

## Curriculum Overview

Year: 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Title	How did the Romans make their mark in world history?		What were the wonders of the Ancient Egyptian temples, tombs and treasures?		Why does the world need rainforests?	
Geography						
Knowledge	<ul style="list-style-type: none"> <li>Europe (name and locate the countries of Europe and identify their main physical and human characteristics). (Roman history unit)</li> <li>UK links to wider world</li> <li></li> </ul>		River Nile – why did Ancient Egyptians live close to the river? How as the river used?		Rainforests- climate	
Skills	Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. (where the Romans came from- direction of travel)		Ask and answer geographical questions about the physical and human characteristics of a location		<p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	
Vocabulary						
History						
Knowledge	<ul style="list-style-type: none"> <li>Learn about new historical eras and plot these on a timeline of events- Greeks– Romans – Anglo-Saxons – Vikings</li> <li>Explore Roman artefacts and use these to learn about Roman clothing, roles in everyday lives, trade, medicine and slaves.</li> <li>Learn about Roman soldiers including what they wore, their weaponry, their roles and rules surrounding their positions.</li> <li>Learn about social hierarchy in Ancient Rome.</li> <li>Find out about Ancient Roman homes and where they lived. Compare these to the homes we have today.</li> </ul>		<ul style="list-style-type: none"> <li>Learn about where the Ancient Egyptians fall on a timeline of events in Ancient history. Discuss chronology.</li> <li>Learn about what the Ancient Egyptians wore.</li> <li>Learn about Hieroglyphics and what the different symbols would mean today.</li> <li>Find out about the Pyramids. Why did they choose the pyramids? Why were they built? How were they built? Theories about them.</li> <li>Learn about different Egyptian Pharaohs with a particular focus on Tutankhamun.</li> <li>Find out about mummification and how the Ancient Egyptians mummified bodies. How has this helped us to learn more about the Egyptians today?</li> </ul>		<p style="text-align: center;">Geography focus term</p> <p style="text-align: center;">Local history focus</p> <p>Learn about the history of people behind our four school houses-Bolingbroke, Gooch, Goddard and Brunel.</p>	

	<ul style="list-style-type: none"> <li>Learn about the similarities and differences between citizens and non-citizens and how homes reflect social standing within Ancient Rome.</li> <li>Learn about Ancient Roman Gods and Goddesses and why they were worshipped.</li> <li>Learn about what the most important factor was in the fall of the Roman Empire.</li> </ul> <p>Black History- Bob Marley</p> <p>Learn about who Bob Marley was (song-writer who used his music to spread the message of unity) and why he was important and influential to black history.</p>	<ul style="list-style-type: none"> <li>Learn about Canopic jars-what were they used for and why?</li> <li>Learn about Howard Carter-who was he and why was he so important to what we now know about the Egyptians?</li> </ul>	
Skills	<ul style="list-style-type: none"> <li>I can use historical evidence to ask questions about the past.</li> <li>I can use historical evidence to find answers to questions about the past.</li> <li>I can use more than one source of evidence to help me to find out about the past more accurately.</li> <li>I can describe different accounts of a historical event.</li> <li>I can explain why people's accounts of historical events may be different.</li> <li>I can give an overview of life in Britain from ancient until medieval times.</li> <li>I can describe the social differences of the past.</li> <li>I can describe the ethnic differences of the past.</li> <li>I can describe the cultural differences of the past.</li> <li>I can describe the religious differences of the past.</li> <li>I can describe different features of the past.</li> <li>I can describe people's beliefs in the past.</li> <li>I can describe people's attitudes in the past.</li> <li>I can understand how things can change over a period of time.</li> <li>I can show changes in history by placing evidence on a time line.</li> <li>I can use historical vocabulary in my learning including words such as: dates, time, period, era, change and chronology.</li> <li>I can use literacy, numeracy and computing skills to show what I know about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can use historical evidence to ask questions about the past.</li> <li>I can use historical evidence to find answers to questions about the past.</li> <li>I can use more than one source of evidence to help me to find out about the past more accurately.</li> <li>I can describe different accounts of a historical event.</li> <li>I can explain why people's accounts of historical events may be different.</li> <li>I can give an overview of life in Britain from ancient until medieval times.</li> <li>I can describe the social differences of the past.</li> <li>I can describe the ethnic differences of the past.</li> <li>I can describe the cultural differences of the past.</li> <li>I can describe the religious differences of the past.</li> <li>I can describe different features of the past.</li> <li>I can describe people's beliefs in the past.</li> <li>I can describe people's attitudes in the past.</li> <li>I can show changes in history by placing evidence on a time line.</li> <li>I can use historical vocabulary in my learning including words such as: dates, time, period, era, change and chronology.</li> <li>I can use literacy, numeracy and computing skills to show what I know about the past.</li> </ul>	I can study an area of local history.
Vocabulary	Roman, artefact, weaponry, hierarchy, citizens, similarities, differences, Gods, Goddesses, empire, evidence, account, accuracy, social, ethical, cultural, religious, change, era, dates, period, chronology	Egyptian, hieroglyphic, pyramid, pharaoh, , evidence, account, accuracy, social, ethical, cultural, religious, change, era, dates, period, chronology	Local, Bolingbroke, Gooch, Brunel, Goddard

