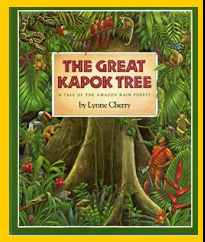
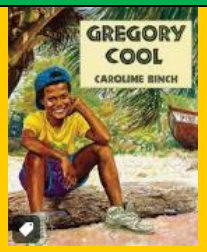
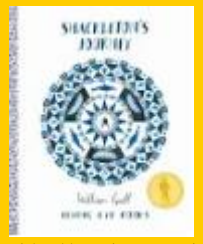
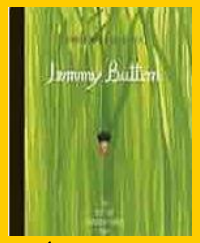
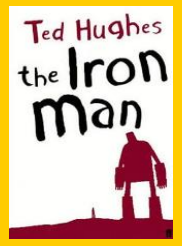
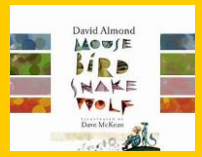
Curriculum Overview Yearly Plan – Year 4 – 2024/25

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading		 **Gregory Cool -** by Caroline Binch.	 **'Shackleton's Journey'** by William Grill	 **'Jemmy Button'** by Valerio Vidali		
Writing	**'In Our Hands'** by Lucy Farfort - Whole school text study. *Narrative writing **The Slightly Annoying Elephant** - David Walliams *Narrative writing *non-chronological report	*Diary entry / Poetry **Coming home** (Video module) *Instruction writing	, *Biography *Newspaper report	*Diary Entry **'Moon Man'** By Tomi Ungerer. News report	**'Iron Man'** By Ted Hughes * Recount	**'Mouse. Bird, Snake, Wolf'** By David Almond *Re-telling **'The Great Kapok Tree'** By Lynne Cherry *Argument/ Debate *Persuasive letter *Non-chronological report
Maths Following White Rose	Number: Place Value Number: Addition and Subtraction Measurement: Area Number: Multiplication and Division A Consolidation		Number: Multiplication and Division Measurement: Length and Perimeter Number: Fractions Number: Decimals A		Number: Decimals B Measurement: Money Measurement: Time Measurement: Shape Consolidation Geometry: Shape Statistics Geometry: Position and Direction	
History Following	**Ancient Maya Civilisation**		**Study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066**		**British History** How hard was it to invade and settle in Britain?	

Kapow	How did the achievements of the ancient Maya impact their society and beyond? -Sequence the key periods of the Ancient Maya civilisation. -Identify periods that were happening in Britain at the same time. -Explain how the Ancient Maya settled in the rainforest and the challenges they faced. (links to **year 3** geography learning) -Describe Ancient Maya beliefs. -Name the features of the Ancient Maya cities. -Make deductions about the Ancient Maya cities. -Evaluate the reasons for the decline of the Maya civilisation. -Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.	-How have children's lives change? -Make observations and deductions from sources. -Suggest how children's lives have changed. -Explain why children needed to work. -Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. -Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. -Use sources to identify leisure activities and compare them over time. -Identify diseases from the past and discuss how effective the treatments were.	-Explain how the Britons felt when the Romans left Britain. -Suggest reasons for the Anglo-Saxon invasion of Britain. -Name the key features of Anglo-Saxon settlements. -Identify changes and continuities in settlements from prehistoric Britain. -Make inferences about artefacts. -Describe how Anglo-Saxon beliefs changed. -Explain how missionaries spread Christianity. -Explain the threat the Vikings posed to the Anglo-Saxons. -Identify the qualities needed to be a monarch in 1066
Geography Following Kapow	**Why do people live near volcanoes?** -Name all four layers of the Earth in the correct order, stating one fact about each layer. -Explain one or more ways a mountain can be formed. -Give a correct example of a mountain range and its continent. -Describe a tectonic plate and know that mountains occur along plate boundaries. -Correctly label the features of shield and composite volcanoes and explain how they form. -Name three ways in which volcanoes can be classified. -Describe how volcanoes form at tectonic plate boundaries. -Explain a mix of negative and positive consequences of living near a volcano. -State whether they would or would not want to live near a volcano.	**Who lives in Antartica?** -Describe what lines of latitude and longitude are, giving an example. -Understand that the Northern and Southern Hemispheres experience seasons at different times. -Define what climate zones are. -Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. -Describe Antarctica's location in the far south of the globe. -State that tourism and research are the two main reasons people visit Antarctica. -Describe equipment researchers might use and clothes they wear. -List some of the research carried out in Antarctica. -State the outcome of Shackleton's expedition. -Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. -Describe a similarity and difference between life in the UK and life in Antarctica. -Confidently use the zoom function on a digital map.	**Are all settlements the same?** -Locate some cities in the UK. -Describe the difference between villages, towns and cities. -Identify features on an OS map using the legend. -Describe the different types of land use. -Follow a route on an OS map. -Discuss reasons for the location of human and physical features. -Locate some geographical regions in the UK. -Identify and begin to offer explanations about changes to features in the local area. -Describe the location of New Delhi. -Identify some human and physical features in New Delhi. -State some similarities and differences between land use and features in New Delhi and the local area.

