

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading</p> <p>Full breakdown of Y4 Reading objectives can be found here.</p> <p><i>An additional 15 minutes of independent reading takes place daily and there is a whole class read at the end of each day.</i></p>	<p>Focus text: “A World Full of Animal Stories: 50 Folk Tales and Legends” by Angela McAllister</p> <p>Genres: Fiction: traditional tales</p> <p>Reading focuses: - Ask questions to improve understanding. - Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence.</p>	<p>Focus text: “The Train to Impossible Places” by P.G. Bell</p> <p>Genres: Fiction: fantasy</p> <p>Reading focuses: - Discuss words and phrases that capture the reader’s interest and imagination. - Draw inferences (inferring characters’ feelings, thoughts and motives from their actions). - Identify main ideas drawn from more than one paragraph and summarise.</p>	<p>Focus text: “DK Find out! Volcanoes” by Maria Gill</p> <p>Genres: Information</p> <p>Reading focuses: - Use dictionaries to check the meaning of words that they have read. - Identify how language, structure and presentation contribute to meaning - Retrieve and record information from non-fiction.</p>	<p>Focus text: “Ariki and the Island of Wonders” by Nicola Davies</p> <p>Genres: Fiction: adventure</p> <p>Reading focuses: - Discuss words and phrases that capture the reader’s interest and imagination. - Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence.</p>	<p>Focus text: “Fantastically Great Women Who Saved the Planet” by Kate Pankhurst</p> <p>“Plastic Pollution” by The Literacy Company</p> <p>Genres: Recount: biography Information</p> <p>Reading focuses: - Identify themes and conventions in a wide range of books. - Identify main ideas drawn from more than one paragraph and summarise. - Identify how language, structure and presentation contribute to meaning.</p>	<p>Focus text: “A Myth-Hunter’s Travel Guide” by The Literacy Company</p> <p>Genres: Information</p> <p>Reading focuses: - Use dictionaries to check the meaning of words that they have read. - Ask questions to improve understanding - Retrieve and record information from non-fiction.</p>
<p>Writing</p> <p>Full breakdown of Y4 Writing objectives can be found here.</p>	<p>Focus text: “Gorilla” by Anthony Browne</p>	<p>Focus text: “Leon and the Place Between” by Grahame Baker Smith & Angela McAllister</p>	<p>Focus text: “Escape from Pompeii” by Christina Balit</p>	<p>Focus text: “When the Giant Stirred” by Celia Godkin</p>	<p>Focus text: “Where the Forest Meets the Sea” by Jeannie Baker & “100 facts Rainforests” by Miles Kelly</p>	<p>Focus text: “Blue John” by Berlie Doherty</p>

	<p>Writing outcome: Write a narrative based on the story of 'Gorilla'</p> <p>Writing focuses:</p> <ul style="list-style-type: none"> - Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - Use fronted adverbials. - Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures). - Use commas after fronted adverbials. 	<p>Writing outcome: Write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy</p> <p>Writing focuses:</p> <ul style="list-style-type: none"> - Use Standard English forms for verb inflections. - Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although. - Indicate possession by using the possessive apostrophe with plural nouns. - Recognise the difference between plural and possessive 's'. - Build a varied and rich vocabulary. 	<p>Writing outcome: Write the story from the point of view of one of the children</p> <p>Writing focuses:</p> <ul style="list-style-type: none"> - Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. - Use Standard English for verb inflections. - Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs). - Use and punctuate direct speech (using dialogue to show the relationship between characters). 	<p>Writing outcome: Write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy in the story</p> <p>Writing focuses:</p> <ul style="list-style-type: none"> - Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - Use and punctuate direct speech. - Use commas after fronted adverbials. 	<p>Writing outcome: Make a zoo information board for a rainforest exhibit</p> <p>Writing focuses:</p> <ul style="list-style-type: none"> - Build a varied and rich vocabulary. - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Use paragraphs to organise information and ideas around a theme. - Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular. - Recognise the grammatical difference between plural and possessive 's'. 	<p>Writing outcome: Write a letter in role as an expert containing an explanation about cave formation</p> <p>Writing focuses:</p> <ul style="list-style-type: none"> - Build a rich and varied vocabulary and an increasing range of sentence structures. - Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. - Use paragraphs to organise information and ideas around a theme.
