

HT1	HT2	HT3	HT4	HT5	HT6
<b>Literacy</b>					
<p><u>Shrek</u> Character description Setting description Features of fairy tales Writing dialogue Innovating a fairy tale using creativity Produce an independent final draft of an innovated fairy tale.</p> <p><u>Charlie and the Chocolate Factory</u> Rhetorical questions used to persuade Fact and opinions Features of persuasive advertisements 2AD sentences to describe own chocolate bars Produce an independent advert too describe and persuade customers to buy a fictional sweet.</p> <p><u>Grammar</u> Expanded noun phrases Prepositions Dialogue punctuation Possessive apostrophes</p> <p><u>Spelling</u> 'I' sound spelt Y 'U' sound spelt ou Prefixes, un, in, mis, dis. Adding suffixes with stressed and unstressed syllables.</p> <p><u>Comprehension skills</u> Continuous throughout half term</p>	<p><u>Breakfast Club Adventures</u> Mystery creature description Short sentences Effects on the body to create suspense Setting Description of a forest - use of senses. To write a suspenseful chapter.</p> <p><u>Grammar</u> Expanded noun phrases Prepositions Conjunctions</p> <p><u>Spelling</u> Prefixes and suffixes</p> <p><u>Comprehension skills</u> Continuous throughout half term</p>	<p><u>QUEST by Aaron Becker</u> Inspired by the film 'Moana'. Setting description Using similes to compare animals and their behaviours Creating underwater alliteration poetry Using fronted adverbials and expanded noun phrases to describe scenes from the picture book 'QUEST.'</p> <p><u>Winter Olympics</u> Explanation text Researching and note taking about the sports included in 2022. Athlete profiles</p> <p><u>Grammar</u> Determiners Subordinating conjunctions Prepositional phrases Fronted adverbials Synonyms and Antonyms Personal Pronouns Subject, noun and verb identification in sentences Apostrophes for possession and contraction</p> <p><u>Spelling</u> Prefixes and suffixes</p> <p><u>Comprehension skills</u> Continuous throughout half term</p>	<p><u>The Person Controller</u> Hook activity – To create their own magical controller which will be described in more detail along with its powers during the hot write report at the end of the unit.</p> <p>Setting descriptions Dialogue - Character conversations Narrative</p> <p><u>Grammar</u> Dialogue punctuation Similes BOYS sentences Onomatopoeia Fronted adverbial openers Subordinate and main clauses</p> <p><u>Spelling</u> Suffixes</p> <p><u>Comprehension skills</u> Continuous throughout half term</p>	<p><u>The Iron Man by Ted Hughes</u> Letter writing based on the Iron Man Formal language Letters of apology Features of letter writing</p> <p><u>Grammar</u> Onomatopoeia Exclamation Marks Adverbs Alan Peat's double -ly sentences Fronted adverbials</p> <p><u>Spelling</u> Suffixes</p> <p><u>Comprehension skills</u> Continuous throughout half term</p>	<p><u>How to Train Your Dragon</u> Non-Chronological Reports Setting Descriptions Dragon description Diary Entry Direct Dialogues To write a non-chronological report to describe their own dragon.</p> <p><u>Titanic / When My Ship Came In</u> Convert the past simple to the past progressive and write a letter Rhetorical question Persuasive writing - Create and write a brochure to persuade the reader to book a holiday on a modern day cruise. Grammar focus: Verb inflections, apostrophes and pronouns</p>

Numeracy					
<p><b>Place Value</b> count in multiples of 6, 7, 9, 25 and 1000</p> <p>find 1000 more or less than a given number</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Teamwork when playing place value dice games.</p> <p>Order and compare numbers beyond 1000 - Solve fly with it challenges using resilience.</p> <p>round any number to the nearest 10, 100 or 1000</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>To count backwards through zero to include negative numbers.</p> <p><b>Addition and Subtraction</b></p> <p>Add and subtract numbers with up to 4 digits using the efficient written methods of columnar addition and subtraction where appropriate</p> <p>Estimate and use inverse operations to check answers to a calculation. Solve problems in context around addition and subtraction, deciding which operations and methods to use and why.</p>	<p><b>Multiplication and Division</b></p> <p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Recall multiplication and division facts up to 12 x 12.</p> <p>Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written method.</p> <p>Multiply whole numbers by 10 and 100.</p> <p>To 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 units, tenths and hundredths.</p> <p>Solve problems involving all four operations and in the context of money and measures.</p> <p>To round decimals with one decimal place to the nearest whole number.</p> <p>To compare numbers with the same number of decimal places up to two decimal places.</p> <p><b>Length and Perimeter</b></p> <p>To find the perimeter of rectilinear shapes.</p>	<p><b>Multiplication and Division</b></p> <p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Recall multiplication and division facts up to 12 x 12.</p> <p>Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written method.</p> <p>Multiply whole numbers by 10 and 100.