

Year 4 2025-2026	Groovy Greeks!		Passport to Europe!		Vicious Vikings!	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What do you know now about Greece? What do you want to find out?	What is Greece like today? Why is Greece a popular tourist destination?	What do you currently know about Europe? What do you want to find out?	Why would someone want to visit European countries?	What do you currently know about the Vikings? What do you want to find out?	How did the Vikings live?
Brilliant Beginnings	Sketching Greek pillars using chalk.		Making passports and painting in style of Claude Monet.		Sketching Vikings.	
Fabulous Finishes	Creating head wreaths.		Building models of the Eiffel Tower.		Watching How to train your dragon.	
Trips/ visitors	Ancient Greece workshop (at school) - Portals to the past.				St Osyth Priory Education Centre - Viking Trip.	
Drivers	Global Citizenship Individuality Tolerance and Knowledge of the world Self-worth and Aspirations					
	Aspiration - for the children to aspire to travel and see the world. Seeing the impact of Greek athletes on sport today. Hercules fulfilling his full potential. Individuality - exploring existing Ancient Greek artwork and then generating their own ideas. Knowledge of the world - exploring geographical features of modern-day Greece and the history of Ancient Greece. Map work of Greece. Understanding of different religions. Global Citizenship - Ancient Greeks who developed towns and cities. Knowing their responsibilities and how to be a good friend. Raising awareness of anti-bullying.		Aspiration - for the children to aspire to travel and see the world. Researching famous artists and their lives. Individuality - Using their own ideas to create structures in D&T. Applying art techniques to own creative ideas. Knowledge of the world - exploring geographical features of Europe. Map work of Europe. Understanding historical European events. Comparing where we live to other European countries. Understanding of different religions. Global Citizenship - Keeping myself and others safe. How other cultures live in their communities.		Aspiration - How the Vikings travelled across Europe. Individuality - creating own ideas for Viking helmets and textiles. Knowledge of the world - learning about archaeological skills and becoming historical experts. Learning about different parts of Scandinavia and UK settlements. Global Citizenship - Look at the Viking's way of life, their laws and compare to our social setup today.	
Class Readers (Read to class by teacher)	A Bear Called Paddington - Michael Bond		Varjak Paw - S F Said		The Firework Maker's Daughter - Phillip Pullman	

Whole Class reading	Charlie and the Chocolate Factory - Roald Dahl	The Hundred Mile An Hour Dog - Jeremy Strong	The Lottie Project - Jacqueline Wilson
English Units and Texts	NARRATIVE 1 Class text / stimulus: The Wild Girl - Chris Wormell Model Text: The Wild Girl adapted model Genre & Plot Structure: Overcoming the monster adventure tale Focus / Outcome (HotTask): Chn will write a sequel further adventure of the wild girl. NON-FICTION 1 Class text / stimulus: <i>The Wild Girl</i> -Chris Wormell Model Text: <i>The Day I met the Mighty Aslan</i> - Teacher written magazine article Genre & Plot Structure: Recount Focus / Outcome (HotTask): Chn will write their own magazine recount article about a meeting with a fictional character. POETRY 1 Model poem: <i>What do the fairies ride?</i> by Clare Bevan. Focus/Outcome: Write their own poem following this same structure about a Greek mythical creature.	NARRATIVE 2 Class text / stimulus: One of Flat Stanley's Adventures (Jeff Brown) series stories Model Text: <i>Adventure at Sandy Cove</i> - Pie Corbett Genre & Plot Structure: Adventure Story / Finding Tale Focus / Outcome (HotTask): To write an adventure story with a finding plot. NARRATIVE 3 Class text / stimulus: <i>The Tunnel</i> - Anthony Browne Model Text: <i>The Tunnel</i> adapted model Genre & Plot Structure: Opening and Build up focused on setting and atmosphere Focus / Outcome (HotTask): To write an opening and build up to a portal story (to a European country) focused on setting and atmosphere. POETRY 2 Model poem: <i>Dragon's Wood</i> by Brian Moses Focus/Outcome: To write a poem following the structure about a different mythical creature.	NON-FICTION 2 Class text / stimulus: <i>The Tunnel</i> - Anthony Browne Model Text: <i>Rose's diary</i> (first person diary recount) Genre & Plot Structure: Recount Focus / Outcome (HotTask): To write a first person diary recount about a trip to a European country. NARRATIVE 4 Class text / stimulus: <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) - Holly Black Model Text: <i>The Night Fairy</i> Genre & Plot Structure: Fantasy/Finding Tale Focus / Outcome (HotTask): To write a Finding Tale set in a fantasy world (linked to Vikings). NON-FICTION 3 Class text / stimulus: <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i>) - Holly Black Model Text: Teacher written persuasive letter to a River Troll Genre & Plot Structure: Persuasion Focus / Outcome (HotTask): To write a persuasive letter to another of the fantastical creatures.
Maths - White Rose	Place Value Step 1 Represent numbers to 1,000 Step 2 Partition numbers to 1,000 Step 3 Number line to 1,000 Step 4 Thousands Step 5 Represent numbers to 10,000 Step 6 Partition numbers to 10,000	Multiplication and Division Step 1 Factor pairs Step 2 Use factor pairs Step 3 Multiply by 10 Step 4 Multiply by 100 Step 5 Divide by 10 Step 6 Divide by 100	Decimals Step 1 Make a whole with tenths Step 2 Make a whole with hundredths Step 3 Partition decimals Step 4 Flexibly partition decimals Step 5 Compare decimals Step 6 Order decimals