MFL

MFL						
Knowledge	7 – On y va *travel/holidays *days of the week *simple weather	8 – l’argent de poche *hobbies/interests *money *numbers to 30	9 – Raconte-moi une histoire *classroom instructions *fairy tales *numbers to 90	10 – Vive le sport *sports/hobbies *food *healthy lifestyles	11 – le carnaval des animaux *animals *descriptions *telling the time	12 – Quel temps fait-il? *weather *dates of year *items of clothing
Skills	<p>! Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>! Explore patterns and sounds of language and link the spelling, sound and meaning of words.</p> <p>! Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>! Appreciate stories, songs, poems and rhymes in the language.</p> <p>! Read carefully</p>	<p>! Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>! Explore patterns and sounds of language, and link the spelling, sound and meaning of words.</p> <p>! Engage in conversations, ask and answer questions, and express opinions and respond to those of others.</p> <p>! Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>! Present ideas and information orally to a range of audiences.</p> <p>! Read carefully and show understanding of words, phrases and simple writing.</p>	<p>! Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>! Explore patterns and sounds of language, and link the spelling, sound and meaning of words.</p> <p>! Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>! Appreciate stories, songs, poems and rhymes in the language.</p> <p>! Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms.</p> <p>! Read carefully and show understanding of words, phrases and simple writing.</p>	<p>! Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>! Explore patterns and sounds of language, and link the spelling, sound and meaning of words.</p> <p>! Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>! Understand basic grammar appropriate to the language being studied.</p> <p>! Present ideas and information orally.</p> <p>! Read carefully and show understanding of words, phrases and simple writing.</p>	<p>! Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>! Explore the patterns and sounds of language through songs and rhymes.</p> <p>! Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>! Appreciate stories, songs, poems and rhymes in French.</p> <p>! Broaden their vocabulary and develop their ability to understand new words.</p> <p>! Describe people, places, things and actions orally and in writing.</p> <p>! Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>! Present ideas and information orally.</p>	<p>! Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>! Explore patterns and sounds of language, and link the spelling, sound and meaning of words.</p> <p>! Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>! Appreciate stories, songs, poems and rhymes in the language.</p> <p>! Read carefully and show understanding of words, phrases and simple writing.</p> <p>! Engage in conversations; ask and answer questions.</p>

Vocabulary	Je vais à l'école. à pied en voiture en vélo en bus en train Où vas-tu? Je vais ... en Belgique en France Il fait chaud. Il fait froid. Il fait beau. Il fait mauvais. Il fait du soleil. Il fait du vent. Il pleut. lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche et	I go/I'm going to school on foot by car by bike by bus by train Where are you going? I'm going ... to Belgium to France It's hot. It's cold. It's fine weather. It's bad weather. It's sunny. It's windy. It's raining. Monday, Tuesday, Wednesday, Thursday, Saturday, Sunday and	J'adore ... Je déteste ... ça 21-30: vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente C'est combien? un euro C'est super/magnifique/ fantastique. J'ai Je n'ai pas de ...	I love ... I hate ... that 21-30: twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty How much is it? one euro It's great/magnificent/ fantastic. I have I don't have ...	Regardez. Répétez. Écoutez. 40-90: quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent Il/Elle est ... grand(e) petit(e) vrai, faux	Look Repeat. Listen. 40-90: forty, fifty, sixty, seventy, eighty, ninety, a hundred He/She is ... big small true, false	Qu'est-ce que tu fais (lundi)? Je joue au tennis/basket. Je joue au cricket. Je fais du vélo. Je fais du skate. Je fais de la danse/natation. zéro boire manger le jus d'orange le yaourt le poisson une pomme les carottes (f. pl.) le chocolat le coca les pommes frites (f. pl.) les bonbons (m. pl.) Oui, c'est bon pour la santé. Non, c'est mauvais pour la santé.	What are you doing/doing do (on Monday(s))? I play tennis/basketball. I play cricket. I ride my bike/go cycling. I go skateboarding. I dance/swim. zero to drink to eat orange juice yogurt fish an apple carrots chocolate cola chips sweets Yes, it's good for your health. No, it's bad for your health.	Où habites-tu? J'habite dans ... je suis petit(e) grand(e) lent(e) rapide fort(e) faible féroce timide Quelle heure est-il? une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures Il est midi. Il est minuit.	Where do you live? I live in ... I am small big slow fast strong weak fierce shy What time is it? one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock, eight o'clock, nine o'clock, ten o'clock It's midday It's midnight.	Il neige. Il gèle. Quand ... il te faut Il fait ... degrés ... moins. lundi, le 5 juin, etc. le 5 juin, etc. <b>Additional flashcards</b> un manteau un chapeau un parapluie une écharpe des gants (m. pl.) des bottes (f. pl.) des lunettes de soleil (f. pl.) It's snowing. It's freezing/cry When ... you need ... it's ... degrees minus Monday 5th June, etc. the 5th June, etc. a coat a hat a scarf a scarf gloves boots sunglasses
	Art										

Knowledge	<b>Drawing</b>	<b>Painting</b>	<b>Printing</b>	<b>Sculpture</b>	<b>Textiles</b>	<b>Collage</b>
	<ul style="list-style-type: none"> <li>Focus: Pablo Picasso</li> <li>Using white paper as light in picture</li> <li>Understand the hardness of graded pencils</li> <li>Use a range of different media (pencils, pastels, charcoal, ink and crayons)</li> <li>How to use tone for colour</li> <li>Explore lines and shadows using graded pencils</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Georgia O'Keeffe</li> <li>Compare different types of paint and purpose (eg water colour, poster paint, acrylic)</li> <li>Understand when to use different brush sizes</li> <li>Understand and use art vocabulary (landscape, portrait, foreground, background)</li> <li>Explore colour and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Roy Lichtenstein</li> <li>Understand and use art vocabulary (positive image, negative image, pop art, pointillism)</li> <li>Understand how to build prints using over printing</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Toshiko Takaezu</li> <li>Evaluate different types of clay</li> <li>Tessellating patterns</li> <li>Recycling materials</li> <li>Egyptian Canopic jars</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Tie dye</li> <li>Explore different ways of tie dyeing material</li> <li>Experiment with a range of different stitches (running, cross)</li> <li>Understand different ways of joining materials together</li> <li>Use embellishments to enhance their design</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Henry Matisse</li> <li>Design aesthetics</li> <li>Using a computer to produce a digital collage</li> <li>Simple cut, copy, crop and paste operations on a computer</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Quick sketching techniques</li> <li>Use a range of different media (pencils, pastels, charcoal, ink and crayons)</li> <li>Use graded pencils for different lines and shadows</li> <li>Use soft pencils and coloured pencils to tone colour</li> <li>Create textures using a range of different marks</li> </ul>	<ul style="list-style-type: none"> <li>Using water colours with speed and accuracy</li> <li>Produce a watercolour background wash</li> <li>Begin to merge background colour</li> <li>Use different tools for thick paints such as spatulas and cardboard</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Using rollers to create positive and negative images</li> <li>Begin to select the correct paint and materials for printing</li> <li>Block printing</li> <li>Resist printing</li> <li>Using layers to build colour</li> <li>Over printing</li> <li>Pointillism</li> </ul>	<ul style="list-style-type: none"> <li>Use cutting tools safely and accurately</li> <li>Be able to develop height in clay work</li> <li>Be able to recycle clay</li> <li>Removing air from a clay ball</li> <li>Use cross hatching and slip to produce long lasting joins</li> <li>Plan, design, make and adapt models</li> </ul>	<ul style="list-style-type: none"> <li>Join 2 pieces of fabric using a stitching technique</li> <li>Experiment with a range of different stitches (running, cross)</li> <li>Develop skills on stitching, cutting and joining</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Create a collage on a computer</li> <li>Select materials with purpose</li> <li>Carefully cut or tear shapes</li> <li>Sort materials based on qualities (eg cold, warm, shiny)</li> </ul>