	-State that an earthquake is caused when two plate boundaries move and shake the ground. -Explain that earthquakes happen along plate boundaries. -List some negative effects that an earthquake can have on a community. -Observe, digitally record and map different rocks using a symbol on a map. -Identify rock types and their origins based on collected data.	-Begin to recall the eight points of a compass, following at least four of them. -Recognise and describe features on their school grounds from an aerial map. -Draw a map of the route they take on an expedition. -State one thing that went well on the expedition and one aspect that did not go as hoped.	
DT Following Kapow	**Electrical systems: Electric poster** -Explain what 'information design' is and understand its impact, considering what could happen if we had no signage, posters, or written communication in public places of interest. -Research and choose a specific Ancient Roman topic on which to base their initial poster ideas. -Complete design criteria based on a client's request. -Roughly sketch four initial poster ideas, indicating where a bulb will be located for each. -Review their initial ideas against the design criteria and peer feedback, developing a final design. -Assemble an electric poster, including a functional simple circuit with a bulb, following a demonstration. -Acknowledge, with a brief explanation, the need to mount the poster using corrugated card. -Test that the simple circuit works by adding a battery. -Evaluate their electric posters in a letter to a client. **Electrical systems: Torches** -Identify electrical products and explain why they are useful. -Help to make a working switch. -Identify the features of a torch and how it works. -Describe what makes a torch successful. -Create suitable designs that fit the success criteria and their own design	**Cooking and Nutrition; Adapting a recipe** -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.	**Textiles: Cross stitch and applique** -Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together. -Develop appliqué designs based on design criteria. -Design, cut and shape their template for an usekh/wesekh collar, with increasing accuracy. -Decorate their design using a variety of techniques such as appliqué, cross-stitch, beads, buttons and pinking. -Measure and attach a ribbon with a running stitch. -Recognise different types and qualities of fabrics. -Explain the aesthetic and/or functional properties of some of their material choices. **Textiles: Fastening** -Identify the features, benefits and disadvantages of a range of fastening types. -Write design criteria and design a sleeve that satisfies the criteria. -Make a template for their book sleeve. -Assemble their case using any stitch they are comfortable with.

