

YEAR 4

	AUTUMN		SPRING		SUMMER		
Theme	Super South America – living things and food chains (11 weeks)	What is Christmas like in..? (2 weeks)	Earliest Civilisations & Ancient Egyptians – human bodies (9 weeks)	Sound (3 weeks)	Electricity (3 weeks)	Settlement by Anglo-Saxons and Scots (6 weeks)	States of Matter (4 weeks)
Science	Living things and their habitats - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things Animals, including humans - construct and interpret a variety of food chains, identifying producers, predators and prey		Animals, including humans - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions Sound - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases		Electricity - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - 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 - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors States of Matter - compare and group materials together, according to whether they are solids, liquids or gases - 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) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature		
	Working scientifically - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.						

History		Earliest Civilisations and Ancient Egyptians NC: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared • Ancient Sumer 3200BC - 1792BC • Indus Valley 2600BC - 1900BC • Ancient Egypt 3100BC - 332BC • Shang Dynasty 1760BC - 1046BC A depth study of Ancient Egypt - 3100BC - 332BC Similarity and Difference: What did the earliest civilizations have in common? • Chronology: when and where the earliest civilizations existed • Use atlases and maps to list the features of the localities that would have made it a good place to settle. • Understand the main characteristics of the four civilizations (overview) • Identify the similarities between the four civilizations Cause and Consequence: What were the achievements that made Ancient Egypt successful? • Chronology: identify where Ancient Egypt fits within world history • Chronology: identify main events that occurred within the time period • Understand how we know about the Egyptian achievements – evidence/sources • Know the importance of Pyramids/construction techniques, irrigation & agriculture, hieroglyphs/papyrus within Ancient Egypt • Identify the results/impact that Pyramids/construction techniques, irrigation & agriculture, hieroglyphs/papyrus had on Ancient Egyptian society VOCABULARY BC and AD (BCE and CE), chronology, duration, scale, interval, concurrence archaeologists, artefacts, primary sources, secondary sources, pyramids, engineering, mathematicians, tomb, sarcophagus, mummification, River Nile, shaduf, flooding, silt, irrigation, agriculture, ox drawn plough, hieroglyphics, cartouche, symbols, Rosetta Stone, scribe, papyrus	Britain's settlement by Anglo-Saxons and Scots NC: Britain's settlement by Anglo-Saxons and Scots (Anglo-Saxon invasions, settlements and kingdoms: place names and village life) • Last Romans ordered to leave Britain - 410AD • Anglo-Saxon Britain - c. 450AD – 1066AD Continuity and Change: How did England change after the Anglo-Saxon settlement? • Chronology – Where does this fit in within world history? • Chronology – Where does this fit in within British history? Link to previous learning on Romans • Know where the Scots and Anglo-Saxons came from • Understand reasons why Anglo-Saxons invaded (link to Romans leaving) • Know where the Anglo-Saxons settled: settlements and kingdoms • Make comparisons between Roman settlements (style, location, etc) and those of the Anglo-Saxons • Identify Anglo-Saxon place names on map and make links to what changed or stayed the same from Roman times. • Know what Anglo-Saxon village life was like, noting what has changed or continued • Identify major changes within Britain during Anglo-Saxon times: introduction of Christianity, changes to language VOCABULARY BC and AD (BCE and CE), chronology, duration, scale, interval, concurrence, decade, century Scots, Picts, Anglo-Saxons, farmers, kingdoms, settlement, wattle and daub, Christianity, pagans, conversion, chaplain, gospels
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HISTORICAL SKILLS

Chronology

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied
- **place periods of history on a timeline showing periods of time (duration)**
- use mathematical skills to round up time differences into centuries and decades to work out the time differences between certain major events in history
- begin to build up a picture of what main events happened in Britain/ the world during different centuries
- Use dates to describe when events happened

Interpreting the Past

- **have an appreciation that wars start for specific reasons and can last for a very long time**
- research two versions of an event and say how they differ
- **explain how events from the past have helped shape our lives**
- give more than one reason to support a historical argument

Historical Enquiry and Using Sources

- address and sometimes devise historically valid questions
- understand how our knowledge of the past is constructed from a range of sources
- **appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past**
- communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out

KEY CONCEPTS

- **Continuity and Change:** Describe / make links between main events, situations and changes within and across different periods/societies
- **Cause and Consequence:** Identify and give reasons for, results of, historical events, situations, changes
- **Similarity and Difference:** Describe social, cultural, religious and ethnic diversity in Britain & the wider world
- **Significance:** Identify historically significant people and events in situations