	<ul style="list-style-type: none"> <li>Design, make, evaluate</li> </ul>		<ul style="list-style-type: none"> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of shape, space and form</li> <li>Design, make, evaluate</li> </ul>		<ul style="list-style-type: none"> <li>Cut, copy, crop and paste on a computer</li> <li>Select and use adhesive</li> <li>Design, make, evaluate</li> </ul>
Vocabulary	Impressionism, tone, hardness, line, sketching, colour	Landscape, portrait, foreground, background, stain, merge, thick,	Positive image, negative image, pop art, block printing, repeated patterns, layers, over printing, pattern, colour, print making, pointillism	Cross hatch, clay slip, tessellate, imprint, form, space, construct, support, bend, shape, manipulate, form, space	Warp, weft, running stitch, cross stitch	Aesthetics, layering, pattern, texture, colour, joining, adhesive, mood, over-lapping, cut, paste, crop, represent, mood, feeling

DT

Knowledge	<p><b>Cookery:</b> Healthy/ varied diet <b>Roman Recipes eg.</b> Eggs with Honey, Honey cake, Roman inspired salad</p> <p>D1- Collect information from a number of different sources</p> <p>M1- Analyse the potential of a range of tools and use them with accuracy.</p> <p>M2- Choose from a range of materials, showing an understanding of their different characteristics.</p> <p>M3-- Follow health and safety rules when working with materials and substances.</p> <p>E2- Identify what has worked well and what could be improved, evidencing and explain the results of the research.</p> <p>E3- Explain how the design of a product has changed over time. (HISTORY LINK)</p> <p>F1- Measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes.</p>	<p><b>Moving Mechanisms:</b> Levers and Linkages <b>Roman Catapult</b></p> <p>D1-Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fit for purpose and the end user</p> <p>D3- Make realistic, step by step plans, reflecting on designs as the product develops</p> <p>E1- Describe how an existing product is useful to the user.</p> <p>M1- Analyse the potential of a range of tools and use them with accuracy.</p> <p>E2- Identify what has worked well and what could be improved, evidencing and explain the results of the research.</p> <p>M2- Choose from a range of materials, showing an understanding of their different characteristics.</p>	<p><b>Cookery-</b> Healthy &amp; varied diet <b>Project-Healthier Treat-Muffins</b> containing vegetables</p> <p>D1- Collect information from a number of different sources</p> <p>M1- Analyse the potential of a range of tools and use them with accuracy.</p> <p>M2- Choose from a range of materials, showing an understanding of their different characteristics.</p> <p>M3-- Follow health and safety rules when working with materials and substances.</p> <p>E2- Identify what has worked well and what could be improved, evidencing and explain the results of the research.</p> <p>F1- Measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes.</p> <p>F2- Make healthy eating choices and explain why.</p> <p>F3- Explain some of the processes that foods go through to preserve/make them more appealing</p>	<p><b>Electrical Systems:</b> Simple circuits &amp; switches <b>Torches or Pressure pad for tomb Raider</b></p> <p>D1-Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fit for purpose and the end user</p> <p>D3- Make realistic, step by step plans, reflecting on designs as the product develops.</p> <p>E1- Describe how an existing product is useful to the user.</p> <p>E2- Identify what has worked well and what could be improved, evidencing and explain the results of the research.</p> <p>E3- Explain how the design of a product has changed over time.</p> <p>M1- Analyse the potential of a range of tools &amp; use them with accuracy.</p> <p>M2- Choose from a range of materials, showing an understanding of their different characteristics.</p>		<p><b>Cooking-</b> Healthy &amp; varied diet <b>Design &amp; serve a Savoury scone afternoon tea</b></p> <p>D1- Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fit for purpose and the end user</p> <p>D3- Make realistic, step by step plans, reflecting on designs as the product develops</p> <p>E1- Describe how an existing product is useful to the user.</p> <p>E2- Identify what has worked well and what could be improved, evidencing and explain the results of the research.</p> <p>M1- Analyse the potential of a range of tools and use them with accuracy.</p>
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	<p>F2- Make healthy eating choices and explain why. F3- Explain some of the processes that foods go through to preserve/make them more appealing.</p>	<p>M3- Follow health and safety rules when working with materials and substances. T3- (decorations) Use a glue gun with close supervision T5- Create and use levers/or linkages in their products.</p>		<p>M3- Follow health and safety rules when working with materials and substances. T2- Cut internal shapes T3- Use a glue gun with close supervision T6- Identify and talk about products that use electricity to make them work. Create working circuits to a light bulb or buzzer. Design products incorporating switches.</p>		<p>M2- Choose from a range of materials, showing an understanding of their different characteristics. M3-- Follow health &amp; safety rules. F1- Measure &amp; weigh ingredients appropriately to prepare &amp; cook a range of savoury dishes. F2- Make healthy eating choices and explain why. F3- Explain some of the processes that foods go through /make them more appealing.</p>
Skills	<ul style="list-style-type: none"> <li>*Know and can follow basic food safety rules</li> <li>*Follow a recipe with guidance from an adult</li> <li>*Carry out instructions independently</li> <li>*Create visually appealing product with support</li> <li>*Use 2 spoons to transfer ingredients</li> <li>*Use a measuring jug/digital &amp; analogue scales with support to obtain accuracy</li> <li>*Sieve flour, raising agents and spices together in to a bowl</li> <li>*Cream fat and sugar together using a mixing spoon.</li> <li>*Crack an egg and beat with balloon whisk</li> <li>*Mix &amp; stir ingredients together combining ingredients uniformly</li> </ul>	<ul style="list-style-type: none"> <li>*Generate ideas, considering the purposes for which they are designing</li> <li>*Make labelled drawings from different views showing specific features</li> <li>*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</li> <li>*Evaluate products and identify criteria that can be used for their own designs</li> <li>*Select appropriate tools and techniques for making their product</li> <li>*Measure, mark out, cut and shape a range of materials, using</li> </ul>	<ul style="list-style-type: none"> <li>*Generate ideas, considering the purposes for which they are designing</li> <li>*Know and can follow basic food safety rules</li> <li>*Follow a recipe with guidance from an adult</li> <li>*Carry out instructions independently</li> <li>*Create visually appealing product with support</li> <li>*Use 2 spoons to transfer ingredients</li> <li>*Use a measuring jug/digital &amp; analogue scales with support to obtain accuracy</li> <li>*Sieve flour, raising agents and spices together in to a bowl</li> <li>*Mix &amp; stir ingredients together combining ingredients uniformly</li> <li>*Crack an egg and beat with balloon whisk</li> </ul>	<ul style="list-style-type: none"> <li>* Generate ideas, considering the purposes for which they are designing</li> <li>*Make labelled drawings from different views showing specific features</li> <li>*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</li> <li>*Select appropriate tools and techniques for making their product</li> <li>* Make simple electrical circuits, including switch/buzzer or light</li> <li>*Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</li> <li>*Join and combine materials and components accurately in</li> </ul>	<ul style="list-style-type: none"> <li>*Follow a recipe with guidance from an adult</li> <li>*Carry out instructions independently</li> <li>*Use 2 spoons to transfer ingredients</li> <li>*Use a measuring jug/digital &amp; analogue scales with support to obtain accuracy</li> <li>*Mix ingredients together</li> <li>*Grate firmer foods eg. carrots</li> <li>*Snip to shred lettuce with greater control &amp; with supervision</li> <li>*Use cutters making good use of material available &amp; not wastage</li> <li>* Cut medium resistance food safely using a vegetable knife with claw/bridge grip.</li> </ul>	