</p> <p>To 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 units, tenths and hundredths. Independence and Resilience.</p> <p>Solve problems involving all four operations and in the context of money and measures.</p> <p>To round decimals with one decimal place to the nearest whole number.</p> <p>To compare numbers with the same number of decimal places up to two decimal places.</p>	<p><b>Fractions and Decimals</b></p> <p>To recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>To recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math>.</p> <p>Round decimals with one decimal place to the nearest whole number.</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> <p>Count up and down in tenths and hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.</p> <p>To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>To identify, name and write equivalent fractions of a given fraction, including tenths and hundredths.</p> <p>To add and subtract fractions with the same denominator.</p> <p>Solve Problems, Independence and Resilience.</p>	<p><b>Decimals and Money</b></p> <p>Measures and money problems involving all 4 operations</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Converting pounds and pence</p> <p>Comparing and ordering amounts of money</p> <p>Solve problems involving converting different units of measure</p> <p>add and subtract numbers with up to 4 digits using the efficient written methods of columnar addition and subtraction where appropriate</p> <p>Count up and down in tenths and hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.</p> <p>To recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math>.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p><b>Area</b></p> <p>To count squares and use multiplication to find the area.</p>	<p><b>Time</b></p> <p>To read, write and convert analogue and digital time.</p> <p>Read, write and convert time between analogue and digital 12 and 24-hour clocks</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p><b>Geometry</b></p> <p>Co-ordinates in the first quadrant.</p> <p>Translation</p> <p>Plotting co-ordinates and drawing polygons</p> <p>Roman Numerals</p> <p>Measures, money problems and investigations involving all 4 operations</p> <p><b>Symmetry and angles.</b></p> <p>Solving problems involving money using all four operations.</p> <p>Add and subtract numbers with up to 4 digits using the efficient written methods of columnar addition and subtraction where appropriate</p> <p>Round any number to the nearest 10, 100 or 1000</p>

Science					
<b>Animals including Humans</b>	<b>Living things and habitats</b>	<b>Electricity</b>	<b>States of Matter</b> <b>Solids, liquids and gases</b>	<b>States of Matter</b> <b>Solids, liquids and gases</b>	<b>Sound</b>
<p><u>Can you label the basic parts of a human digestive system?</u> Label the parts and take part in an experiment looking at how food travels from the stomach through the intestines.</p> <p><u>What are the simple functions of the basic parts of the digestive system?</u> Create a comic strip based on food eaten that day. Where will it travel? How long will it take? Describe the function of each part of the digestive system.</p> <p><u>Can you identify and label the different types of teeth in a human?</u> Use plasticine to make a mouth and label each tooth type. Try to look carefully at the shape they are in our mouths.</p> <p><u>Can you identify and label the different types of teeth in a human and describe their function?</u> Label the teeth and match their job to each one. Discuss why each one is useful for a human. Conduct an egg experiment to look at the effect certain liquids have on our teeth. Promote a healthy lifestyle and daily brushing.</p> <p><u>How to teeth differ for carnivores and herbivores?</u> Research two animals with different diets. Look at their types of teeth and explain why they have them. How does this help with their food intake?</p>	<p><u>Do humans have a negative or positive effect on the local environment?</u> Explore the school grounds to find positive and negative human impact on living things and their habitat.</p> <p>Create a poster to demonstrate findings.</p> <p><u>What is a vertebrate and how could they be grouped?</u> Identify and sort animals into six different groups, e.g. mammals, amphibians.</p> <p><u>What is a classification key and why is it useful to scientists?</u> Use a classification key to organise plants and animals based on their features.</p> <p><u>Does a food chain always start with a plant?</u> Learn the terms, producers, consumers and predators. Build food chains and discuss herbivores and carnivores. Understand that all food chains start with a plant because they can produce their own food.</p>	<p><u>Can you identify common appliances that run on electricity and the dangers surrounding electricity?</u> Health and Safety Classification of electrical and non-electrical appliance and main and battery powered items from around the home and in the classroom.</p> <p><u>Can you construct a simple series electrical circuit, identifying and naming its basic parts, including cell, wires, bulbs, switches and buzzers?</u> Teamwork Make circuits practically.