<p>Handwriting</p> <p>Full breakdown of Y4 Handwriting objectives can be found here.</p>	<p>Know which letters to are appropriate to join.</p> <p>Joined handwriting is legible with all letters the same height and the correct distance apart from each other.</p>					

<p>Mathematics</p> <p>Full breakdown of Y4 Mathematics objectives can be found here.</p>	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p>	<p>Measurement: Area</p> <p>Number: Multiplication and Division</p>	<p>Number: Multiplication and Division</p> <p>Measurement: Length and Perimeter</p>	<p>Number: Fractions</p> <p>Number: Decimals</p>	<p>Number: Decimals</p> <p>Measurement: Money</p> <p>Measurement: Time</p>	<p>Geometry: Properties of Shape</p> <p>Statistics</p> <p>Geometry: Position and Direction</p>
<p>Religious Education</p>	<p>God David and the psalms</p> <p>Local Link: Reverend Ann Taylor</p>	<p>Christmas exploring the symbolism of light</p>	<p>Jesus Son of God</p>	<p>Exploring Easter as a story of betrayal and trust</p>	<p>Are all churches the same?</p> <p>Local Link: Trinity St. Peter's Church and Southport Synagogue.</p>	<p>What is prayer?</p>
<p>Science</p> <p>Full breakdown of Y4 Science objectives can be found here.</p>	<p>Living Things and Their Habitats</p> <p>Local Links: Natter Jack Toads, Formby National Trust</p> <ul style="list-style-type: none"> - Suggest different ways of sorting the same group of living things, e.g. grouping birds according to where they live, what they eat and size of adults. - Use classification keys to group and identify members from a range of familiar and less familiar living things. - Describe examples of living things that are threatened by 	<p>Animals Including Humans</p> <p>Local Links: The Ultimate Dental Laboratory, Formby.</p> <ul style="list-style-type: none"> - Identify what each of the principal organs in the digestive system do. - Describe the function of each type of tooth in the human skull. - Use a food chain to represent predator-prey relationships. 	<p>Electricity</p> <ul style="list-style-type: none"> - List examples of appliances that run on electricity. - Construct a simple circuit and name its components. - Predict whether a particular arrangement of components will result in a bulb lighting. - Predict how the operation of a switch will affect bulbs lighting. - Sort materials into conductors and insulators, identifying metals as conductors. 	<p>Super Science Experiments</p> <p>Inspirational Scientist Focus</p> <p>British Science Week Celebration</p>	<p>States of Matter</p> <ul style="list-style-type: none"> - Group materials according to their state of matter. - Identify changes of state and research values of degrees Celsius at which changes happen. - Describe how evaporation and condensation happen in the water cycle, and how temperature affects evaporation. 	<p>Sound</p> <ul style="list-style-type: none"> - Explain, with reference to vibrations, how an object makes a sound. - Describe the role of a medium in the transmission of sound. - Explain with reference to a particular object how the pitch of the sound can be changed and how the volume of the sound can be changed. - Describe the effect of moving further from the source of a sound.

	changes to environments, e.g. owls and habitat loss.				
<p>Art & Design</p> <p>Full breakdown of Y4 Art & Design objectives can be found here.</p>	<p>Drawing: Power Prints</p> <ul style="list-style-type: none"> - Create several pencil tones when shading and create a simple 3D effect. - Explore the effect of holding a pencil in different ways and applying different pressures. - Use charcoal and rubber to show areas of light and dark in their drawings. - Demonstrate an awareness of the relative size of the objects they draw. - Use scissors with care and purpose to cut out images. - Try out multiple arrangements of cut images to decide on their composition. - Use different tools to create marks and patterns when scratching into a painted surface. - Show some awareness of how to create contrast by including areas with more and less marks. - Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. - Work co-operatively to create a joint artwork, experimenting with their methods. 	<p>Painting and Mixed Media: Light and Dark</p> <ul style="list-style-type: none"> - Share their ideas about a painting. - Describe the difference between a tint and a shade. - Mix tints and shades by adding black or white paint. - Discuss their real-life experiences of how colours can appear different. - Use tints and shades to paint an object in 3D. - Try different arrangements of objects for a composition, explaining their decisions. - Produce a clear sketch that reflects the arrangement of their objects. - Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. - Paint with care and control to make a still life with recognisable objects. 	<p>Craft and Design: Fabric of Nature</p> <ul style="list-style-type: none"> - Describe objects, images and sounds with relevant subject vocabulary. - Create drawings that replicate a selected image. - Select imagery and colours to create a mood board with a defined theme and colour palette. - Complete four drawings, created with confident use of materials and tools to add colour. - Understand the work of William Morris, using subject vocabulary to describe his work and style. - Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. - Identify and explain where a pattern repeats. - Follow instructions to create a repeating pattern, adding extra detail. - Understand different methods of creating printed fabric in creative industries. - Use sketchbooks to evaluate patterns. - Produce ideas to illustrate products using their designs. 		