	<ul style="list-style-type: none"> <li>*Snip to shred lettuce with greater control and with supervision</li> <li>* Cut medium resistance food safely using a vegetable knife with claw/bridge grip.</li> <li>*Begin to recognise appropriate ingredients to garnish hot and cold food</li> <li>*With supervision, sprinkle garnish on hot dishes</li> <li>*Use spoons or jugs to serve equal portions of food or drinks in to cups, plates or bowls</li> <li>*Evaluate products and identify criteria that can be used for their own designs</li> </ul>	<p>appropriate tools, equipment and techniques</p> <ul style="list-style-type: none"> <li>*Join and combine materials and components accurately in temporary and permanent ways</li> <li>* Use simple graphical communication techniques</li> <li>*Evaluate their work both during and at the end of the assignment</li> <li>*Evaluate their products carrying out appropriate tests</li> </ul>	<ul style="list-style-type: none"> <li>*Cream fat and sugar together using a mixing spoon.</li> <li>*Mix ingredients together</li> <li>*whisk foods using a hand whisk</li> <li>*Grate firmer foods eg. carrots</li> <li>* Cut medium resistance food safely using a vegetable knife with claw/bridge grip.</li> <li>*Evaluate products and identify criteria that can be used for their own designs</li> </ul>	<p>temporary and permanent ways</p> <ul style="list-style-type: none"> <li>* Use simple graphical communication techniques</li> <li>*Evaluate their work both during and at the end of the assignment</li> </ul>		
Vocabulary	Savoury, sweet, preserve, carbohydrates, proteins, fibre, fat, minerals, blending, juicing, combine, techniques, names of various foods used by Romans	Levers, linkages, mechanism, cogs, dowel, pneumatics, Adhesives, pulley system	Savoury, sweet, additives, carbohydrates, proteins, fibre, fat, medium resistant food, minerals, blending, juicing, combine, techniques	Levers, linkages, mechanism, cogs, dowel, pneumatics, Adhesives, pulley system		Savoury, sweet, additives, variety, carbohydrates, proteins, fibre, fat, medium resistant food, hydrated, minerals, , combine, techniques,
RE						
Knowledge	<p>L2.8 What does it mean to be a Hindu in Britain today?</p> <p>Living</p> <p>Puja at home and the Mandir. Shrine deities, incense, sacred text, om, arti ceremony. Karma and the cycle of birth, rebirth and incarnation. Moral aims for other moral teachings in action – Mahatma Gandhi Hindu birth ceremony and weddings.</p>	<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <p>Living</p> <p>The fall in Genesis Adam &amp; Eve, Jesus resisting temptation in the wilderness. Inspirational religious people Desmond Tutu Martin Luther the beatitudes</p>	<p>L2.3 Why is Jesus inspiring to some people?</p> <p>Believing</p> <p>Metaphors for Jesus e.g. the bread of life, the vine. The Beautitudes. The gospels of Jesus, parables of the two houses. Magic tricks and Jesus and miracles – feeding the 5,000, turning water into wine. Healing Jairus’s daughter, compare Jesus</p>	<p>L2.5 Why are festivals important to religious communities?</p> <p>Expressing</p> <p>Eid focus possibly an RE week. Fasting as one of the five pillars of Islam. Things that matter most least to me and a Muslim child. Comparing what MATTERS TO</p>	<p>L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</p> <p>Expressing</p> <p>Ceremonies as part of the journey. Christian communion, adult baptism, confession -Roman Catholic.</p>	