</p> <p><u>Can you 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?</u> Independence Predict and make the circuits. Use the vocabulary complete and incomplete circuits.</p> <p><u>How do you know that a switch opens and closes a circuit and can you associate this with whether or not a lamp lights in a simple series circuit?</u> Make your own switch to test how it works in a complete circuit.</p> <p><u>Can you recognise some common conductors and insulators, and associate metals with being good conductors?</u> Solve problems. Predict and test different materials. Conclude which materials make good conductors and insulators.</p> <p>I can convert between different units of measure (e.g. kilometre to metre; hour to minute)</p>	<p><u>Can you compare and group materials together, according to whether they are solids, liquids or gases.</u> Explain why you have classified different items in different ways and sort on a venn diagram. Communication</p> <p><u>Through observation, can you describe how materials change state when they are heated or cooled?</u> Melting chocolate, freezing water, looking at steam from a kettle and condensation over a bowl of boiling water. Use these investigations to see the four processes and describe how they change from one state to another.</p> <p><u>Using research, what is the temperature at which changes happen in degrees Celsius (°C).</u> Safety Use chrome books to find the temperature that change of state occurs.</p> <p><u>Can you explain the part played by evaporation and condensation in the water cycle?</u> Make your very own water cycle in a bag. Label the parts of the water cycle and explain how it works.</p>	<p><u>Can you compare and group materials together, according to whether they are solids, liquids or gases.</u> Explain why you have classified different items in different ways and sort on a venn diagram. Communication</p> <p><u>Through observation, can you describe how materials change state when they are heated or cooled?</u> Melting chocolate, freezing water, looking at steam from a kettle and condensation over a bowl of boiling water. Use these investigations to see the four processes and describe how they change from one state to another.</p> <p><u>Using research, what is the temperature at which changes happen in degrees Celsius (°C).</u> Safety Use chrome books to find the temperature that change of state occurs.</p> <p><u>Can you explain the part played by evaporation and condensation in the water cycle?</u> Make your very own water cycle in a bag. Label the parts of the water cycle and explain how it works.</p>	<p><u>How are sounds made?</u> Use teamwork to conduct 4 experiments to show sound using tuning forks, water, elastic bands and rulers. Explore the relationship between the volume of a sound and the strength of the vibrations that produced it.</p> <p><u>Can sound travel through solids, liquids and gases?</u> Explore sound travelling through different mediums in the outdoors, e.g. string telephones. Discuss a concept cartoon of speakers being underwater at the beach.</p> <p><u>Does a shorter instrument make a higher pitched sound?</u> Use the boomwhackers and glockenspiels to explore the question. Can you prove if it is true or false?</p> <p><u>Which materials help reduce the volume of a sound?</u> Children will plan a test to find out which material helps muffle the sound. Which material would be good to use for ear defenders at a festival? Use the same sound on an I-Pad, wrap it in a material and measure the volume using a decimal reader APP.</p> <p><u>Does the sound get fainter, the further away you get?</u> The teacher will play a musical instrument and the children will use a data logger app to measure the decibels of the sound. They will take measurements and evaluate their findings.</p>

Topic including Geography, History, Art & Design and Technology					
<p><b>Art</b>  <b>Banksy</b>  <b>Textiles and Collage</b>  Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Pattern, line, texture, colour, shape, turn, textiles, decoration.</p> <p><b>Geography</b>  <b>Q1 – Where in the world is Norway?</b>  Mark the equator, Tropic of Cancer, Tropic of Capricorn, Norway and UK on the World Map.</p> <p>Using a map of Europe, locate Norway, England and 6 other countries in the continent of Europe. Once located, research to find their capital cities.</p> <p><b>Q2 – What are the physical features and physical processes of Norway?</b>  Research and find out about the highest mountain, Galdhoppigen and the largest glacier, Jostedalbreen.</p> <p>Draw a diagram of one / both of the above and annotate.</p> <p><b>Q3 – What are the human features and human processes of Norway?</b>  What do Norwegians do that makes them eco-friendly?</p> <p>Create a poster to present 3-4 main things they do to help the planet. Draw a picture and explain what they do and how it helps to make a difference.</p> <p><b>CHALLENGE - Make links to the glaciers and the earth's temperature rising. How might this affect tourism in Norway?</b></p> <p><b>Q4 – Who lives in Norway?</b>  Create a fascinating facts piece of work about a famous person of Norway?  