Geography	South America - locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (to include the Amazon Rainforest, the Andes, Atacama Desert and Mount Reventador) - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America - describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts - describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links (- locate and name the main countries in South America on a world map and atlas) <i>(- identify key features of a locality by using a map)</i> <i>(- explain how people's lives vary due to weather)</i> (- find the same place on a globe and in an atlas) <i>(- describe the main features of a well-known city)</i> (- explain why people are attracted to live in cities) <i>(- explain how a locality has changed over time with reference to human features)</i> <i>(- find different views about an environmental issue and explain what their view is)</i> <i>(- suggest different ways that a locality could be changed and improved)</i> <i>(- explain how people are trying to manage their environment)</i> <i>(- explain what a place might be like in the future, taking account of issues impacting on human features)</i> - use the 8 points of a compass - use 4-figure grid references, symbols and key What is Christmas like in ...? - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle		Settlement by Anglo-Saxons and Scots - name and locate counties and cities of the United Kingdom, and land-use patterns; and understand how some of these aspects have changed over time - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links <i>(- carry out a survey to discover features of cities and villages)</i> <i>(- describe the main features of a village)</i> (- describe the main physical differences between cities and villages) (- give accurate measurements between 2 given places within the UK) <i>(- explain why people are attracted to live in cities)</i> (- know the difference between the British Isles, Great Britain and UK) (- name up to six cities in the UK and locate them on a map) (- locate and name some of the main islands that surround the UK) (- name some of the main towns and cities in Lincolnshire and Yorkshire)
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Computing	Computer Science- Repetition in shapes Create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. - identify that accuracy in programming is important - create a program in a text-based language - explain what 'repeat' means, identifying repetition in everyday tasks and using loops - modify a count-controlled loop to produce a given outcome - decompose a task into small steps - create a program that uses count-controlled loops to produce a given outcome	Computer Science- Repetition in games Apply prior learning of loops to animation and games in Scratch. Distinguish between count-controlled and infinite loops. - develop the use of count-controlled loops in a different programming environment - explain that in programming there are infinite loops and count-controlled loops and choose when to use which - develop a design that includes two or more loops which run at the same time - modify an infinite loop in a given program - design a project that includes repetition - create a project that includes repetition	Digital Literacy - Photo Editing Develop an understanding of how digital images can be changed and edited, and how they can then be resaved and reused. Consider the impact that editing images can have, and evaluate the effectiveness of their choices. - explain that digital images can be changed - change the composition of an image - describe how images can be changed for different uses - make good choices when selecting different tools and recognise positive and negative effects that retouching can have on an image - recognise that not all images are real - evaluate how changes can improve an image
	Key vocabulary: repetition, repeat, loop, count controlled, sequence, algorithm, program, instructions, decomposition, bug, debug	Key vocabulary: repetition, repeat, loop, infinite, count controlled, sequence, algorithm, program, instructions, decomposition, bug, debug, sprite	Key vocabulary: rotate, crop, flip, copyright (free), zoom, pixels, composition, canvas, JPEG, PNG, effects, filters, fake
	Digital Literacy; Systems and Networks: The Internet Recognise the internet as a 'network of networks'. Understand that the world wide web (www.) is part of the internet and explore ownership, honesty, accuracy and reliability. - describe how networks physically connect to other networks and how information is shared across the internet - recognise how networked devices make up the internet - outline how websites can be shared via the World Wide Web - describe how content can be added and accessed on the World Wide Web - recognise how the content of the WWW is created by people who own the content and that rules protect this - evaluate the consequences of unreliable content, recognising that not everything online is honest, accurate, reliable or legal.	Digital Literacy- Data logging (Data handling) Consider how and why data is collected over time. Recognise sensors as input devices used to gather data. Collect data and use a computer to review and analyse it. Recognise the benefits of using a data logger. - explain that data gathered over time can be used to answer questions - use a digital device to collect data automatically - explain that a data logger collects 'data points' from sensors over time - use data collected over a long duration to find information by using a computer to view data in different ways - identify the data needed to answer questions - collect necessary data and use collected data to answer questions	Digital Literacy – Audio editing Recognise input and output devices required to record and play audio. Understand ownership of digital audio and the copyright implications of duplicating the work of others. Pupils will produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. - identify that sound can be digitally recorded and devices that can record sound and play it back. - use a digital device to record sound - explain that a digital recording is stored as a file and understand how to name and save files - understand that audio can be changed through editing and name ways in which audio recordings can be altered - show that different types of audio can be combined and played together - evaluate editing choices made
	Key vocabulary: World Wide Web (WWW), network, website, internet, switch, server, wireless access point, wireless, fake news, copyright	Key vocabulary: sensors, input device, data loggers, data points, intervals, data set, attribute, data	Key vocabulary: input, output, microphone, headphones/speakers, copyright, sound effects, backing tracks, podcast
	Online Safety I can explain how my online identity can be different to my offline identity. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. I can describe how to find out information about others by searching online. *I can explain ways that some of the information about anyone online could have been created, copied or shared by others. I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. *I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. *I can describe strategies for keeping personal information private, depending on context. *I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I can explain that internet use is never fully private and is monitored, e.g. adult supervision.		