		Rules to humanists, Christians and Jews. The ten commandments. Spirited Arts –stained glass windows linked to golden rules diamond 9 board.	as the hero and Moses as the leader in the Jewish faith.	BELIEVERS IN FESTIVALS Passover and Eid. Eid in Islam. Does fasting make you a better person? Pesach (Passover) – Look at symbols on a seder plate. The story of Moses and the plagues. Talk to/meet a MUSLIM CHILD or adult visitor.	Sacred thread ceremony (coming of age ceremony – Hindu). Jewish Barmitvah (Batmitvah) – what do they mean to the families? Compare ‘lots of commitment’ to ‘little commitment’ in a religious and non-religious wedding. Hindu belief about the journey of life - Karma.	
Skills	Puja at home and the Mandir. Shrine deities, incense, sacred text, om, arti ceremony. Karma and the cycle of birth, rebirth and incarnation. Moral aims for other moral teachings in action – Mahatma Gandhi Hindu birth ceremony and weddings.  <u>Describe</u> some ways in which Hindus express their faith. <u>Reasoning</u> – suggest why being a Hindu in Britain today could be a good thing or a hard thing. <u>Discuss links</u> between Hindus helping others and other faiths.	Give examples of how the ten commandments might show Jewish people how to live. Describe what temptation is and give examples.	Make connections between lessons from Bible stories and real life as a Christian. Define & illustrate Christian terms from Easter & Holy week.	<u>Make connections</u> to festivals and how they behave in real life.  <u>Identify</u> similarities and differences between the celebrations of two festivals.	<u>Describe</u> how life is seen as a journey by some people. <u>Explain</u> - Think of reasons why some people have rituals to mark important life events. <u>Compare</u> ceremonies from different religions.	
Vocabulary	Vocabulary: Hindu, Puja, Mandir, shrine, deities, incense, sacred, om, arti, karma, rebirth, incarnation. Mahatma Gandhi.	Genesis, Adam, Eve, Desmond Tutu, Martin Luther, beatitudes, commandments	Metaphor, Beautitudes, Gospels, parables, miracles, Jesus, Moses, Jews, Judaism	Eid, Islam, Ramadan, fasting, Pesach, Passover, seder plate	Communion, baptism, confession, Barmitvah, Karma	
Computing						
Knowledge	<b>Coding – 6 weeks (2Code)</b> To understand and use variables in 2Code.  To learn about and use computational thinking terms decomposition and abstraction.	<b>Online Safety – 4 weeks</b> To understand how children can protect themselves from online identity theft.  Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.	<b>Spreadsheets (cont) – 4 weeks (2Calculate)</b> <i>(see previous column)</i>  <b>Writing for Different Audiences – 2 weeks (2Email, 2Connect, 2 DIY)</b> To explore how font size and style can affect the impact of a text.	<b>Writing for Different Audiences (cont) – 3 weeks (2Email, 2Connect, 2 DIY)</b> <i>(see previous column)</i>  <b>Logo – 3 weeks (reduced by 1)</b> <b>(2Logo)</b> To learn the structure of the coding language of Logo.	<b>Animation – 3weeks (2Animate)</b> To discuss what makes a good animated film or cartoon.  To learn how animations are created by hand.	<b>Hardware Investigators – 2 weeks.</b> To understand the different parts that make up a computer.

		<p>To Identify the risks and benefits of installing software including apps.</p> <p>To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</p> <p><b>Spreadsheets - 2 weeks (2Calculate)</b> Using a spreadsheet to model a real-life situation.</p>			<p>To find out how 2Animate can be created in a similar way using the computer.</p> <p>To learn about onion skinning in animation.</p> <p><b>Effective Search - 3 weeks (Browser)</b> To assess whether an information source is true and reliable.</p>	<p><b>Assessment for Learning based intervention.</b></p>
Skills	<p><b>Coding - 6 weeks (2Code)</b> To use selection in coding with the 'if/else' command.</p> <p>To use flowcharts for design of algorithms including selection.</p> <p>To use the 'repeat until' with variables to determine the repeat.</p>	<p><b>Online Safety - 4 weeks</b> To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p> <p><b>Spreadsheets - 2 weeks (2Calculate)</b> Formatting cells as currency, percentage, decimal to different decimal places or fraction.</p> <p>Using the formula wizard to calculate averages.</p>	<p><b>Spreadsheets (cont) - 4 weeks (2Calculate)</b> <i>(see previous column)</i></p> <p><b>Writing for Different Audiences - 2 weeks (2Email, 2Connect, 2 DIY)</b> To use a simulated scenario to produce a news report.</p> <p>To use a simulated scenario to write for a community campaign.</p>	<p><b>Writing for Different Audiences (cont) - 3 weeks (2Email, 2Connect, 2 DIY)</b> <i>(see previous column)</i></p> <p><b>Logo - 3 weeks (reduced by 1) (2Logo)</b> To input simple instructions in Logo. Using 2Logo to create letter shapes.</p> <p>To use the Repeat function in Logo to create shapes.</p> <p>To use and build procedures in Logo.</p>	<p><b>Animation - 3weeks (2Animate)</b> To add backgrounds and sounds to animations.</p> <p>To be introduced to 'stop motion' animation.</p> <p>To share animation on the class display board and by blogging.</p> <p><b>Effective Search - 3 weeks (Browser)</b> To locate information on the search results page.</p> <p>To use search effectively to find out information.</p>	<p><b>Hardware Investigators - 2 weeks.</b> To recall the different parts that make up a computer.</p> <p><b>Assessment for Learning based intervention.</b></p>