Research and present on the royal family or they may like to do Roald Dahl or a Viking.</p> <p><a href="https://www.lifeinnorway.net/famous-norwegians/">https://www.lifeinnorway.net/famous-norwegians/</a> - this includes some more.</p>		<p><b>History</b>  <b>Who were the Anglo-Saxons and why did they invade Britain?</b>  Mark Denmark, Germany and The Netherlands on a map and plot their journey across the North Sea to Britain.  Discover when the Anglo-Saxons arrived and why it was thought that they made left their homelands.</p> <p><b>What was the daily life of an Anglo Saxon child like and how does this compare to a Stone Age child?</b></p> <p>Read text to discover what life was like as an Anglo Saxon child and compare this to a Stone Age child (Year 3 comparison). Write an overview of how children lived in each period of history and share preferences.</p> <p><b>How did the Anglo-Saxon invasion affect the language we use in Britain today?</b></p> <p>Read to understand about place names, days of the week and the Anglo Saxon alphabet. Find and locate place names today with endings used in the Anglo Saxon period. Write messages and decode sentences written in runes.</p> <p><b>What was the legacy of the Anglo-Saxons in Britain? (impact on art, culture &amp; beliefs, inc. Christian)</b></p> <p>Match Anglo Saxon kingdoms to place names today and find which kingdoms they would be located.</p> <p>Write a travel agent advert for Lindisfarne and consider fascinating facts, legacy, the history behind it and things to do and see if visited today.</p> <p><b>Design and Technology</b>  <b>Night Lights</b>  Evaluate and look at existing night lights.  Design own night light.  Make own night light.  Evaluate how my night light worked.</p>	<p><b>Design and Technology</b>  <b>Levers and Linkages</b>  Evaluate books that use levers and linkages.  Make a variety of levers and linkages.  Use levers and linkages to make an Easter card with a moving Easter bunny.</p> <p><b>Art</b>  <b>Georgie O'Keeffe</b>  <b>Painting, Pastels and Sketching</b>  Using landscape work inspired by Georgie O'Keeffe, create own 'Yorkshire landscape' inspired by the Ingleborough mountain.  Sketch a version, pastel and paint a version then evaluate preferences.</p> <p><b>Geography</b>  <b>Q1 – Where in the world is Hawaii?</b>  Mark the equator, Tropic of Cancer, Tropic of Capricorn, Hawaii and UK on the World Map.</p> <p>Using a map of Europe, locate Hawaii, England and 6 other countries in the continent of Europe. Once located, research to find their capital cities.</p> <p><b>Q2 – What are the physical features and physical processes of Hawaii?</b>  Research and find out about the volcanoes in Hawaii.</p> <p>Draw a diagram of one and annotate with key facts.</p> <p><b>Q3 – What are the human features and human processes of Hawaii?</b>  Look at agriculture in Hawaii and why it is important. 40% of the land is farm land.</p> <p>Create a poster to present the importance of farming in Hawaii. Research key facts and think about crops, farmers markets and animals.</p> <p><b>Q4 – Who lives in Hawaii?</b>  The population of Hawaii includes people from a wide range of countries. Locate and label the countries and highlight that people from these countries now live in Hawaii. Make links to Norway by locating this on the map and researching where</p>	<p><b>Art</b>  <b>Georgie O'Keeffe</b>  <b>Painting, Pastels and Sketching</b>  Using flower work inspired by Georgie O'Keeffe, create own flower design inspired by flowers in our local environment.  Take close up pictures in the local environment and use these to inspire own flower designs.  Practise with paint colour mixing, especially the addition of white and black to make different shades.  Sketch a version and paint a version then evaluate preferences.</p>	<p><b>History</b>  <b>How did the Vikings try to take over the country and how close did they get?</b>  Living graph - Pupils put event card strips in chronological order. They then consider if each event in turn was a high or low for the Vikings by moving it up or down the vertical axis of graph.  They thereby create a shape which they compare with other groups'.</p> <p><b>What can we learn about the Viking and Anglo-Saxon period from York?</b>  Pupils are given list of place name endings and 2 maps to investigate (York and Lincolnshire).  They then look for broader patterns of settlement. Where in Britain, when, what sorts of places?</p> <p><b>How have recent excavations changed our view of the Vikings?</b>  Pupils have a range of images posted around the room as if an art gallery with easier images at one end and harder at other. Working in pairs pupils visit each working out what the clues tells us about the Vikings</p> <p><b>Does Alfred deserve to be known as 'The Great'?</b>  Children to research about Alfred The Great and make a fact-file. Generate questions that we might want to find out, e.g. when did he become King?</p> <p>Speaking and listening task - After fact-finding from secondary sources, the children will conduct a 'head to head' debate where they decide if he did deserve to be given the title or not, backing up their ideas with evidence.</p>