<p align="center">Computing</p> <p>Full breakdown of KS2 Computing objectives can be found here.</p>	<p align="center">My Online Life</p> <p>Programme Focus: Book Creator and YouTube</p> <p>To improve children's knowledge of the risks of their online lives and to develop skills when using online services. It takes a holistic approach to each of the different elements of their online lives.</p>	<p align="center">Hour of Code</p> <p>Programme Focus: Book creator, YouTube and Google Docs</p> <p>The class will sign up for Hour of Code and work through various challenges. The class can also choose to take part in global coding events.</p>	<p align="center">Dinosaurs</p> <p>Programme Focus: Book Creator, iMovie and Green Screen</p> <p>The children will make their own blockbuster. They will learn all about filming techniques and storytelling skills.</p>	<p align="center">Minecraft Challenges</p> <p>Programme Focus: Book Creator and Minecraft</p> <p>The children will get to explore some Minecraft challenges and will be given the opportunity to build their own Minecraft school.</p>	<p align="center">Real or Fake</p> <p>Programme Focus: Google Chrome and Google Docs</p> <p>This module will aim to make them aware of Fake News, give them the skills to consider each piece of news they read on its own merits and decide what is real or fake.</p>	<p align="center">Wizard School Planning</p> <p>Programme Focus: Book Creator, ChatterPix, Puppet Pals HD and Directors Pass</p> <p>In this module the children will undertake a series of creative challenges based around the Harry Potter books.</p>
<p align="center">Design and Technology</p> <p>Full breakdown of KS2 Design and Technology objectives can be found here.</p>	<p align="center">Structure: Pavilions</p> <ul style="list-style-type: none"> - Produce a range of free-standing frame structures of different shapes and sizes. - Design a pavilion that is strong, stable and aesthetically pleasing. - Select appropriate materials and construction techniques to create a stable, free-standing frame structure. - Select appropriate materials and techniques to add cladding to their pavilion. 		<p align="center">Mechanical systems: Making a slingshot car</p> <ul style="list-style-type: none"> - Work independently to produce an accurate, functioning car chassis. - Design a shape that is suitable for the project. - Attempt to reduce air resistance through the design of the shape. - Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. - Construct car bodies effectively. - Conduct a trial accurately and draw conclusions and improvements from the results. 		<p align="center">Cooking – Biscuit Recipes</p> <ul style="list-style-type: none"> - Describe features of biscuits using taste, texture and appearance. - Follow a recipe with support. - Use a budget to plan a recipe. - Adapt a recipe using additional ingredients. 	
<p align="center">Geography</p> <p>Full breakdown of KS2 Geography objectives can be found here.</p>	<p align="center">What will you see on a Great American Road trip?</p> <p>Local Link: Compare and contrast Merseyside and Florida</p>		<p align="center">Why does the earth shake, rattle & roll? (Volcanoes)</p> <p>Local Link: Compare and contrast Formby as a coastal town to Hawaii's volcanic areas.</p>		<p align="center">Why are the rainforests important?</p> <p>Local Link: Chester Zoo Rainforest visit.</p> <p>- Focus on the Amazon Rainforest</p>	

	<ul style="list-style-type: none"> - Be able to locate the USA and its states on a map, identifying how many states there are. - Locate and compare American states, allowing children to focus on the states that interest them the most. - Know that the equator separates the Northern and Southern Hemispheres. - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate Florida and Merseyside and describe features studied. - Using photos and maps, explore and compare the landscapes of Merseyside and Florida, identifying different geographical features, including mountains, coasts, prairies, forests and deserts. - Learn the eight points of a compass, four-figure grid references, symbols and key of a map to build their knowledge of the wider world. 	