		Combining tools to make spreadsheet activities such as timed times tables tests.				
<b>Key Vocabulary</b>	Action, Alert, Algorithm, Bug, Code design, Command, Control, Debug/debugging, Design mode, Event, Get input, If, If/Else, Input, Output, Object, Repeat, Selection, Simulation. Timer, Variable	Computer virus, Cookies, Copyright, Digital footprint, Email, Identity theft, Malware, Phishing, Plagiarism, Spam  Average, Advance mode, Copy and Paste, Columns, Cells, Charts, Equal tool, Formula, Formula wizard, Move cell tool, Random tool, Rows, Spin tool, Spreadsheet, Timer	Average, Advance mode, Copy and Paste, Columns, Cells, Charts, Equal tool, Formula, Formula wizard, Move cell tool, Random tool, Rows, Spin tool, Spreadsheet, Timer  Font, Bold, Italic, Underline	Font, Bold, Italic, Underline  Logo, BK, FD, RT, LT, Repeat, SETPC, SETPS, PU, PD	Animation, Flipbook, Frame, Onion skinning, Background, Play, Sound, Stop motion, Video clip  Easter egg, Internet, Internet browser, Search, Search engine, Spoof website, Website	Motherboard, CPU, RAM, Graphics card, Network card, Monitor, Speakers, Keyboard and Mouse
Music						
Knowledge	<b>Active Music – Rhythm and Pulse Unit</b>	<b>Active Music – Pitch Unit</b>	<b>Singing</b>	<b>Active Music – Instrumental Unit</b>	<b>Active Music – Singing Games unit</b>	
Skills	<ul style="list-style-type: none"> <li>• To create musical patterns.</li> <li>• To sing in unison with clear diction and control of pitch.</li> <li>• To chant and perform increasingly complex actions to a steady pulse.</li> <li>• To clarify the difference between the pulse and the rhythm.</li> <li>• To learn to recognise and read different rhythm symbols within phrases using TA, Te-Te- and REST.</li> </ul>	<ul style="list-style-type: none"> <li>• To experiment with different ways the voice can be used.</li> <li>• To learn the solfa name and hand sign of notes <b>Do, Re, Mi, So</b> and <b>La</b>.</li> <li>• To recognise and sing the intervals between <b>Do, Re, Mi, So</b> and <b>La</b>.</li> <li>• To sing from notated rhythm and pitch patterns using Bb A G and <b>Do, Re, Mi, So, La</b> (full pentatonic notation).</li> <li>• To use tuned instruments to play</li> </ul>	<p>Y4 Performance (11th Feb) Singing practise lessons</p>	<ul style="list-style-type: none"> <li>• To echo 4-beat rhythm patterns on un-tuned percussion.</li> <li>• To improvise melodic phrases on xylophones.</li> <li>• To play as an accompaniment and with thinking voices.</li> <li>• To play pulse and rhythm on tuned instruments with control and accuracy.</li> <li>• To internalise the rhythm and melody of a song through voice and body percussion.</li> <li>• To create layers of sound with tuned ostinatos.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn clapping games.</li> <li>• To sing with melodic and rhythmic accuracy and to learn the cue words actions.</li> <li>• To create own hand clapping sequences to a steady pulse. To perform and appraise.</li> <li>• To tap rhythmic phrases using body percussion and claves.</li> <li>• To perform in groups.</li> <li>• To sing in unison and in 2 parts with clear diction and with a sense of phrase.</li> </ul>	<b>Catch up/overflow unit</b>

	<ul style="list-style-type: none"> <li>To create musical patterns in 3 parts with pulse, rhythm and ostinatos.</li> <li>To relate musical symbols to actions.</li> <li>To rehearse and perform in groups playing pulse, rhythm and ostinatos on instruments.</li> <li>To listen to each other and keep in time.</li> <li>To compose and play rhythm rounds in groups using voices, body percussion and instruments.</li> <li>To keep a steady pulse while chanting and to tap a steady pulse around the circle while singing.</li> <li>To improvise rhythm patterns as part of a class performance.</li> <li>To internalise and recall rhythmic and melodic phrases.</li> </ul>	<p>pulse, rhythm and to pick out melodies.</p> <ul style="list-style-type: none"> <li>To experiment with ostinatos and begin to layer sounds.</li> <li>To perform in 2 parts.</li> <li>To play pentatonic melodies on tuned instruments from notation with rhythmic accuracy.</li> <li>To practise and perform as a class and individually.</li> <li>To compose own rhythm and pitch notations for the class to practice and perform.</li> </ul>		<ul style="list-style-type: none"> <li>To improvise rhythm patterns in groups.</li> <li>To play un-tuned instruments with rhythmic accuracy.</li> <li>To practise and perform to a steady pulse with confidence.</li> <li>To compose rhythm patterns in groups.</li> <li>To play un-tuned instruments from their own notation.</li> <li>To practise and perform rhythm compositions in groups, creating different layers of sound.</li> <li>To perform and appraise.</li> </ul>	<ul style="list-style-type: none"> <li>To coordinate specific rhythms with given actions.</li> <li>To play claves in canon.</li> <li>To sing with melodic and rhythmic accuracy.</li> <li>To learn and follow cue word actions and to move to a musical time frame.</li> <li>To improvise actions and movements to a steady pulse. To develop internalising skills.</li> <li>To memorise a long movement sequence as part of a game.</li> </ul>	
Vocabulary	Unison, pitch, pulse, rhythm, rest, beat, appraise, phrases, melody, ostinatos	Rhythm, pentatonic, melody, pitch tuned/untuned, pulse ostinatos, notation		Pulse, rhythm, tuned/untuned, notation, ostinatos, texture	Rhythm, pulse, melody, cue words, improvise, canon	
PSHE						
Knowledge	<p>I know my attitudes and actions make a difference to the class</p> <p>I understand the roles of the people in my school community and how I fit</p>	<p>I understand that sometimes we make assumptions based on what people look like</p> <p>I understand what influences me to make assumptions based on how people look</p>	<p>I understand that sometimes hopes and dreams do not come true and this can hurt</p> <p>I know that reflecting on positive and happy experiences can help</p>	<p>I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>I can recognise the changing dynamics between people in</p>	<p>I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant</p>	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the</p>