Step 7 Flexible partitioning of numbers to 10,000 Step 8 Find 1, 10, 100, 1,000 more or less Step 9 Number line to 10,000 Step 10 Estimate on a number line to 10,000 Step 11 Compare numbers to 10,000 Step 12 Order numbers to 10,000 Step 13 Roman numerals Step 14 Round to the nearest 10 Step 15 Round to the nearest 100 Step 16 Round to the nearest 1,000 Step 17 Round to the nearest 10, 100 or 1,000 Addition and Subtraction Step 1 Add and subtract 1s, 10s, 100s and 1,000s Step 2 Add up to two 4- digit numbers - no exchange Step 3 Add two 4-digit numbers - one exchange Step 4 Add two 4-digit numbers - more than one exchange Step 5 Subtract two 4-digit numbers - no exchange Step 6 Subtract two 4- digit numbers - one exchange Step 7 Subtract two 4- digit numbers - more than one exchange Step 8 Efficient subtraction Step 9 Estimate answers Step 10 Checking strategies Measurement (Area) Step 1 What is area? Step 2 Count squares Step 3 Make shapes Step 4 Compare areas Multiplication and Division Step 1 Multiples of 3 Step 2 Multiply and divide by 6 Step 3 6 times-table and division facts Step 4 Multiply and divide by 9 Step 5 9 times-table and division facts Step 6 The 3, 6 and 9 times-tables Step 7 Multiply and divide by 7 Step 8 7 times-table and division facts	Step 7 Related facts - multiplication and division Step 8 Informal written methods for multiplication Step 9 Multiply a 2-digit number by a 1-digit number Step 10 Multiply a 3-digit number by a 1-digit number Step 11 Divide a 2-digit number by a 1-digit number (1) Step 12 Divide a 2-digit number by a 1-digit number (2) Step 13 Divide a 3-digit number by a 1-digit number Step 14 Correspondence problems Step 15 Efficient multiplication Length and Perimeter Step 1 Measure in kilometres and metres Step 2 Equivalent lengths (kilometres and metres) Step 3 Perimeter on a grid Step 4 Perimeter of a rectangle Step 5 Perimeter of rectilinear shapes Step 6 Find missing lengths in rectilinear shapes Step 7 Calculate perimeter of rectilinear shapes Step 8 Perimeter of regular polygons Step 9 Perimeter of polygons Fractions Step 1 Understand the whole Step 2 Count beyond 1 Step 3 Partition a mixed number Step 4 Number lines with mixed numbers Step 5 Compare and order mixed numbers Step 6 Understand improper fractions Step 7 Convert mixed numbers to improper fractions Step 8 Convert improper fractions to mixed numbers Step 9 Equivalent fractions on a number line Step 10 Equivalent fraction families Step 11 Add two or more fractions	Step 7 Round to the nearest whole number Step 8 Halves and quarters as decimals Money Step 1 Write money using decimals Step 2 Convert between pounds and pence Step 3 Compare amounts of money Step 4 Estimate with money Step 5 Calculate with money Step 6 Solve problems with money Time Step 1 Years, months, weeks and days Step 2 Hours, minutes and seconds Step 3 Convert between analogue and digital times Step 4 Convert to the 24-hour clock Step 5 Convert from the 24-hour clock Shape Step 1 Understand angles as turns Step 2 Identify angles Step 3 Compare and order angles Step 4 Triangles Step 5 Quadrilaterals Step 6 Polygons Step 7 Lines of symmetry Step 8 Complete a symmetric figure Statistics Step 1 Interpret charts Step 2 Comparison, sum and difference Step 3 Interpret line graphs Step 4 Draw line graphs Position and Direction Step 1 Describe position using coordinates Step 2 Plot coordinates Step 3 Draw 2-D shapes on a grid Step 4 Translate on a grid Step 5 Describe translation on a grid
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			Step 12 Add fractions and mixed numbers Step 13 Subtract two fractions Step 14 Subtract from whole amounts Step 15 Subtract from mixed numbers Decimals Step 1 Tenths as fractions Step 2 Tenths as decimals Step 3 Tenths on a place value chart Step 4 Tenths on a number line Step 5 Divide a 1-digit number by 10 Step 6 Divide a 2-digit number by 10 Step 7 Hundredths as fractions Step 8 Hundredths as decimals Step 9 Hundredths on a place value chart Step 10 Divide a 1- or 2- digit number by 100			
Science	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. Chocolate investigation - Observe how materials change when heated or	Animals including humans: Teeth - Identify the different types of teeth in humans and their simple functions Tooth decay investigation - exploring the effects of liquids on our teeth.	Animals including humans: Digestive system - Describe the simple functions of the basic parts of the digestive system in humans Digestive system model investigation - Children explore the process of the digestive system by creating a model. Animals including humans: Food chains - Construct and interpret a variety of food chains, identifying producers, predators and prey.	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.	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	Classifying living things - 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. Classifying living things investigation - go on a bug hunt around the school grounds and then create a classification key for the bugs they