<ul style="list-style-type: none"> - Focus on the Ring of Fire as a research project for children to research and compare against the locality. - Name countries and continents that sit on different tectonic plates. - Locate Hawaii on a World Map to understand its location and have awareness of where it is in comparison to where we live. - Identify similarities and differences between Formby and Hawaii's volcanic areas. - Connect back to the USA topic, to explore tornadoes, hurricanes and earthquakes in the USA, and where they are most likely to occur. - Label diagrams to show the layers of the Earth and structure of a volcano as a foundation for understanding why a volcano erupts and how it occurs. - Describe the different types of volcanoes and know that they are located along the boundaries of tectonic plates. - Watch first-hand accounts (Go Pro Videos) of someone climbing a volcano. - Explain how a volcano eruption affects the local people and environment. Consider the effect it would have on our community. - Know some of the strategies put in place to help people survive when they are near a volcano eruption. 	<ul style="list-style-type: none"> - Know what the equator, Tropic of Cancer and Tropic of Capricorn are, and can place them on a world map. - Locate areas of rainforest on a world map. What features allow us to recognise a place as a rainforest? Find a rainforest closest to our town. - Describe the four layers of the rainforest and name some animals that live in each layer. - Explain why rain falls more often in rainforests than in other parts of the world. - Use line graphs and bar charts to explore the climate of rainforests. - Compare daily life for people living in rainforest tribes with that of people living in our community. - Know what deforestation is and describe the impact it has on local wildlife and the environment. - Describe ways in which steps are being taken to protect rainforests from deforestation – Chester Zoo research project.
<p style="text-align: center;">History</p> <p>Full breakdown of KS2 History objectives can be found here.</p>	<p style="text-align: center;">What did we learn from the Romans?</p> <p>Local Links: Roman discoveries across Merseyside</p> <ul style="list-style-type: none"> - Explain why and how the Romans invaded Britain. Justify if Claudius and Caesar invaded for the same reasons. - Describe the events surrounding Boudicca's revolt. -Suggest how the Roman way of life contrasted with the Celtic lifestyle. 	<p style="text-align: center;">Who were the Anglo-Saxons and what were Saxon Times like?</p> <p>Local Link: Battle against the Vikings on the coast of Formby.</p> <ul style="list-style-type: none"> - Know why the Anglo-Saxons invaded. - Explore the mystery of the Empty Grave. - Recognise how people's lives changed when Christianity came to Britain. - Explain how the Saxons tried to take over the country and how close they got. - Understand who King Alfred was and explain his man achievements. 	<p style="text-align: center;">How should we remember the Vikings?</p> <p>Local Link: Viking heritage in Formby.</p> <ul style="list-style-type: none"> - Investigate stereotypical images of the Vikings. - Know the reasons for the Vikings' bad reputation. - Know how the Vikings tried to take over the country and how close they got. - Explain our view of the Vikings and how recent excavations have changed our view.

	<ul style="list-style-type: none"> - Select reasons why the Roman army was so powerful. - Explain reasons why the Roman Empire came to an end. - Describe some of the technological advances that the Romans brought to Britain. - Suggest how Britain might be different today if the Romans had never invaded. - Suggest where the Romans would be on a timeline, drawing on knowledge of the past. 		<ul style="list-style-type: none"> - Describe methods of keeping law and order in Anglo-Saxon times. 		<ul style="list-style-type: none"> - Place the Vikings on a timeline. 	