	<p>I understand how democracy works through the school council</p> <p>I understand my actions affect myself and others</p> <p>I understand how democracy and having a voice benefits the school community</p>	<p>I know that sometimes bullying is hard to spot and know what to do if I think it's going on but I'm not sure</p> <p>I can understand why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>I can explain why it is good to accept people for who they are</p>		<p>different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>I can recognise when people are putting me under pressure</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p>I can identify someone I love and can express why they are special to me</p> <p>I can tell you about someone I know that I no longer see</p> <p>I can explain different points of view on an animal rights issue</p> <p>I understand how people feel when they love a special pet</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p>	<p>joining of their egg and sperm</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>I can identify what I am looking forward to when I am in Year 5</p>
Skills	<p>I know how good it feels to be part of a group and how it feels to be excluded</p> <p>I try to make people feel welcome and valued</p> <p>I can take on a role in a group and contribute to the overall outcome</p>	<p>I try to accept people for who they are</p> <p>I can question why I think what I do about other people</p> <p>I know how it might feel to witness or be a target of bullying</p>	<p>I can identify when I have felt disappointed and now how to cope with it</p> <p>I can help others cope with disappointment</p> <p>I can be resilient and have a positive attitude</p>	<p>I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions</p> <p>I am aware of how different people and groups impact on me</p>	<p>I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them</p>	<p>I appreciate that I am a truly unique human being</p> <p>I understand that having a baby is a personal choice and can express how I feel</p>

	I can help develop school rules and help others follow them	I can problem solve bullying situations with others  I like and respect the unique features of my physical appearance  I can tell you a time when my first impression of someone changed when I got to know them	I can enjoy being a part of a group challenge  I can identify steps and make a plan to achieve a goal  I can share in the success of a group	and can recognise the people I most want to be friends with  I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others  I can identify feelings of anxiety and fear associated with peer pressure  I can tap into my inner strength and know how to be assertive	I know how most people feel when they lose someone or something they love  I understand that we can remember people even if we no longer see them  I can express my own opinion and feelings on this  I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet  I can love and be loved	about having children when I am an adult  I have strategies to help me cope with the physical and emotional changes I will experience during puberty  I am confident enough to try to make changes when I think they will benefit me  I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively  I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this
Vocabulary	Community, rules, contribution, value, democracy, pupil voice	Bullying, respect, unique, appearance	Achievement, success, disappointment, perseverance, plan	Assertiveness, pressure, alcohol, drugs	Relationship, friendship, family, love, belonging	Sperm, egg, puberty, periods, change
<b>MENTAL HEALTH:</b> (Lesson to be taught at end of each unit)	<i>Afl: What will benefit your class? What are their needs? Address and support your class</i>	Mental Health unit Lesson 1: Everyday feelings	<i>Afl: What will benefit your class? What are their needs? Address and support your class</i>	Mental Health unit Lesson 2: Expressing feelings	<i>Afl: What will benefit your class? What are their needs? Address and support your class</i>	Mental Health unit Lesson 3: Managing feelings
Science						
Knowledge	<b>Animals including humans</b>  Describe the simple functions of the basic parts	<b>Living things and their habitats</b>	<b>Sound</b>  Identify how sounds are made	<b>Electricity</b>  Identify common appliances that run on electricity		<b>States of matter</b>  Compare and group materials

	<p>of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Construct a simple series electrical circuit, identifying and naming its basic parts</p> <p>Identify whether or not a lamp will light in a simple series circuit</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators</p>	<p>Observe that some materials change state when they are heated or cooled</p> <p>Identify the part played by evaporation and condensation in the water cycle</p>
Skills	<p>Recording findings using simple scientific language and a labelled diagrams of the digestive system</p> <p>Setting up simple practical enquiries, comparative and fair tests linked to teeth, perhaps show teeth decaying in different ways</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions about food chains, identifying</p>	<p>Recording findings using a classification key to group, identify and name</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes with environmental changes</p> <p>Gathering, recording, classifying and presenting data to group living things in a variety of ways</p> <p>Using straightforward scientific evidence to</p>	<p>Asking relevant questions about how sound is made</p> <p>Making systematic and careful observations Take appropriate, and accurate measurements with how sound travels through different mediums</p> <p>Gathering, recording and presenting data in a to show how sound travels in a table and a line graph</p> <p>Using straightforward scientific evidence to answer questions or to support their findings about how pitch and the object is related</p>	<p>Asking relevant questions about how electricity works and travels</p> <p>Setting up simple practical enquiries to show a simple circuit</p> <p>Making systematic and careful observations to predict if a circuit will work or not</p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p>	<p>Asking relevant questions and using different types of scientific enquiries to answer them about the water cycle</p> <p>Setting up simple practical enquiries, comparative and fair tests to group materials</p> <p>Making systematic and careful observations on materials changing state when heated or cooled</p>

	producers, predators and prey.	answer questions or to support their findings		on conductors and insulators	Take appropriate, and accurate measurements to show when materials change state - water, ice, steam.  Using straightforward scientific evidence to answer questions or to support their findings
Vocabulary	large intestine, organ, function, maintain, oesophagus, stomach, small intestine, large intestine, saliva, stomach, nutrients, bloodstream, undigested, incisors, canines, Pre-molars, molars, primary consumer, producer, secondary consumer	Interdependence, conservation, similarities, differences, mammals, fish, species, Kingdoms, characteristics, diverse, animals, plants, fungi, prokaryotes and protista	Pitch, vibrations, tone, frequency	Components, voltage, batteries, series circuit, parallel circuit, current, short circuit, circuit, resistance, conduct, insulate	Solid, liquid, gases, evaporation, condensation, particles

Curriculum Enhancements

Year: 4

	How did the Romans make their mark in world history?		What were the wonders of the Ancient Egyptian temples, tombs and treasures?		Why does the world need rainforests?	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry entry point	Making Roman shields		Immersion day – Who were the Egyptians?		Chocolate tasting	
Enquiry Exit point	Roman Day		Artefacts from Curriculum box		Campfire	

Trips, visitors and workshops	Chedworth Roman Villa	Roman Day			Cadbury World	Jungle Jonathon
Curriculum Enhancements (Termly)	Black history day Harvest festival	Anti-bullying week Enterprise week – money focus Christmas fair Christmas jumper day and Christmas dinner Christmas parties	Y4 performance	World book day Science day	Science fair	Sports day and family picnic  Summer fair  Maths Problem Solving day
Curriculum Enhancements (Ongoing)	Class dojo, Poetry days, Outdoor learning, Recycling monitors, Cyber-mentors, Library visits, Intra/ Interschool competitions, No pens day, Gardening, Pond visits, Golden miles, Spelling bee					