<p>Research and present it to the class.          Chrome books PowerPoint?          Choose as a pair/three how to present.          Written facts, PowerPoint, presentation to the class.</p> <p>Focus on clear speaking and listening.</p>			<p>the people of Norway have come from over the years.</p> <p><u>Q5. How are Hawaii and Norway different?</u> Complete a venn diagram to show similarities and differences between Norway and Hawaii.</p>		
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**Computing**

	<p><u>Purple Mash and Excel Spreadsheets</u>          Children can create a table of data on a spreadsheet.          Children can use a spreadsheet program to automatically create charts and graphs from data.          Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations. Children can use the 'spin' tool to count through times tables.          Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations. Children can use the 'spin' tool to count through times tables.          Children can input addition, subtraction, multiplication and division formulae into an Excel spreadsheet to create times tables and mathematical sums.          Used a menu to add amounts of money and used formulae to check costings of PE kit.</p> <p><u>Purple Mash 2Logo</u>          Children know what the common instructions are in 2Logo and how to type them.          Children can follow simple 2Logo instructions to create shapes on paper and in 2Logo.          Children can create 2Logo instructions to draw patterns of increasing complexity.          Children can follow 2Logo code to predict the outcome.          Children can create shapes using the Repeat command.          Children can find the most efficient way to draw shapes.</p>	<p><u>Online Safety</u>          E-safety – how to communicate online          How to avoid being a cyberbully          Dealing with cyberbullies          Sharing information online          Online searches – checking sources          Keeping passwords safe</p> <p><u>Effective Searching</u>          Children can structure search queries to locate specific information.          Children have used search to answer a series of questions.          Children can analyse the contents of a web page for clues about the credibility of the information.</p>			<p><u>Purple Mash Coding</u>          To review coding vocabulary and knowledge.          To create a simple computer program.          To begin to understand selection in computer programming.          To understand how an IF statement works          To understand how to use coordinates in computer programming.          To understand how an IF statement works.          To understand the Repeat until command.          To begin to understand selection in computer programming.          To understand how an IF/ELSE statement works          To understand what a variable is in programming and use it.          To create a playable game.</p>
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RE					
<p><b>How are important events remembered in ceremonies?</b></p> <p><u>Key vocabulary</u></p> <p>Freedom</p> <p>Oppression</p> <p>Interpretation</p> <p>Celebration</p> <p>Shared values</p> <p>Remembrance</p> <p>Reflection</p> <p>Describe the different festivals, making links between them.</p> <p>Explain and give reasons for the celebration of each festival.</p> <p>Pupils to collage an image from the festivities and put key words or sentences into it explaining the importance of light at Diwali using creativity.</p> <p>Express ideas and opinions about what light represents.</p>	<p><b>What Faiths are shared in our country?</b></p> <p><u>Key vocabulary</u></p> <p>Church</p> <p>Mosque</p> <p>Gurdwara</p> <p>Synagogue</p> <p>Community</p> <p>Faith</p> <p>Belief</p> <p>Believer</p> <p>Explore and describe ways beliefs and values are expressed in different religions through symbols and actions</p> <p>Give examples of ways in which people show they belong</p> <p>Explain why belonging to a community may be valuable but also challenging</p>			<p><b>How do the pillars guide Muslims in life?</b></p> <p><u>Key Vocabulary</u></p> <p>Allah</p> <p>Prophet Muhammad</p> <p>Qur'an</p> <p>Sawm</p> <p>Ramadhan</p> <p>Hajj</p> <p>Mecca/Makka</p> <p>Describe and explain key teachings of Islam and the different ways these are interpreted by believers;</p> <p>Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers;</p> <p>Explain how the pilgrimage of Hajj can affect a Muslims life.</p>	

PSHE			