<p>Modern Foreign Languages (Spanish)</p> <p>Full breakdown of KS2 Modern Foreign Languages objectives can be found here.</p>	<p>Presenting Myself</p> <ul style="list-style-type: none"> - Revise Spain & Spanish speaking countries, numbers 1-10 and 'how are you?' - Learn how to say your name & ask someone their name. Numbers 11 to 20. - Focus on numbers 10 to 20 listening exercise and 'how old are you?' - Ask 'Where do you live?' and further number work. - Create individual presentations. 	<p>The Family</p> <ul style="list-style-type: none"> - Introduce nouns and the appropriate definite article for family members. - Consolidate family members and introduce the phrase el or ella se llama... (he or she is called...). - Introduce themselves and say how old they are, where they live, if they have brothers/sisters and what they are called. 	<p>My Home</p> <ul style="list-style-type: none"> - Types of home and different locations. - Introduction to the first five rooms of the home plus "en mi casa hay..." (in my home there is/are...). - Introduction of the phrase "en mi casa no hay..." - Attempt to create a longer spoken or written passage in Spanish using the language learnt in this unit and incorporating other language including personal details. 	<p>Habitats</p> <ul style="list-style-type: none"> - Five basic elements that plants and animals need to thrive and survive in a habitat. - Five different habitats and examples of each in the world. - Which plants grow in each habitat and what animals live there. - Consolidation of all habitats, plants and animals. 	<p>The Classroom</p> <ul style="list-style-type: none"> - Learn 6 items of classroom stationery grouped by gender (masculine). - Learn a further 5 items of classroom stationery grouped by gender (feminine and masculine). - Learn a full set of classroom commands and instructions. - Integrate the concept of tengo... and no tengo... to say what they have and do not have in their pencil case. 	<p>Seasons</p> <ul style="list-style-type: none"> - Learn how to recognise and recall the four different seasons with the correct definite article/determiner in the foreign language. - Explain the weather and months associated with each season. - Answer the question 'what is your favourite season?' in the foreign language
<p>Music</p> <p>Full breakdown of KS2 Music objectives can be found here.</p>	<p>Recorders</p> <ul style="list-style-type: none"> - Pupils will sing songs and play rhythm games. - Pupils will listen with increasing awareness 	<p>Recorders</p> <ul style="list-style-type: none"> - Pupils will sing songs and play rhythm games. - Pupils will listen with increasing awareness 	<p>Samba</p> <ul style="list-style-type: none"> - Introduce samba music through listening, appraising and singing. - Create and perform 	<p>Clarinet</p> <ul style="list-style-type: none"> - Pupils listen to a range of musical rhythms with focus, and can internalise and remember 	<p>Clarinet</p> <ul style="list-style-type: none"> - Pupils listen to a range of musical rhythms with focus, and can internalise and remember 	<p>Clarinet</p> <ul style="list-style-type: none"> - Pupils listen to a range of musical rhythms with focus, and can internalise and remember

	<p>of different rhythms and be able to copy them, when required.</p> <ul style="list-style-type: none"> - Pupil will learn how to blow the recorder with control, producing a quiet and pleasing sound. - They will learn the notes G-B, placing their fingers over the correct holes. - They will be able to move their fingers between these notes slowly, with care. - They will play a selection of pieces using these notes. - Use musical notation and be encouraged to read the notes on the stave. - Pupils will be introduced to simple musical language relating to features in the pieces. - Pupils will be able to volunteer to perform solos in front of their classmates. 	<p>of different rhythms and be able to copy them, when required.</p> <ul style="list-style-type: none"> - Pupil will learn how to blow the recorder with control, producing a quiet and pleasing sound. - They will learn the notes G-B, placing their fingers over the correct holes. - They will be able to move their fingers between these notes slowly, with care. - They will play a selection of pieces using these notes. - Use musical notation and be encouraged to read the notes on the stave. - Pupils will be introduced to simple musical language relating to features in the pieces. - Pupils will be able to volunteer to perform solos in front of their classmates. 	<p>rhythms using call and response.</p> <ul style="list-style-type: none"> - Refine, perform and appraise the samba introductions. - Learn and perform the rhythms of a Brazilian samba groove as a whole class ensemble. - Perform a solo in an ensemble. - Create a suitable ending for a samba piece and perform in carnival style. 	<p>specific patterns.</p> <ul style="list-style-type: none"> - Pupils understand the importance of posture when playing an instrument and sit appropriately. - Pupils can assemble their clarinet and hold it with their hands in the correct position. - Pupils can blow their instruments using correct lip and teeth placement (embouchure), with control to produce a pleasing sound. - Pupils learn notes C-A and play a variety of pieces using these notes. - Pupils begin to read the musical notation and rhythms, identifying notes on the stave. - Pupils are introduced to musical parameters and language, understanding how these change the music, and apply these when playing their pieces. 	<p>specific patterns.</p> <ul style="list-style-type: none"> - Pupils understand the importance of posture when playing an instrument and sit appropriately. - Pupils can assemble their clarinet and hold it with their hands in the correct position. - Pupils can blow their instruments using correct lip and teeth placement (embouchure), with control to produce a pleasing sound. - Pupils learn notes C-A and play a variety of pieces using these notes. - Pupils begin to read the musical notation and rhythms, identifying notes on the stave. - Pupils are introduced to musical parameters and language, understanding how these change the music, and apply these when playing their pieces. 	<p>specific patterns.</p> <ul style="list-style-type: none"> - Pupils understand the importance of posture when playing an instrument and sit appropriately. - Pupils can assemble their clarinet and hold it with their hands in the correct position. - Pupils can blow their instruments using correct lip and teeth placement (embouchure), with control to produce a pleasing sound. - Pupils learn notes C-A and play a variety of pieces using these notes. - Pupils begin to read the musical notation and rhythms, identifying notes on the stave. - Pupils are introduced to musical parameters and language, understanding how these change the music, and apply these when playing their pieces.