	criteria. -Create a functioning torch with a switch according to their design criteria.					
Art Following Access Art	**Drawing - Storytelling Through Drawing** Pathway for Years 3 & 4 **Disciplines:** Drawing, Sketchbooks **Key Concepts:** -That we can tell stories through drawing. -That we can use text within our drawings to add meaning. -That we can sequence drawings to help viewers respond to our story. -That we can use line, shape, colour and composition to develop evocative and characterful imagery. **Medium:** Drawing Materials, Paper **Artists:** Laura Carlin, Shaun Tan.		**Drawing/Collage – exploring pattern** Pathway for Years 3 & 4 **Disciplines:** Drawing, Collage, Design **Key Concepts:** -That the act of making drawings can be mindful. -That we can use line, shape and colour to create patterns. -That we can use folding, cutting and collage to help us create pattern. -That we can create repeated patterns to apply to a range of products or outcomes. **Medium:** Paper, Pens, Paint **Artists:** Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont.		**Painting – Exploring Still Life** Pathway for Years 3 & 4 **Disciplines:** Painting, Drawing, Collage, Sketchbooks, Relief **Key Concepts:** -That when artists make work in response to static objects around them it is called still life. -That still life has been a genre for many hundreds of years and is it still relevant today. -That when artists work with still life, they bring their own comments and meaning to the objects they portray. -That we can make a still life creative response in many media: drawing, painting, collage, relief… -That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space. **Medium:** Acrylic or poster paint, pen, pencil, ink, clay (depending upon project chosen) **Artists:** Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato.	
Music Following Charanga	Mamma Mia **Unit:** Mamma Mia **Style:** ABBA **Topic and cross-curricular links:** Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.	Glockenspiel Stage 2 **Unit:** Glockenspiel Stage 2 **Style:** Learning basic instrumental skills by playing tunes in varying styles **Topic and cross-curricular links:** Introduction to the language of music, theory and composition.	Stop! **Unit:** Stop! **Style:** Grime, Classical, Bhangra, Tango, Latin Fusion **Topic and cross-curricular links:** Composition, Bullying. Links to other units: The Fresh Prince Of Bel-Air - KS2/ages 7-11 (Scheme Year 5)	Lean On Me **Unit:** Lean On Me **Style:** Gospel **Topic and cross-curricular links:** Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.	Blackbird Coming Soon…	Reflect, Rewind and Replay **Unit:** Reflect, Rewind and Replay **Style:** Western Classical Music and your choice from Year 4 **Topic and cross curricular links:** Option to look at all the extension activities documents. Think about the history of music in context, listen to some

	Links to other units: Other units that relate to the 80s Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)	**Links to other units:** Using scores / notation in all units.		**Links to other units:** A New Year Carol - Gospel version - KS2/ages 7-11 (Scheme Year 6) Reflect, Rewind and Replay - History of Music		Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. **Links to other units:** All Year 4 units
Science Following Kapow	**Animals: Digestion and food** **Children will be able to:** -Label key organs found in the digestive system and describe each of their functions. -Describe the functions of the four different types of adult, human teeth, using key vocabulary. -Know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush. -Produce a food chain that begins with a plant and has arrows that	**Energy: Electricity and circuits** **Children will be able to:** -Recall a range of electrical appliances and classify them as mains or battery-powered. -Explain why something is either mains or battery-powered. -Explain how to test if a circuit works and identify when simple electric circuits will work. -Identify symbols for open and closed switches. -Predict whether a circuit will work based on whether the switch is open or closed and explain that it works by breaking	**Energy: Sound and vibrations** **Children will be able to:** -Describe how sounds are made. -Describe how sounds are heard through different mediums. -Explain the relationship between vibration strength and volume. -Describe the relationship between volume and distance. -Describe pitch and how to change it. -Explain how insulating materials can be used to muffle sound. **Working scientifically:** -To observe closely how different instruments create a sound. -Research how whales and dolphins communicate underwater. -Present results using a bar chart.	**Materials: States of matter** **Children will be able to:** -Identify solids, liquids and gases using their properties. -Describe melting, freezing, condensing and evaporating. -Describe the different stages of the water cycle. -Describe how temperature affects the rate of evaporation and therefore the water cycle. **Working scientifically:** -Ask relevant questions. -Use results to draw simple conclusions. -Use thermometers to take accurate measurements. -Make predictions for new values. -Record findings using labelled diagrams. -Research using more than one source.	**Animals: Classification and changing habitats** **Children will be able to:** -Group animals in various ways, including vertebrates (mammals, birds, reptiles, amphibians, fish) and invertebrates. -Group plants in various ways, including flowering and non-flowering plants. -Recognise and describe different habitats and their inhabitants. -Recognise the impact humans can have on habitats. -Recognise the impact of natural disasters on habitats. **Working scientifically:** -Record data in different ways. -Apply and create classification keys. -Make careful observations.	**Making connections: How does the flow of liquids compare?** **Children will be able to:** - Recall key knowledge from previous units. -Apply knowledge in new contexts. -How to compare and group materials together, according to whether they are solids, liquids or gases. -The part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. -And use classification keys to help group, identify and name a variety of living things in their local and wider environment. -Environments can change and that this can sometimes pose dangers to living things. **Working scientifically:**