<p><u>Democracy</u></p> <p>Understand that Britain is a democratic society, what this means and the advantages/disadvantages</p> <p><u>School council manifestos /pledges and an in-class vote.</u></p> <p>Know that there are different political parties who differ in their views understand that people have opportunities to influence decisions by voting in elections.</p> <p>Know how laws are made and the importance of following them understand the contribution and influence that individuals and organisations can have on social and environmental change</p>	<p><u>Physical Health &amp; Wellbeing</u></p> <p><u>What is important to me?</u></p> <p>Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons).</p> <p>Pupils can explain why a person may avoid certain foods</p> <p>Are able to communicate their own personal food needs</p> <p>Understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons</p> <p>Pupils learn about other factors that contribute to people's food choices (such as ethical, farming, fair trade and seasonality).</p> <p>Pupils can identify factors that might influence people's choices about the food they buy (for example, ethical farming, fair trade, seasonality)</p>	<p><u>Keeping safe and managing risk:</u></p> <p>Playing safe</p> <p>Pupils learn:</p> <p>How to be safe in their computer gaming habits.</p> <p>Know about the age rating / classification system and understand why some games are not appropriate for children to play</p> <p>Can evaluate whether a computer game is suitable for them to play and explain why</p> <p>Are able to share opinions about computer games</p> <p>About keeping safe near roads, rail, water, building sites and around fireworks.</p> <p>Can identify and assess the level of risk of different activities in the local environment Recognise that in some situations there may pressure to behave in a way that doesn't feel safe</p> <p>Can identify some ways to respond to unhelpful pressure</p>	<p><u>Drugs</u></p> <p>Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them. (pupil voice and communication)</p> <p>Pupils can identify why a person may choose to use or not use a drug and can state some alternatives to using drugs.</p> <p>Pupils learn about the effects and risks of drinking alcohol. Pupils are to know that there are rules and laws in relation to alcohol consumption.</p> <p>Pupils learn about different patterns of behaviour that are related to drug use.</p> <p>Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use. Health and Safety.</p> <p>Pupils can explain what is meant by the terms 'habit and 'addiction.' They can identify behaviours related to drug use and know where they can go to for help of they're concerned about someone.</p>

<p>recognise that laws help to keep people safe</p> <p><b>Local Council</b></p> <p>Understand that the local council organises services under the guidance of the central government</p> <p>Recognise there are limited resources for the needs of the community</p> <p>Know that people may have different views about how council money should be spent</p>	<p>Are able to talk about their views and express their opinions on factors that affect food choice</p> <p>Understand that consumers may have different views on the food they eat and how it is produced and farmed</p> <p>Children learn the importance of sleep. Explain the importance of sleep for health and wellbeing</p> <p>Know what can help people relax and sleep well</p> <p>Recognise the impact that too much screen time can have on a person's health and wellbeing</p>		
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**Music**

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<p><b>Basketball</b>            To demonstrate accurate passing and dribbling techniques, whilst under pressure            To use ABC techniques to keep control of ball in a competitive situation            To learn concepts of attack and defence            To be aware of opponents- dodge defenders            To choose appropriate tactics to move the ball towards the opponent's basket            To communicate effectively with team mates and work as part of a team            To lead a team effectively</p> <p><b>Swimming:</b>            Beginners (Non-swimmers &amp; developing swimmers)</p> <p>Know how to choose and use skills for different swimming task (i.e. using arms to stay balanced; knowing how to push against the water to move in a particular direction; use legs in kicking action; hold their breath under water)            Improve control and co-ordination of their bodies in water            Swim up to 25m unaided co-ordinating stroke and breathing</p> <p>Developing &amp; confident swimmers</p> <ul style="list-style-type: none"> <li>Develop a range of strokes (front crawl, back crawl &amp; breaststroke)</li> <li>Swim without aids over longer distances</li> <li>Know how to float safely to minimise energy loss</li> <li>Swim up to 50m unaided co-ordinating stroke and breathing</li> </ul>	<p><b>Gymnastics:</b>            To identify and practise body shapes            To identify and practise symmetrical and asymmetrical body shapes            To construct sequences using balancing and linking movements            To use counter balances and incorporate them into a sequence of movements            To perform a canon and in unison            To perform sequences and evaluate their own and other's work</p> <p><b>Swimming:</b>            Beginners (Non-swimmers &amp; developing swimmers)</p> <p>Know how to choose and use skills for different swimming task (i.e. using arms to stay balanced; knowing how to push against the water to move in a particular direction; use legs in kicking action; hold their breath under water)            Improve control and co-ordination of their bodies in water            Swim up to 25m unaided co-ordinating stroke and breathing</p> <p>Developing &amp; confident swimmers</p> <ul style="list-style-type: none"> <li>Develop a range of strokes (front crawl, back