*Covered in NCCE units

Music	Listen & Appraise	Games	Singing	Playing Instruments	Improvisation	Composition	Perform & Evaluate
	1. Identify basic musical styles through learning about their style indicators and the instruments played. 2. Find the pulse, the steady beat to the music they are listening to and understand what that means. 3. More consistently use accurate musical language to describe and talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.	1. Find and internalise the pulse on your own and stay in time. 2. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse. 3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time. 4. Clap/play simple rhythms /copy one-two note pitches confidently and create their own rhythm when asked. Lead others if asked. 5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.	Sing in tune within a limited pitch range and continue to understand: 1. How to work together as part of a group and with their friends, developing the confidence to sing alone. 2. The importance of warming up their voices and to establish a good singing position. 3. How to perform a song stylistically and as musically as you can. 4. How to sing with a good sense of the pulse internally and sing together and in time with the group. Perhaps sing in two parts. 5. How to follow a leader/conductor with confidence.	1. Continue to play a classroom instrument as part of a group /ensemble and as part of the song you are learning. Play with more knowledge, confidence and ease. 2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. 3. Continue to respond to basic musical cues from the leader /conductor. Follow the leader confidently. 4. Continue to treat your instrument with respect and care and to play it correctly. 5. Play more confidently as part of your ensemble /group with a sound-before-symbol (by ear) approach or, with notation if appropriate.	1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. 2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. 3. Continue to improvise using very simple patterns on your instrument and/or voice. 4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.	Compose a section of music that can be added to a performance of a song. 1. Continue to create your own more complex melodies (usually in a group) within the context of the song that is being learnt. 2. Move beyond composing using two notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using graphic /pictorial notation, video, ICT. 4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.	1. Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance. 2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with accuracy. 3. Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

Art and design	Knowledge	Drawing	Painting	Printing	3D / Textiles	Collage	Digital Media	Sketchbooks
		<i>Pencils, charcoals, wax, crayons, pastels, chalk, pens</i>	<i>Powder, ready mix, block, watercolours, acrylics, textured paints (by adding sand, etc)</i>	<i>Rubbings, relief, monoprints, wood, objects (hard and soft)</i>	<i>Dough, clay, plasticine, papier mache, junk modelling, wire, modroc, wood, metal weaving, stitching, batik, applique</i>	<i>Materials, papers, objects, textures, colours</i>	<i>Computers, tablets, photography, art packages</i>	
	- experiment with different styles which artists have used - explain art from other periods of history	- begin to show facial expressions and body language in their sketches - identify and draw simple objects, and use marks and lines to produce texture - organise line, tone, shape and colour to represent figures and forms in movement - show reflections - explain why they have chosen specific materials to draw with	- create all the colours they need - create mood in their paintings - use shading to create mood and feeling - know what harmonic colours are on a colour wheel	- print using at least four colours - create an accurate print design - print onto different materials	- experiment with and combine materials and processes to design and make 3D form - begin to sculpt clay and other mouldable materials - use early textile and sewing skills as part of a project - use a wider variety of stitches	- use ceramic mosaic - combine visual and tactile qualities	- present a collection of their work on a slide show - create a piece of art work which includes the integration of digital images they have taken - combine graphics and text based on their research	- use their sketch books to express their feelings about various subjects and outline likes and dislikes - produce a montage all about themselves - use their sketch books to adapt and improve their original ideas - keep notes about the purpose of their work in their sketch books
Vocab	Styles Detail Reflections	Facial expressions Body language Line Tone Shape Figures Forms Movement Motion	Harmonic colours contrast Intensity	Methods	Tactile Surface Scale Ceramic	Mould / mouldable Ceramic Mosaics	Graphics Text Integration	Improve Compare Represent