	move up the food chain. -Define a producer, predator and prey and identify examples in food chains. -Describe digestion, teeth and diets when talking about the observed poo clues. -Write a letter that uses a range of scientific vocabulary from the unit. **Working scientifically:** -Evaluate a strength or weakness of the digestive system model. -Describe an example of evidence that can be used to study teeth. -Identify some of the variables that need to be kept the same, predict an outcome and identify limitations to the experiment.	and completing a circuit. -Give examples of how switches are useful. -Describe that a material is a good electrical conductor when it is added to an electric circuit and the bulb lights. -Describe that a material is a good electrical insulator when it is added to an electric circuit and the bulb does not light. -Recall that metals, for example, are good electrical conductors and plastics, for example, are good electrical insulators. -Describe that the more bulbs added to a series circuit, the dimmer the bulbs will be. -Explain that the bulbs will be dimmer when more are added to a circuit, as less energy is transferred to each of them. -Describe precautions for	-Suggest which variables to measure and for how long. -Design simple results tables. -Identify when results or observations do not match predictions.		-Make and use classification keys. -Present information in different ways. -Research using an information sheet.	-Carry out a full scientific enquiry.

	-Recall that scientific research needs repeated results before use in society. -Identify trends in a predator-prey graph. -Draw a results table that has space for observations about different poo samples.	working safely with electricity. -Explain some precautions using knowledge of circuit diagrams, electrical components, conductors or insulators. **Working scientifically:** -Draw a results table and record a range of appliances under the correct headings 'Mains' or 'Batteries'. -Identify and draw simplified electric circuit symbols and use these to draw a simplified circuit diagram. -Write a method for the investigation that considers appropriate equipment, ordering clearly written steps and considering safety. -Pose questions relating to bulbs in an electrical circuit. -Explain why a selected question is testable. -Suggest that new inventions will				

		change safety advice.				
Computing Following MrPict **E-Safety** -recognise common uses of information technology beyond school. -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies. (See separate document for e-safety skills)	**Presentations** **Digital Poster** **Using Adobe Spark Post** Children will: -know how to import images to a project from the web and camera roll. -know how to combine digital images from different sources, objects and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets. **Presentations** **Quiz Book** **Using Book Creator** Children will: -create an interactive quiz eBook introducing hyperlinks. -know how to create an eBook with text, images and sound.	**Animation** **Line Draw Animation Using Keynote** Children will: know how to create a presentation demonstrating my understanding with a rage of media. . I know how to add animated titles and transitions. . I know how to use shapes and drawing tools to create digital art. **Sound** **Movie Soundtrack** **IMovie and Garageband** Children will: -know how to edit sound effects for a purpose. -know how to compose a soundtrack that can be added to a film project. -know how to add music and sound effects to my films.	**Data Handling** **Online Questionnaire** **Using Google Forms** Children will: -know how to create my own online multiple-choice questionnaire. -know how to input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts. -understand how data is collected. **Video Creation** **Dynamic Video** **Using Adobe Spark Video** Children will: -know how to add music and sound effects to my films. -know how to add animated titles and transitions. -know how to add simple subtitles to a video clip.	**AR and VR** **Invent a Toy** **Using Tinkercad** **AR and VR** **AR Museum** **Using Adobe Aero** Children will: -know how to create my own 360 digital video. -know how to use the camera to create a 360 image. -know how to add multiple objects into my surroundings through AR to explain a concept.	**Artificial Intelligence** **Using Teachable Machine** Children will: -train an AI model and explore how more data makes it more accurate. -know how to use abstraction to focus on what's important in my design. -know how to write more precise algorithms for use when programming. -know how to use simple selection and repetition in algorithms. -know how to use logical reasoning to detect and correct errors in programs. **Programming** **Game Controller** **Using Make Makey** Children will: -know how to use repetition in programs. -know how to use simple selection and repetition in algorithms. -know how to use logical reasoning to detect and correct errors in programs. -know how to work with a variety of inputs and outputs.	**Programming** **Robot Orchestra** **Using Crumbles** Children will: -know how to use repetition in programs. -know how to use simple selection and repetition in algorithms. -know how to use logical reasoning to detect and correct errors in programs. -know how to work with a variety of inputs and outputs. -train an AI model and explore how more data makes it more accurate. -know how to use abstraction to focus on what's important in my design. -know how to write more precise algorithms for use when programming. -know how to use simple selection and repetition in algorithms. -know how to use logical reasoning to detect and correct errors in programs. **Programming** **MicroBit** **Using Microbit Website** Children will:

						-write more precise algorithms for use when programming. -use simple selection in algorithms. -use logical reasoning to detect and correct errors in programs. -work with a variety of inputs and outputs. **Computer Networks Understanding the Internet Using Doink Green Screen** Children will: -know the internet is a worldwide network. -know how web pages are viewed across the internet. -understand the difference between the internet and the world wide web.
PSHE, SMSC, SRE, Wellbeing Following Jigsaw	Being me in my world Children will: -know their attitudes and actions make a difference to the class team. -understand who is in their school community, the roles they play and how they fit in. -understand how democracy	Dreams and Goals Children will: - tell you about some of my hopes and dreams. - understand that sometimes hopes and dreams do not come true and that this can hurt. - know that reflecting on positive and happy experiences can help them to counteract disappointment.	Healthy Me Children will: - recognise how different friendship groups are formed, how they fit into them and the friends they value the most. - understand there are people who take on the roles of leaders or followers in a group, and they know the role they take on in different situations. - understand the facts about smoking and its effects on health, and	Celebrating Difference Children will: - understand that, sometimes, we make assumptions based on what people look like. - understand what influences them to make assumptions based on how people look. - know that sometimes bullying is hard to spot and they know what to do if they think it is going on but they're not sure. - tell you why witnesses sometimes join in with	Relationships Children will: - recognise situations which can cause jealousy in relationships. - identify someone they love and can express why they are special to them. - tell you about someone they know that they no longer see. - recognise how friendships change, know how to make new friends and how to manage when they fall out with their friends.	Changing Me Children will: - understand that some of their personal characteristics have come from their birth parents and that this happens because they are made from the joining of their egg and sperm. - correctly label the internal and external parts of male and female bodies that are necessary for making a baby.

	works through the School Council. -understand that their actions affect themself and others; they care about other people's feelings and try to empathise with them. -understand how groups come together to make decisions. -understand how democracy and having a voice benefits the school community	- know how to make a new plan and set new goals even if they have been disappointed. - know how to work out the steps to take to achieve a goal and can do this successfully as part of a group. - identify the contributions made by themselves and others to the group's achievement.	also some of the reasons some people start to smoke. - understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol. - recognise when people are putting them under pressure and can explain ways to resist this when they want. - know themselves well enough to have a clear picture of what they believe is right and wrong.	bullying and sometimes don't tell. - identify what is special about them and value the ways in which they are unique. - tell you a time when their first impression of someone changed when they got to know them. -	- understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when they are older. - know how to show love and appreciation to the people and animals who are special to them.	- understand what responsibilities there are in parenthood and the joy it can bring. - consider what has influenced their life and what might influence the lives of other people. - 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. - know how the circle of change works and can apply it to changes they want to make in my life. - identify changes that have been and may continue to be outside of their control that they learnt to accept. - identify what they are looking forward to when they move to a new class.
RE Following Kapow RE	**Are all religions equal?** Children will be able to: -Use statements and prior knowledge to identify connections between religions, explaining these connections by	**What makes a text sacred?** Children will be able to: -Explaining the difference between evidenced or recognised information about scripture and beliefs and opinions.	**Just how important are beliefs?** Children will be able to: -Describe what baby welcoming ceremonies mean to some people. -Explain the role of adults in these ceremonies, especially the promises or commitments they make.	**Who was Jesus really?** Children will be able to: Discuss and critically analyse various depictions of Jesus, considering possible historical appearances and the reasons behind diverse portrayals. -Learn key historical facts about Jesus' life and reflect on the varied	**Why is the Bible the best-selling book of all time?** Children will be able to: Identify events involved in the compilation and creation of the first Christian Bible. -Comparing different types of writing found in the Bible and discussing their purposes.	**Does the language of scripture matter?** Children will be able to: -Describe some oral traditions in some ancient societies. -Understand the reasons written traditions developed. -Discuss why new languages develop as a result of diaspora.