	cooled.			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 Circuit investigation - Predicting and testing whether a bulb will light in a circuit.	source increases. Soundproof headphones investigation - Exploring which materials are best for sound proofing.	find.
History	History of Ancient Greece: Who were the Ancient Greeks? Why were Athens and Sparta so different? What was Alexander the Great's impact on the Greek empire? What were the Ancient Greek Gods and Goddesses known for? What happened at the Ancient Greek Olympic Games? What was daily life like in Ancient Greece? Skills: - Place events from period studied on time line - Use terms related to the period and begin to date events - Understand more complex terms eg BC/AD - Use evidence to reconstruct life in time studied - Identify key features and events of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events	History of the Anglo Saxons: Who were the Anglo-Saxon invaders? Where did they settle in Britain? Why did the Anglo-Saxons want to settle in Britain? What were Anglo Saxons settlements like? What was Anglo Saxon everyday life like and what jobs did they do? Who was Alfred the Great? What do Anglo Saxon artefacts tell us about the past? Skills: - Use terms related to the period and begin to date events - Use evidence to reconstruct life in time studied - Identify key features and events of time studied	History of the Vikings: Place key historical Viking events on a timeline. What was the importance of Lindisfarne and what does it tell us about the Vikings? How did the Vikings travel and explore the world? Research Viking religious beliefs. Skills: - Order key events within a period of history. - Identify key features and events of time studied - Offer a reasonable explanation for some events - Use evidence to build up a picture of the past - Infer from different sources - Give reasons why different versions of the past exist - Ask a variety of questions - Use the library and internet for research - Recall, select and organise historical information			

	• Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research • Recall, select and organise historical information Communicate their knowledge and understanding	• Look for links and effects in time studied • Offer a reasonable explanation for some events • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research • Recall, select and organise historical information Communicate their knowledge and understanding	• Communicate knowledge and understanding
Geography	Locating Greece on a map of Europe and compare its location in relation to the UK and other countries. Exploring the climate of Greece, landmarks within Greece and differences between cities (Athens) and coastal areas (Myrtos Beach) in Greece. • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Investigate what Greece is like today by exploring its physical geography. Research what modern Greece is like by investigating the population and various aspects of the culture. Explain why Greece is a popular tourist destination Skills: • Ask and respond to questions and offer their own ideas. • Extend to satellite images, aerial photographs • Investigate places and themes at more than one scale • Collect and record evidence with some aid • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps • Locate places on large scale maps, (e.g. Find UK or India on globe) • Begin to identify significant places and environments • Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet.	The Geography of European countries. Research information about European countries such as population, currency and famous landmarks. Identify the seven continents of the world before looking more closely at a map of Europe and locating the European countries. Explore some natural and human features of different European countries and identify a country from given clues. Use maps to locate capital cities and start to explore features of some the major European cities. Compare two European cities, presenting the information in a variety of ways. Skills: • Locate places on large scale maps • Begin to identify significant places and environments • Use junior atlases. • Use map sites on internet. • Ask and respond to questions and offer their own ideas. • Collect and record evidence • Analyse evidence and draw conclusions e.g. make	Identifying the Viking influence in the UK, particularly place names in Sussex and East Anglia. Describe and understand key aspects of human geography, including: types of settlement and land use. Identify Viking home lands and routes to reach settlements in the UK. Skills: • Ask and respond to questions and offer their own ideas. • Extend to satellite images, aerial photographs • Investigate places and themes at more than one scale • Collect and record evidence with some aid • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps • Locate places on large scale maps, (e.g. Find UK or India on globe) • Begin to identify significant places and environments • Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs • Draw a sketch map from a high view point. • Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) • Know why a key is needed. • Begin to recognise symbols on an OS map. • Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.

	• Identify features on aerial/oblique photographs • Know why a key is needed. Begin to recognise symbols on an OS map.	comparisons between locations photos/pictures/ maps	
Art and Design	Researching, designing and making Greek Vases - • Sculpture- Plan a sculpture through drawing and other predatory work. Develop shape, form, model and construct from observation or imagination- e.g. using wire, Modroc, papier mâché to create sculptures. Sketching mythical creatures - • Drawing- Develop basic sketching skills and experiment with different grades of pencil and other implements to draw different forms and shapes. Use cross hatching and experiment with different grades of pencil and other implements to achieve variations in tone. Begin to show an awareness of objects having a third dimension and begin to get the proportions correct. Experiment with ways in which surface detail can be added to drawings. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens, ink etc. Create mood, movement and feeling. Skills: • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	European Artists - Seurat (Pointillism), Monet (impressionism). Painting - Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes by using different brush techniques. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Mix colours and know which primary colours make secondary colours. Use more specific colour language e.g. raspberry red, aubergine purple. Use tints and shades, exploring creating mood using colour- warm and cold colours. Use colour to convey feelings, expression and movement. Skills: • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process. • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Sketching To be able to accurately sketch a Viking dragon head. • Making clay dragon eyes - Construction- Use techniques which require more accuracy to cut, shape, join and finish their work. • Collage of a Viking ship using different materials. Skills: • Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Experiments with paste resist. • Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials. • Make informed choices in drawing inc.

	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture • Make and match colours with increasing accuracy. • Choose paints and implements appropriately • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	• Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Use ICT.	paper and media.
Computing	Unpacking Hardware and Software • Defining types of technology • Knowing how systems work together • Identifying hardware • Understanding software Animation • Knowing the types of animation • Understanding onion skinning • Exploring animation features • Using storyboarding	Sound Stories • Recording audio content • Creating sound effects • Post-production editing Effective Searching • Using a search engine • Search rankings • Reliable searching • Search algorithms Coding	Making Music • Exploring pulse, rhythm and tempo • Understanding pitch and texture • Composing a melody Introduction to AI • Exploring how AI works • Investigating the positive and negative impacts of AI • Considering AI in the future Micro.bit (using purple mash emulator)

	Logo • Using Logo commands • Writing commands in a sequence • Refining code using repetition and procedures	• Introducing selection • Exploring design properties • Introducing loops • Coding number variables	• Exploring sensor inputs and the accelerometer • Using variables, inputs and outputs • Coding with selection and loops
D & T	Researching, designing, and creating Greek Sandals - • Construction- Use techniques which require more accuracy to cut, shape, join and finish their work. Sewing - Christmas Cross Stitching Skills: Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs • Select appropriate tools and techniques for making their product • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways • Sew using a range of different stitches, weave and knit • Measure, tape or pin, cut and join fabric with some accuracy • Use simple graphical communication techniques • Evaluate their work both during and at the end of	Constructing models of the Eiffel Tower Construction- Use techniques which require more accuracy to cut, shape, join and finish their work e.g. cutting internal shapes, slots in framework. Use their knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. Apply techniques they have learnt to strengthen structures. Making a croque monsieur (Ham and Cheese Toastie) Skills: • Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs • Select appropriate tools and techniques for making their product • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and	Construct Viking Longships Research, design and construct Viking Longships using a range of materials and joins. Use techniques which require more accuracy to cut, shape, join and finish their work. Weaving wool - • Textiles - Use their knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. Use techniques which require more accuracy to cut, shape, join and finish their work. Skills: • Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs • Select appropriate tools and techniques for making their product • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques

	the assignment •Evaluate their products carrying out appropriate tests		permanent ways • Use simple graphical communication techniques • Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests		• Join and combine materials and components accurately in temporary and permanent ways • Use simple graphical communication techniques • Evaluate their work both during and at the end of the assignment • Evaluate their products carrying out appropriate tests	
Music	Active Music Scheme - rhythm and pulse/pitch		Active Music Scheme - Singing games		Drumming - Essex Music Services Visitor.	
PE	Netball/Football Ball skills- Use running, jumping, throwing and catching in isolation and in combination •Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence. •Choose with throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics. Play competitive games, modified where appropriate [for	Gymnastics - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform a range of rolls with control and accuracy Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements, Practice and refine an action or short sequence showing quality movement phrases, combining different actions for	Dance - Perform dances using a range of movement patterns •Respond and perform with a partner, demonstrating actions that link with fluency and accuracy •Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases •Use a range of actions and begin to combine movement phrases and	Tennis/Swimming- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending •Travel with a ball showing increasing control using both hands and feet. •Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their	Rounders - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending •Travel with a ball showing increasing control using both hands and feet. •Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.	Athletics - Use running, jumping, throwing and catching in isolation and in combination •Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence. •Choose with throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics.

	example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending •Travel with a ball showing increasing control using both hands and feet. Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team. •Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations.	effect. Begin to perform with a partner or group. Pupils can link movement phrases together with increased precision. Begin to develop a longer and more varied movement phrase with smooth, planned links between actions. •Perform a sequence where the children combine speed, level, direction and a variety of shapes. Work within different groups to contribute to a variety of different sequences.	patterns.. •Begin to respond within a small group of partnership, to speed and level. •Pupils can link movement phrases together with increased precision. •Begin to design their own movement phrases that respond to the stimuli or emotion •Use a range of movement and dance phrases within different ways (unison, canon) with a partner or group •Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.	team. •Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations. •Use a range of different skills with increasing control and skill •Pupils can link tactics and skills together with increased precision. In small groups make up a game with simple rules. Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game. •Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful.	Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations. •Use a range of different skills with increasing control and skill •Pupils can link tactics and skills together with increased precision. •In small groups make up a game with simple rules. Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game. •Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful.	
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RE	<u>Theology</u> Where do Christian religious beliefs come from? - Identify different sources of authority. - Examine and explain the importance of biblical stories and parables in Christian belief. - Compare the Old and New Testament. - Investigate the importance of the Crucifixion to Christian beliefs.	<u>Philosophy</u> What do we mean by truth? Is seeing believing? - Examine the principles of truth and belief. - Identify similarities and differences in religious beliefs, practices and rituals between Christianity and Sikhism. - Compose an argument supported by 'evidence' to express a personal belief.	<u>Human and Social Science</u> How do religious beliefs contribute to society and culture in the local area and beyond? - Understand the concept of compassion and describe compassionate acts. - Examine the connection between Dharma and compassion within the Hindu faith. - Investigate the charitable contribution of a local religious group. - Evaluate how religious faith and beliefs have impacted individual's actions. - Explain the contribution of different religions to society.	<u>Human and Social Science</u> Why is there so much diversity of belief within Christianity? - Examine and describe different Christian denominations. - Investigate the impact of a significant individual on Christian faith and beliefs. - Analyse a range of factors which have contributed to diversity within Christianity.	<u>Human and Social Science</u> Why is there so much diversity of belief within Christianity? (Continued) - Compare commonalities and practices across dominations. - Explain the reasons for diversity within Christianity. - Examine and describe different Christian dominations.	<u>Philosophy</u> What does sacrifice mean? - Learn about importance of sacrifice to Muslims and Jews. - Identify how beliefs about sacrifice impact the actions of Christians. - Explore what sacrifice means to non-religious people.
French Language Angels scheme	The Olympics	My Family	At the Café	In the classroom	Presenting Myself	What is the weather like?