DT	Super South America	Earliest Civilisations and Ancient Egyptians	Settlement by Anglo Saxons and Scots
	Textiles Totes	Construction Coffins	Cooking & Nutrition Baking cookies
	DESIGN → MAKE → EVALUATE - generate ideas, considering the purposes for which they are designing - draw/sketch products to help understand how they are made, - make labelled drawing from different views showing specific features - develop more than one design or adaptation of an initial design - develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail - show a good level of expertise when using a range of tools and equipment - suggest some improvements and say what was good and not so good about their original design - evaluate their product, thinking of both appearance and the way it works, begin to explain how they can improve their original design		
	- join fabrics using running stitch, over sewing and back stitch - use appropriate decoration techniques - create a simple pattern - understand seam allowance - explore fastenings and recreate some e.g. sew on buttons and make loops. - prototype a product using e.g. using j cloths - explore British bag designers	- create a shell or frame structure; strengthen frames with diagonal struts. - prototype frame and shell structures - measure and mark square selection, strip and dowel accordingly to 1cm. - use a glue gun with close one to one supervision - use linkages to make movement larger or more varied - use cams and followers for movement - use and explore complex pop ups - create nets - design, a cam/follower using CAD (Tinkercad) to improve the design, (print and test a sample piece on 3D printer)	- begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking - join and combine a range of ingredients - weigh and measure ingredients and time
Voc	Textiles	Construction	Cooking & Nutrition
	seam, seam allowance, sewing machine, hand stitch, machine stitch, manipulate, measure, accurate, mark, pin, fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing, technique, strength, weakness, stiffening, templates, stitch	cam, follower, crank, linear motion, shell structure, accuracy, stiff, strong, shaping, mechanism, pivot, linear, rotary, oscillating, rotation, reciprocating, fixed, free moving, CAD.	varied diet, fat, sugar, carbohydrate, dairy, protein, vitamins, nutrients, nutrition, equipment, healthy, name, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested, products, utensils, techniques, ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, greasy, moist

RE	South America		Earliest Civilisations and Egyptians	Anglo Saxons and Scots
	Community – Hinduism <i>Living</i>	Community – Islam <i>Living</i>	Community – Christianity <i>Living</i>	Pilgrimage <i>Believing, Living, Thinking</i>
	How is Hindu belief expressed collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world	How is Muslim belief expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world	How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world	What is a pilgrimage? What does pilgrimage involve? E.g. Jewish pilgrimage to Jerusalem, Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage
	<i>This unit explores specific celebrations related to a Hindu worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i>	<i>This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i>	<i>This unit explores specific celebrations related to a Christian worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i>	<i>This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief in ahimsa [non-violence] and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).</i>
Vocab	Murti (an image of a particular deity which has been consecrated) Mandir (Hindu place of worship) Puja (ceremony used in Hindu worship) Dewa (lamp used in worship) Arti (Hindu ceremony) Prasad (food previously offered to the murtis in the mandir) Diwali (story of Rama and Sita) Holi (spring harvest festival) Raksha Bandhan (festival of brothers and sisters) rakhi- (red thread tied around the wrist)	Umrah- non mandatory, lesser pilgrimage to Makkah Eid-ul-Adha	Church- meaning body of Christians rather than a building Koinonia- one body of faith, fellowship of Christians worldwide Denomination Anglican (Church of England) Roman Catholic Greek/Russian Orthodox Evangelical Pentecostal Methodist Baptist Quaker	Pilgrimage Jerusalem Kumbh Mela