	referring to people, places and beliefs -Talk about why making connections can be helpful. -Identify some different names and ways of describing God. -Explain similarities and differences between the ways people from different worldviews understand God. -Use scripture to find out what people might believe. -Describe the links between the story of Guru Nanak and some Sikh beliefs and practices. -Explain why equality and harmony were important to many Sikhs in the past and why they are still important today. -Use a range of sources to find out what might be important to	-Giving some reasons why different Hindu texts might be significant to people. -Identifying the key events that led to the writing of the Buddhist Canon. -Discussing the importance of the Buddhist canon to some people today. -Providing examples of why and how the Guru Granth Sahib is respected. -Drawing out connections between beliefs and practices. -Comparing and making links between scriptures from different worldviews. -Identifying the role and value of scripture in some people's lives.	-Describe the significance of commitment ceremonies to some people. -Understand the cultural and religious importance of commitment ceremonies. -Identify various items of clothing that people wear to express their beliefs. -Explain what items may signify about an individual's commitments or convictions. -Give examples of religious fasting and dietary restrictions. -Explain some reasons why people might demonstrate their commitment to beliefs through their diet. -Evaluate the ways people may demonstrate their commitment to beliefs in seen and unseen ways. -Justify their ideas about how sacrifice and commitment may show how important a person's beliefs may be.	perceptions of his image. -Identify and understand the differences between the Pharisees and Sadducees. -Use texts and sources to build knowledge about people's lives and societal positions during the time of Jesus. -Explore the Romans' role in Judea and their interactions with Jewish groups. -Compare prophecies with actual events from Jesus' life and express personal views on whether the prophecies were realized. -Examine different interpretations of miracles shown in images and understand how diverse groups might have perceived these miracles during Jesus' time. -Describe the Easter story and the concept of resurrection, acknowledging its significance to many Christians.	-Explain the criteria used to decide which texts were included in the canonised Bible. -Explain the impact of key figures and events on the development of the modern-day Christian Bible. -Describe how and why the Christian Bible has developed over time. -Explain the concept of interpretation and why it is an essential practice for many Christians when reading the Bible. -Investigate and identify where the Bible is found in different churches and how this has changed over time. -Identify examples of how the Bible has influenced modern British life. -Present their learning about the Bible's impact and relevance.	-Consider the role of Biblical Hebrew and Classical Arabic for many Jewish and Muslim people today. -Identify religious and cultural uses of Hebrew and Arabic. -Describe why some believers choose to learn and read the language of their religious scripture. -Identify an ancient language, a translation and a commentary in a copy of a page of scripture. -Consider what might be holy to a believer. -Describe how translations, the creation of scripts like Gurmukhi and artwork made religious teachings more accessible. -Reflect on why some scriptures have no art or symbols.