PSHE	Rights, Rules and Responsibilities RR34 • What does it mean to be treated and to treat others with respect? RR • Who are those in positions of authority within our school and communities and how can we show respect? RR • Why do we need rules and conventions at home and at school? RR • What part can I play in making and changing rules? • What do we mean by rights and responsibilities? • What are my responsibilities at home and at school? • How do we make democratic decisions in school? • What is a representative and how do we elect them?	My Emotions ME34 • Why is it important to accept and feel proud of who we are? RR • What does the word 'unique' mean and what do I feel proud of about myself? RR • Why is mental wellbeing as important as physical wellbeing? MW • How can I communicate my emotions? MW • Can I recognise some simple ways to manage difficult emotions? MW • What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others? MW • How do my actions and feelings affect the way I and others feel? MW • How do I care for other people's feelings? MW • Who can I talk to about the way I feel? MW • How can I disagree without being disagreeable? RR Anti-bullying AB34 • How are falling out and bullying different? CF • How do people use power when they bully others? RR • What are the key characteristics of different types of bullying? RR • How can lack of respect and empathy towards others lead to bullying? RR • What is the difference between direct and indirect forms of	Working Together WT34 • What am I good at and what are others good at? • What new skills would I like or need to develop? • How well can I listen to other people? RR • How do I ask open questions? RR • How can I share my views and opinions effectively? RR • How can different people contribute to a group task? • How can I persevere and overcome obstacles to my learning? CF • How can I work well in a group? CF • What is useful evaluation? • How do I give constructive feedback and receive it from others? RR Financial Capability FC34 • What different ways are there to earn and spend money? • What do saving, spending and budgeting mean to me? • How can I decide what to spend my money on and choose the best way to pay? • What might my family have to spend money on? • What is 'value for money'? • How do my feelings about money change? • How do my choices affect my family, the community, the world and me?	Managing Safety and Risk MSR34 • How do I feel in risky situations and how might my body react? MW • Can I make decisions in risky situations and might my friends affect these decisions? • When might I meet adults I don't know & how can I respond safely? BS • What actions could I take in an emergency or accident and how can I call the emergency services? BFA • What are the benefits of using the roads and being near water and how can I reduce the risks? MW • How is fire risky and how can I reduce the risks? • How do I keep myself safe during activities and visits? • How can I stop accidents happening at home and when I'm out? Managing Change MC34 • What changes have I and my peers already experienced and what might happen in the future? • What helps me when I'm experiencing strong emotions due to loss or change? MW • What strategies help me to thrive when my friendships change? MW • How might I behave when I feel strong emotions linked to loss and change? MW	Digital Lifestyles • How might my use of technology change as I get older, and how can I make healthier and safer decisions? OR • How does my own and others' online identity affect my decisions about communicating online? OR • How might people with similar likes & interests get together online? OR • Can I explain the difference between "liking" and "trusting" someone online? OR • What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? OR • When looking at online content, what is the difference between opinions, beliefs and facts? OR • Why is it important to ration the time we spend using technology and/or online? ISH • How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? ISH • Why are social media, some computer games, online gaming and	Relationships & Sex Education RS4 • What are the main stages of the human life cycle? Science • How did I begin? Sex Education • What does it mean to be 'grown up'? CAB • What am I responsible for now and how will this change? CAB • How do different caring, stable, adult relationships create a secure environment for children to grow up? FP Drug Education (DE 3/4) • What medical & legal drugs do I know about, and what are their effects? DAT • Who uses and misuses legal drugs? DAT • Why do some people need medicine and who prescribes it? DAT • What are immunisations and have I had any? HP • What are the safety rules for storing medicine and other risky substances? DAT • What should I do if I find something risky, like a syringe? DAT • What do I understand about how friends and the media persuade and influence me? CF
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		bullying? RR • What are bystanders and followers and how might they feel? MW • Do I understand that bullying might affect how people feel for a long time? MW • How can I support people I know who are being bullied by being assertive? RR • • How does my school prevent bullying and support people involved? RR		• How might people feel when loved ones or pets die, or they are separated from them for other reasons? • What changes might people welcome and how can they plan for these?	TV/films age restricted and how does • peer influence play a part in my decision making? ISH	
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