can I improve my shooting practice to play in larger games? Key vocabulary: pass, dribble, score, defend attack</p>	<p>Dance</p> <p>Key concept: Develop flexibility, strength, technique, control, and balance</p> <p>Know how to: Perform dances using a range of movement patterns</p> <p>Key questions: Can I revisit the key dance concepts? Can I explore the basic concepts of Viking/Anglo-Saxon dance? Can I explore how rhythm impacts movement? Can I include counting in my routine? Key vocabulary: dance, travel, rhythm, beat, counting</p>	<p>Netball</p> <p>Key concept: range of physical activities, Engage in competitive sports and activities</p> <p>Know how to: Play competitive games and apply basic attacking and defending strategies</p> <p>Key questions: Can I explore different types of passes? Can I explore the rules of Bee Netball? Can I pass and score in a game? Key vocabulary: bounce pass, chest pass,</p>	<p>Swimming</p> <p>Key concept: Develop flexibility, strength, technique, control, and balance</p> <p>Know how to: Swim competently, confidently, and proficiently over a distance of at least 25 metres,</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations</p> <p>Key questions:</p> <p>Key vocabulary:</p>	<p>Hockey</p> <p>Key concept: range of physical activities, Engage in competitive sports and activities</p> <p>Know how to: Play competitive games and apply basic attacking and defending strategies</p> <p>Key questions: Can I develop the push-pass technique while dribbling? Can I improve shooting into smaller goals? Can I develop knowledge of hockey rules and play 3v3 games? Can I play in 4v4 situations? Key vocabulary: pass, dribble, flick, obstruction</p>	<p>Swimming</p> <p>Key concept: Develop flexibility, strength, technique, control, and balance</p> <p>Know how to: Swim competently, confidently, and proficiently over a distance of at least 25 metre</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations</p> <p>Key questions:</p> <p>Key vocabulary:</p>	<p>Basketball</p> <p>Key concept: range of physical activities, Engage in competitive sports and activities</p> <p>Know how to: Play competitive games and apply basic attacking and defending strategies</p> <p>Key questions: Can I develop bouncing skills while moving with the ball? Can I remain in control of the ball while travelling? Can I explore the key movements in a game? Can I travel and maintain control in a game? Key vocabulary: pass, bounce, dribble, pivot, attack, score, defend</p>	<p>Indoor Athletics</p> <p>Key concept: Broad range of physical activities</p> <p>Know how to: Develop flexibility, control, and technique</p> <p>Key questions: Can I improve my running technique and take part in a relay? Can I develop my long jump techniques? Can I learn how to perform a triple jump? Can I explore how to use hurdles? Key vocabulary: accuracy, relay, speed, power, agility, obstacle</p>	<p>Outdoor Athletics</p> <p>Key concept/Skill: Develop competence to excel in a broad range of physical activities</p> <p>To develop flexibility, strength, technique, control and balance.</p> <p>Know how to: Use running, jumping, throwing, and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control, and balance</p> <p>Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best?</p>	<p>Indoor Athletics</p> <p>Key concept: Broad range of physical activities</p> <p>Know how to: Develop flexibility, control, and technique</p> <p>Key questions: Can I improve my running technique and take part in a relay? Can I develop my long jump techniques? Can I learn how to perform a triple jump? Can I explore how to use hurdles? Key vocabulary: accuracy, relay, speed, power, agility, obstacle</p>	<p>Cricket</p> <p>Key concept/Skill: Engage in competitive sports and activities</p> <p>Know how to: Play competitive games and apply basic attacking and defending strategies</p> <p>Key questions: Can I explore catching skills and the overarm throw? Can I strike a bowled ball with either an attacking or defensive shot? Can I bowl with underarm and over arm actions? Can I hit a bowled ball into space with different bats? Can I develop the basic skill of intercepting a moving ball?</p>
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	<p>create a short sequence of movements?</p> <p>Key vocabulary: balance, static, sequence, travel</p>								<p>Can I develop my flexibility using stretches?</p> <p>Can I develop my cardio performance?</p> <p>Key vocabulary: running, sprint start, pace, relay, long jump, distance, arm drives, bent knees, triple jump, take-off, bodyweight, javelin, discus, quoit, swing.</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p> <p>Links to Prior Learning: Y4 Athletics</p>	<p>Can I understand rules and gameplay of cricket?</p> <p>Key vocabulary: batting, fielding, bowler, wicket</p>
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<p>PSHE</p>	<p><u>Living in the wider world – Pride</u></p> <p>Key concept/Skill: Belonging to a community Media literacy and Digital resilience Money & work</p> <p>Key discussions: -What makes a community?; shared responsibilities -How data is shared and used - Making decisions about money; using and keeping money safe</p> <p>Key questions: What makes a community? What do we mean by ‘shared responsibilities’? What type of data is shared and used? How do I make decisions about money? How should I use and keep money safely?</p> <p>Key vocabulary: Community, Responsibility, Compassion, Priorities, Spending decisions, Needs and wants</p> <p>Cross curricular links: Computing: data unit. Esafety – how we keep information safe. Digital resilience. Taught in Autumn term. Spending – links with maths and money.</p> <p>Links to Prior Learning: Year 3 (belonging to a community) Year 3 (money and work)</p>	<p><u>Relationships - Respect</u></p> <p>Key concept/Skill: Families and friendships Safe relationships Respecting ourselves and others</p> <p>Key discussions: -The importance of a positive friendship -Responding to hurtful behaviour -Managing confidentiality -Recognising risks online - Knowing when to seek support -Respecting similarities/ differences</p> <p>Key questions: What does a ‘positive friendship’ look like? How do I recognise online risks? When, where and who should I seek support from? How can I respect similarities/ differences?</p> <p>Key vocabulary: Concerns, Harassment, Bullying, Online and in person relationships, Views, Traditions, Background</p> <p>Cross curricular links: Computing – Esafety. How to stay safe online (Autumn term). RE – being respectful of different religions and views.</p> <p>Links to Prior Learning: Year 3 (families and friendships) No Outsiders- Can I show acceptance? Year 3 (safe relationships)</p>	<p><u>Empowerment – Health and Wellbeing</u></p> <p>Key concept/Skill: Physical health and mental wellbeing Growing and changing Keeping Safe</p> <p>Key discussions: -Maintaining a balanced lifestyle; oral hygiene and dental care -Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty -Medicines and household products; drugs and common everyday life</p> <p>Key questions: How do I keep a balanced lifestyle? What types of physical and emotional changes will I go through during puberty? Why is it important to maintain good hygiene? How do I keep myself safe in everyday situations?</p> <p>Key vocabulary: Teeth, Healthy lifestyle, Physical illness Nutrition, Medicines, Habits, Health, Drugs, Vaccines, Allergies</p> <p>Cross curricular links: Teeth - Covered in Science – Can I identify the types and layers of teeth) PE – physical health. How to recognise early signs of illness. PE - A healthy balanced lifestyle.</p> <p>Links to prior learning: Can I explain what a balanced, healthy lifestyle is? (H2) (<i>Science – Covered in Y3 with nutrition lessons. Also covered in PE</i>) Year 3 (respecting ourselves) Year 3 (keeping safe)</p>
<p>Raising Aspirations</p>	<p>National Health Service</p>	<p>British Gas SSSSSS</p>	<p>Greta Thunberg</p>

We like to finish our topics by rounding up our learning in a WOW outcome.

<p>WOW Outcome</p>	<p>Ancient Greek Dress up Day</p>	<p>York Residential</p>	<p>Educational Visit (MoSI?)</p>
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