	some people from the Bahá'í faith. -Compare what people with different worldviews may think about other religions. -Express ideas creatively about how and why World Religion Day is important. -Make links between their work and learning from previous lessons.					
PE Following Greenacre P.E.	**Multi skills** 1 Students explore different ways to move on their own. 2 Students explore different ways to test their agility. 3 To understand the importance of concentration when balancing. 4 To understand how to incorporate fielding techniques with movement.	**Tag Rugby** 1 To learn the importance of agility when dodging in tag rugby. 2 To become familiar with catching a rugby ball. 3 To learn how to pass ball backwards down a line. 4 Learning to develop the tagging technique using the correct rules. 5 To develop basic tactics using the magic diamond.	**Football** 1 To develop students understanding of the basic rules of Football whilst taking part in a number of dribbling exercises. encouraging students to use different parts in their feet. 2 To develop students dribbling skills whilst encouraging students to change direction. 3 Students learn to perform a short distance pass in Football using the correct technique: the non-striking foot comes beside the ball and the striking foot comes through with the	**Hockey** 1 To understand basic rules of hockey and explore ways of using the stick to move the ball. 2 To learn how to have control and turn quickly under pressure. 3 To understand different passing techniques and focus on ball control. 4 To understand what type of pass to use in different situations and be able to make a long pass. 5 To be able to strike a ball on the move. 6 To play a hockey game and be able to use skills	**Cricket** 1 Learn how to field the ball and attack the stumps. 2 Continue to develop fielding/catching skills and returning the ball on the move. 3 Basic batting skills, focusing on the hook shot. 4 Develop batting and fielding skills in kwik cricket, with over arm bowling. 5 Playing a kwik cricket game with the use of overarm bowling. 6 Develop the knowledge of bowling and batting rules in a kwik cricket game.	**Athletics** 1 Learn the correct technique for running a short distance at speed. 2 Understand what the best technique to jump effectively is. 3 Learn how to generate power in the push pass. 4 Understand what pacing is and the importance of pacing when running long distances. 5 To understand and perform the correct technique required to throw a foam javelin. 6 Demonstrate all the skills learnt over the previous weeks.

	5 To understand how to link movement patterns and dodging. 6 Combine skills learnt throughout the previous weeks. **Handball** 1 Ball control and body positions. 2 Learning different types of passes and knowing when to use them. 3 Learning when to use the different passes in a game. 4 To develop the variety of passes in a game. 5 Different types of shooting in handball. 6 Decide when to use certain passing and shooting techniques in a game.	6 To develop pupils' knowledge of how to score a 'try' and to learn basic game rules. **Gymnastics** 1 To explore ways of travelling across a bench using different levels, body parts and speeds. 2 To explore matching and mirroring when performing shapes with a partner. 3 To develop pupils jumping technique by learning how to turn in mid-flight. 4 To attempt a variety of partner balances exploring counter tension and counterbalance techniques. 5 To introduce the fundamental skills required to perform the forward roll. 6 To perform a full routine that involves shapes, travelling, balances, jumping, rolling and small apparatus.	side of the foot connecting with the ball. 4 To continue to develop students' ability to perform a short distance pass whilst thinking about accuracy and power. Students are also encouraged to pass the ball over a variety of different distances. 5 Students are taught to shoot using their laces. They use this technique in several game situations during the lesson. 6 Students are put into a number of game situations where they are encouraged to perform the skills learnt over the course of a term. This includes dribbling, passing and shooting. **Tri-Golf** 1 To focus on power and accuracy in putting and underarm throwing. 2 To explore when and how to use the putter in a controlled manner. 3 To develop using the chipper focusing on elevation of the ball. 4 To explore how to use the chipper to cover long distances. 5 To learn how to choose shot selection to overcome obstacles.	learnt to beat opponents. **Dance** 1 To learn how to be creative when exploring basic movement patterns using travel and floor patterns. 2 To develop ways to respond to different stimuli using different directions, levels and dynamics. Pupils link movements together in a small group. 3 To learn how using different stage directions in their dances can make them more creative and aesthetically pleasing. Pupils will also develop their dance by using different direction at different times. 4 Pupils develop their use of formations in dance to make it more creative and nicer to watch. Pupils learn to make formations flow in a smooth and controlled way using unison, canon and different levels. 5 Pupils learn how to create a clear, middle and an end to their routines by using stillness, different levels, directions, and	**Basketball** 1 Familiarisation with the ball and to learn basic rules of basketball. 2 To be able to perform the basic dribbling technique with control and accuracy. 3 To introduce and understand where passing is used in basketball. 4 To develop understanding and knowledge of how to execute a successful set shot. 5 To work as team to develop both attacking and defending skills. 6 To link all the skills learnt into a game situation.	**Rounders** 1 Pupils learn how to perform a two handed and one-handed catch when a partner feeds them the ball. A competitive game adds pressure to challenge pupil's ability. 2 Pupils learn to over arm throw and catch consistently with a partner at long distances. 3 Pupils learn to strike a bowled ball focussing on using power and strength. Batting tactics are also introduced. 4 Pupils learn running skills and experiment with the speed in which they run using fun modified games. 5 Pupils explore fielding techniques, and test running and throwing skills. 6 Pupils learn basic rules and positions and play enjoyable modified games with a competitive element to encourage the use of their skills in a game situation.