crawl &amp; breaststroke)</li> <li>Swim without aids over longer distances</li> <li>Know how to float safely to minimise energy loss</li> <li>Swim up to 50m unaided co-ordinating stroke and breathing</li> </ul>	<p><b>Dodgeball</b>            For Y4 games - any hit below the waist counts as out            To use increased power when throwing, depending on distance needed {Play Submarine or Superhero Tag}            To throw at a target with improved accuracy more consistently {Play The Gauntlet}            To accurately use the space to support team mates in small sided games (with increased endurance) {Play Benchball or Secret Agent}            To choose and use tactics and strategies to attack and defend in small sided games            To identify and follow the rules of the game</p> <p><b>Swimming:</b>            Beginners (Non-swimmers &amp; developing swimmers)</p> <p>Know how to choose and use skills for different swimming task (i.e. using arms to stay balanced; knowing how to push against the water to move in a particular direction; use legs in kicking action; hold their breath under water)            Improve control and co-ordination of their bodies in water            Swim up to 25m unaided co-ordinating stroke and breathing</p> <p>Developing &amp; confident swimmers</p> <ul style="list-style-type: none"> <li>Develop a range of strokes (front crawl, back crawl &amp; breaststroke)</li> <li>Swim without aids over longer distances</li> <li>Know how to float safely to minimise energy loss</li> <li>Swim up to 50m unaided co-ordinating stroke and breathing</li> </ul>	<p><b>Cricket:</b>            To use hand-eye co-ordination to catch the ball consistently with one and two hands            To use ABCs (agility, balance &amp; co-ordination) to move into good positions to catch and field a ball well (and apply these skills in a game situation)            To bowl underarm accurately and with speed            To use hand-eye co-ordination to strike a moving ball with control and over varying distances            To begin to develop the role of keeping wicket            To choose appropriate tactics to cause trouble for the opposition            Communicate with team mates and work effectively as part of a team and lead a team effectively</p> <p><b>Tag Rugby</b>            To send and receive the ball while moving forward (passing backwards only)            To practice how to perform a 'tackle' by grabbing opponents tags (always returning tags at point of tackle)            To perform a range of actions (with increased speed) while maintaining possession of the ball            To increase the speed they 'play of the ball' to restart a game            To accurately use the space to support team mates (with increased endurance) in small sided games            To choose and use tactics and strategies to attack and defend in small sided games            To identify and follow the rules of the game</p>	<p><b>Hockey:-</b>            To use correct grip on hockey stick            To pass and stop a hockey ball with a partner            To further develop the ability to dribble the hockey ball in a controlled way            To begin to develop a push shot to score goals            To choose and use tactics and strategies to attack and defend in small sided games            To identify and follow the rules of the game</p> <p><b>Badminton</b>            To develop improved control of the equipment used to play badminton            To develop improved control of forehand and backhand strokes            To be able to accurately serve underarm over a target or net            To explore hitting the shuttle-cock using overhead stroke (smash/lob)            To build up a rally (x5+ shots) focusing on accuracy of stroke            To take part in opposed conditioned games using a variety of strokes</p>	<p><b>Rounders</b>            To use hand-eye co-ordination to catch the ball consistently with one and two hands            To use ABCs (agility, balance &amp; co-ordination) to move into good positions to catch and field a ball well (and apply these skills in a game situation)            To bowl underarm accurately and with speed            To use hand-eye co-ordination to strike a moving ball with control and over varying distances            To begin to develop the role of backstop            To choose appropriate tactics to cause trouble for the opposition            Communicate with team mates and work effectively as part of a team and lead a team effectively</p> <p><b>Outdoor Athletics</b>            To show accurate pace – run at a speed that is appropriate to the distance being run            To show improved hurdling technique, by improved stride patterns            To demonstrate good technique in relay events understanding the concept (handing over the baton accurately &amp; efficiently)            To demonstrate good throwing techniques by use of arm mobility, weight transfer and power (shot putt &amp; mini howler javelin)            To understand which jumping techniques are most effective for jumping greatest distance            To compete in competitions, utilising all skills learnt, recording scores, and improving PBs</p>