<b>Year 4</b>	<b>PE</b>					
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>

Units:	<b>Gymnastics</b> Arching & Bridges	<b>Dance</b> The Romans	<b>Gymnastics</b> Partner Work – Pushing & Pulling	<b>Dance</b> Egyptians	<b>Athletics</b>	<b>Gymnastics</b> Rolling & Traveling Low
Knowledge:	Front and back supports which involve working under and over	To perform, review and improve a finished performance piece 32-48 count in a Roman-themed motif (whole group choreography)	Push and pull in unison and cannon	To perform, review and improve a finished performance piece 32-48 count in a Egyptian-themed motif (whole group choreography)	Accurately replicate techniques of sporting events in competitive situations	Use a sequence of roles showing elements of unison, cannon and mirroring
Skills:	Support body weight using hands and feet only Spin from one means of support to another Create sequence using front/back symmetrical/asymmetrical spinning Sequences with different controlled rolls with front and back supports Create sequences moving seamlessly from front and back supports to other balances Paired sequences showing different formation in unison to a set count	Show good timing, posture and extension Changes in levels and in pathway Using pictures creatively Use mirror images and changes in levels Working groups to show good cooperation skills Use of cannon and changes in formation Peer feedback	Balance on different points and patches Match a partners moves in synchrony Compose sequence with partner and perform elements in contrast to your partner Match your partners asymmetrical balances Working with contrasting dynamics to partner Sequence with contrasting and matching performed to a high standard Sequence with contrasting and matching shapes and moves	Show good timing, posture and extension Changes in levels and in pathway Using pictures creatively Use mirror images and changes in levels Working groups to show good cooperation skills Use of cannon and changes in formation Peer feedback	Correct technique to start a sprint Develop coordination to improve speed Combine sprinting with low hurdles Consistency of jumps Develop technique of accuracy and consistency of overarm throw Accurately replicate techniques of sporting events	Forward roll with good technique Perform forward roll as part of a sequence of rolls Linking into sequences seamlessly Roll backwards to come to standing without knees touching the mat Roll backwards into straddle Roll in unison with a partner Create a sequence of rolls Mirroring a partners rolls
Vocabulary:	Symmetrical/asymmetrical Sequence Front/back support Controlled Seamlessly Body weight	Cannon Formation Cooperation Mirror Images Posture Timing Extension Improve/feedback	Cannon Contrasting Sequence Shape Symmetrical/asymmetrical Synchrony Balance	Cannon Formation Cooperation Mirror Images Posture Timing Extension Improve/feedback	Replicate Competitive Overarm Jumps Sprints Hurdles Coordination Improve speed	Cannon Unison Mirroring Rolls Sequences Control Poise Straddle Forward/backward roll
Units:	<b>Tag Rugby</b>	<b>Dodgeball</b>	<b>Basketball</b>	<b>Handball</b>	<b>Badminton</b>	<b>Rounders</b>
Knowledge:	Compete in a competitive game of Tag Rugby applying skills effectively	Demonstrate understanding of rules and accepting decisions	Compete in a competitive game of Basketball applying skills effectively	Compete in a competitive small-sided game of Handball applying skills effectively Develop teamwork and sportsmanship	Compete in a competitive game of Badminton applying skills effectively Keep score and officiate games	Compete in a competitive game of Rounders applying skills effectively Keep score and officiate games

Skills:	<p>Send and receive a ball under pressure</p> <p>Attacking and defending skills</p> <p>Passing a rugby ball backwards accurately, correctly and dummy passes</p> <p>Pass and create an overlap</p> <p>Pass missing out players in a line</p>	<p>Develop effective throwing technique</p> <p>Develop effective dodging technique</p> <p>Develop catching skills</p> <p>Officiating a game</p>	<p>Demonstrate triple threat position</p> <p>Demonstrate basic ball-handling skills</p> <p>Demonstrate dribbling techniques</p> <p>Maintain possession of ball when faced with defender</p> <p>Understanding defensive positioning</p> <p>Develop passing techniques</p> <p>Develop shooting techniques</p> <p>Be able to compete</p>	<p>Send and receive handball successfully</p> <p>Pass and receive ball on the move</p> <p>Shoot accurately</p> <p>Use tactics</p> <p>Block or intercept a pass or shot</p> <p>Develop attacking tactics</p>	<p>Assume correct ready-position</p> <p>Thrown the shuttle with accuracy and control</p> <p>Move quickly to be in position to hit the shuttle</p> <p>Consistently return the shuttle</p> <p>Show variation of soft and hard hitting shots</p> <p>Select when to use different shots</p>	<p>Send and receive tennis ball using correct catching techniques</p> <p>Show tactical awareness</p> <p>Develop basic bowling and batting skills</p> <p>Develop throwing skills</p> <p>Develop ability to hit and make decisions about running</p> <p>Develop ground-fielding techniques</p> <p>Develop awareness of rules</p> <p>Demonstrate leadership skills</p> <p>Develop high catching skills</p> <p>Awareness of tactics</p>
Vocabulary:	<p>Passing</p> <p>Dummy passing</p> <p>Overlap</p> <p>Attack/defend</p> <p>Under pressure</p> <p>Send and receive</p>	<p>Throwing</p> <p>Catching</p> <p>Dodging</p> <p>Officiating</p> <p>Technique</p>	<p>Compete</p> <p>Shoot</p> <p>Pass</p> <p>Defence</p> <p>Possession</p> <p>Precision</p> <p>Dribble</p> <p>Ball-handling</p> <p>Triple threat</p> <p>Technique</p>	<p>Attacking</p> <p>Passing</p> <p>Shooting</p> <p>Tactics</p> <p>Pass and receive</p>	<p>Shot</p> <p>Selection of shots</p> <p>Variation</p> <p>Consistency</p> <p>Return</p> <p>Shuttle</p> <p>Accuracy</p> <p>Control</p> <p>Ready-position</p>	<p>Tactics</p> <p>High catching</p> <p>Leadership</p> <p>Decision making</p> <p>Bowling</p> <p>Batting</p> <p>Ground-fielding</p> <p>Catching</p> <p>Technique</p>