			6 To be able to put all the skills together to play a whole round of golf against other pupils.	symmetrical shapes. Pupils work in groups to communicate ideas. 6 Competition week: Pupils recap their performance skills, and use these in their final dance, to gain points from the judge. Prizes are awarded.		
MFL (French) Following Primary Language Network	**Welcome to school super learners!** 1: I can ask and answer several questions. AT3 2: I can recall 0-10 and some classroom instructions. AT1 3: I can say and read numbers 10-20. AT2 4: I can recall the days and the months. AT7 5: I can say and write the names of rooms in school. AT9 6: I can understand, say, and write some classroom nouns. AT9	**Bonfire night poem, Classroom commands, Places in town, Christmas shopping** 1: I can write my own fireworks poem. 2: I can read and understand some useful commands. 3: I can say and understand classroom instructions and commands. 4: I can recognise and say places in town. 5: I can ask "Where is ..?" and classify nouns (masculine/feminine). 6: I can identify and name shops in French.	**Epiphany, Alien family tree, Faces** 1: I can make links between sounds and spellings and talk. about some Epiphany traditions in France. 2: I can say the French nouns for 4 family members. 3: I can write some personal information about a family member. 4: I can understand and say some nouns for parts of the face. 5: I can understand some simple sentences using numbers and parts of the face. 6: I can write some simple sentences to describe an alien.	**Face and Body Parts** 1: I can say nouns for parts of the face and body. 2: I can understand and respond to face and body part nouns and commands. 3: I can understand and respond to face and body part nouns and commands. 4: I can join in and create a yoga session. 5: I can name the plural of face and body parts' nouns. 6: I can create an alien and write a simple description.	**Feeling unwell / Jungle animals** 1: I can remember parts of body and explain why I don't feel well/what hurts. 2: I can take part in a roleplay dialogue at the doctors. 3: I can understand and name jungle animals in French. 4: I can understand adjectives to describe jungle animals in a story. 5: I can write a sentence using a noun, a verb and adjectives to describe animals. 6: I can write my own jungle explorer's story.	**The Weather / Ice creams/Language Puzzle** 1: I can say different weather statements in French. AT4 2: I can describe the weather in different seasons of the year. AT11 3: I can say simple phrases to give the weather forecast. AT4 4: I can understand and name ice cream flavours. AT2 5: I can talk about ice creams I love, like and dislike. AT3
School Values	Week 1/2: Aspiration Week 3/4: Kindness	Week 1/2: Resilience Week 3/4: Kindness	Week 1/2: Aspiration Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Kindness Week 3/4: Reflection Week 5/6: Resilience	Week 1/2: Aspiration Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Kindness Week 3/4: Reflection Week 5/6: Aspiration

	Week 5/6: Reflection	Week 5/6: Reflection				
Visitors/ Trips						
Whole School	Black History Month Mental Health Awareness Day PTA School Disco	National Stress Awareness Day Firework Extravaganza Road Safety Awareness Children in Need day Christmas Jumper Day Winter Wonderland	Make Your Dreams Come True Day Safer Internet Day Random Act of Kindness Day PTA School Disco Mother's Day gifts	Mental Health Week World Book Day Comic Relief PTA Sponsored Bounce Open Afternoon MADD Day	World Autism Awareness Day Father's Day gifts.	National Sports Week PTA Non-uniform day Happy, Healthy, Hampton Day Summer Fair Transition Day Meet your new teacher PTA School Disco

Although we aim to follow this curriculum overview throughout the year, this may well be subject to change as we adapt planning and teaching based on the needs of the children. Therefore, this curriculum overview will be refreshed at points during the year. Disciplinary and substantive knowledge will remain the same for progression