PSHE	<u>Bullying</u> - Know what friendship bullying is and how to stop it (difference between girl bullying and boy bullying). - Understand that all friends fall out and know how to become friends again. <u>Exploitation / Prevent</u> - Look at violence, excuses and responsibility.	<u>Relationships and Sex Education</u> - Resolving conflict / restorative practice. - Know how other animals have babies and look after them after birth. <u>RSE objectives covered by 'Big Talk'</u> - Understand that all families are different (2 dads, live with Dad and Step-mum). - Know what puberty is, how boys and girls bodies grow differently and why (height, voice, hair, periods). - Know what wet dreams are. - Know that pads can be used to manage periods. - Identify how they feel about their body growing and changing. - Understand that babies are made from an ovum (egg) and sperm. - Know how a baby grows and is born. - Know how to keep their self safe and what to do if someone wants them to do something dangerous, wrong or makes them feel uncomfortable. - Know their trusted adults. <u>Feelings and Emotions</u> <u>Objectives covered by 'Big Talk'</u> - Know the emotions, selfish, jealous disappointed, miserable. - Recognise physiological changes associated with emotions. - Know how to use relaxation & calming techniques.	<u>Drugs, Alcohol and Tobacco</u> - Understand the balance of eating and exercising and why it is important. - Identify what exercise/sports I like to do. <u>Healthy Lifestyles</u> - Understand the balance of eating and exercising and why it is important. - Identify what exercise/sports I like to do.
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PE	Gymnastics -To develop individual and partner balances. -To develop control in performing and landing 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 create a partner sequence to include apparatus.	Dance -To copy and create actions in response to an idea and be able to adapt this using changes of space. -To choose actions which relate to the theme. -To develop a dance using matching and mirroring. -To learn and create dance moves in the theme of carnival. -To develop a carnival dance using formations, canon and unison. -To develop a dance phrase and perform as part of a class performance. -To understand how dynamics, space and relationships can be used to represent a state of matter. -To use actions, dynamics, space and relationships to represent a states of matter. -To order and structure phrases to create a dance performance.	Football Y3/4 -To develop controlling the ball and dribbling under pressure. -To develop passing to a teammate. -To be able to control the ball with different parts of the body. -To develop changing direction with the ball using an inside and outside hook. -To jockey / track an opponent. -To be able to apply the rules and tactics you have learnt to play in a football tournament.	Tag Rugby Y3/4 -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 dodge a defender and move into space when running towards the goal. -To develop defending skills and use them in a game situation. -To apply the rules and skills you have learnt and play in a tag rugby tournament.	Athletics -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 technique when jumping for distance. -To develop power and technique when throwing for distance. -To develop a pull throw for distance and accuracy. -To develop officiating and performing skills.	Handball Y3/4 -To begin to throw and catch while on the move. -To learn how to move towards goal or away from a defender. -To develop accuracy when shooting. -To be able to apply individual and team defending skills -To use a change of direction and speed to lose a defender and move into space. -To maintain possession when in attack.
	Fundamentals Y3/4 -To develop balancing and understand the importance of this skill. -To understand how to change speed and be able to demonstrate good technique when running at different speeds. -To demonstrate a change of speed and direction to outwit others. -To develop technique and control when jumping, hopping and landing.	Ball Skills Y3/4 -To develop confidence and accuracy when tracking a ball. -To develop confidence and accuracy when tracking a ball. -To explore and develop a variety of throwing techniques. -To develop catching skills using one and two hands. -To develop dribbling a ball with hands. -To use tracking, sending and dribbling skills with feet.	Swimming -To develop an understanding of buoyancy and balance in the water. -To develop independent movement and submersion. -To develop gliding and crawl legs. -To develop front crawl breathing. -To develop gliding and backstroke. -To develop rotation, sculling and treading water.	OAA -To develop co-operation and teamwork skills. -To be able to orientate a map and navigate around a grid. -To develop trust and teamwork whilst listening to others and following instructions. -To develop trust whilst listening to others and following instructions. -To be able to identify objects on a map, draw and follow a simple map.	Rounders Y3/4 -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	Tennis -To develop hitting the ball using a forehand. -To develop returning the ball using a forehand. -To develop the backhand and understand when to use it. -To work co-operatively with a partner to keep a continuous rally going. -To use simple tactics in a game to outwit an opponent. -To demonstrate honesty and fair play when competing against others.

	-To develop skipping in a rope. -To apply fundamental skills to a variety of challenges.		-To develop head above water breaststroke technique. -To develop basic skills in water safety and floating. -To learn techniques for personal survival.	-To be able to orientate and navigate around a map and draw a route using directions.	understanding of where to hit the ball. -To apply skills and rules learnt to play rounders.	
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LANGUAGE S	Playtime – La recreation	My Home – Chez moi	The Body – Le corps
	- pick out familiar words and phrases from a spoken sentence - say and write a few sentences about themselves in the first person from memory - play a simple French playground game, when given visual or spoken prompts - repeat part of a simple French song - spell basic French words and use knowledge of French phonics to do simple words correctly - express an opinion with a simple phrase - follow and understand the majority of a written text when listening to it read aloud	- identify a given sound most times it appears when listening to a song - recognise some familiar words and phrases in a spoken story - use numbers and colours in descriptions - say and write from memory several sentences about where they live and their daily routine, with good pronunciation - respond to a spoken question with a written answer in a full sentence - confidently say sentences where the word order differs to English - be able to give the gender of a noun from its article	- be able to recognise articles and understand that they signify the gender of a noun - use the correct article with some common nouns when speaking and writing - recite a simple French rhyme from memory, with some verbal or visual prompts - describe things using simple adjectives - frequently recognise and identify different subject pronouns when reading