<p>Physical Education</p> <p>Overview of KS2 Physical Education Primary Curriculum can be found here.</p>	<p>Dance and Fitness</p> <p>Pupils focus on creating characters and narrative through movement and gesture. They gain</p>	<p>Gymnastics</p> <p>Pupils create more complex sequences. They learn a wider range of travelling actions and include</p>	<p>Dodgeball</p> <p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn</p>	<p>Netball</p> <p>Pupils will be encouraged to persevere when developing competencies in key</p>	<p>Tri-Golf</p> <p>Pupils will develop the skills and apply them to striking, chipping, putting, and playing a short and long game.</p>	<p>Tennis</p> <p>Pupils will develop racket and ball control and learn to return the ball using a forehand. They will then move</p>

	<p>inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same</p>	<p>the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p>	<p>skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p>They will develop their coordination, accuracy, and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in game situations. Pupils will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas.</p>	<p>onto developing a backhand and understand when to use it. Pupils will keep a continuous rally going showing increased technique and apply rules and simple tactics to manage a game.</p>
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	<p>Swimming</p> <p>Pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p>	<p>Swimming</p> <p>Pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p>	<p>Football</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p>	<p>OAA</p> <p>Pupils further develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils develop their knowledge of map reading, identifying key symbols and following routes.</p>	<p>Baseball</p> <p>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Athletics</p> <p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Pupils will think about how to achieve their greatest possible speed, distance and accuracy and learn how to preserve to achieve their personal best.</p>
<p>PSHE</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> - Being part of a class team. - Being a school citizen. - Rights, responsibilities and democracy. - Rewards and consequences. 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> - Challenging assumptions. - Judging by appearance. - Accepting self and others. - Understanding influences. 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> - Hopes and dreams. - Overcoming disappointment. - Creating new, realistic dreams. - Achieving goals. - Working in a group. - Celebrating contributions. 	<p>Healthy Me</p> <ul style="list-style-type: none"> - Healthier friendships. - Group dynamics. - Smoking. - Alcohol. - Assertiveness. - Peer pressure. - Celebrating inner strength. 	<p>Relationships</p> <ul style="list-style-type: none"> - Being unique. - Confidence in change. - Accepting change. - Preparing for transition. - Environmental change. 	<p>Changing Me</p> <ul style="list-style-type: none"> - Jealousy. - Love and loss. - Memories of loved ones. - Getting on and falling out. - Girlfriends and boyfriends.

	<ul style="list-style-type: none"> - Group decision-making. - Having a voice. - What motivates behaviour. 	<ul style="list-style-type: none"> - Understanding bullying. - Problem-solving. - Identifying how special and unique everyone is. - First impressions. 	<ul style="list-style-type: none"> - Resilience. - Positive attitudes. 		RSE Week Coverage <ul style="list-style-type: none"> - Making simple choices about some aspects of health and well-being. - Consider stereotype in media (including gender stereotypes). - Understand physical and emotional changes they will experience during puberty. - Understand the importance of personal hygiene. - Understand what inappropriate touch is. - Understand where they can go for help and advice. 	<ul style="list-style-type: none"> - Showing appreciation to people and animals.
Global Citizenship Events	Roald Dahl Day European Languages Day International Walk to School Month Hello Yellow (Mental Health) Hate Crime Awareness Week Black History Month	TSP's Celebration of Kindness Week (World Kindness Day) Anti-Bullying/ Behaviour Awareness Week Remembrance Sunday Children in Need Road Safety Week Human Rights' Day	Holocaust Memorial Day National Storytelling Week Safer Internet Day Chinese New Year Fairtrade Fortnight Climate Coalition Day	National Careers Week World Book Day International Women's Day Brain Awareness Week British Science Week Comic Relief /Sport Relief	Earth Day Local and Community History Month World Red Cross and Red Crescent Day (Red Cross Week) International Day against Homophobia and Transphobia	World Environment Day Healthy Eating Week My Money Week National School Sport Week