

Year 4		Autumn- Ancient Greece	Spring- Transport and Trade	Summer- Mountains
		Why is the Greek Empire so important to the Western World?	What did the Romans do for Britain?	What on earth is topography?
Educational Visits/visitors and concrete experiences	Brilliant Beginnings	Ancient Greece Themed day	Roman Tours – visiting production / drama company (romantoursuk.com)	Nature and Me (photography day in a Nature setting - Rayleigh Mount? / Hadleigh Castle )
	Fabulous Finish	Olympics and Greek feast Mini Olympics and Greek Feast to celebrate	Roman battle fields – re-enactment of a Roman battle / making props etc	A performance for parents - Sharing and performing music and language learnt over the term
English		<p><b>Poem:</b> Mythical Monsters by Sara Fanelli <b>Poetry genre:</b> Concrete</p> <p><b>Key Text:</b> Jason and the Golden Fleece Fiction Genre: Myths and legends Fiction Focus: Dialogue, adjectives, verbs, adverbs and conjunctions. Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Modelled text of Jason and the Golden Fleece. Innovation: Class write but change the object to a goblet to put out the fiery breath. Invention: Children pick a piece of treasure that is guarded by a mythical creature.</p> <p><b>Non-Fiction genre:</b> Newspaper report Non-Fiction focus: use of direct and reported speech, newspaper structure and journalistic writing. Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Modelled for Jason and the Golden Fleece. Innovation: Class write about Theseus and the Minotaur. Invention: Children choose another Greece myth to create a newspaper article for e.g. Icarus, Cyclops, King Midas and Donkey Ears</p> <p><b>Writing across the curriculum:</b></p>	<p><b>Poem:</b> What Am I poetry modelled by the teacher <b>Poetry genre:</b> Riddles</p> <p><b>Key text:</b> The Goose Guards by Terry Deary Fiction genre: Fiction focus: Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Innovation: Invention:</p> <p><b>Non-Fiction genre:</b> Persuasion Non-Fiction focus: Persuasive language, conjunctions, sentence openers Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Modelled text – Why should you join the Goose Guards? Innovation: Class write together - Why should you join the Roman Army? Invention: Why should you become the Roman Emperor?</p> <p><b>Writing across the curriculum:</b></p>	<p><b>Poem:</b> If I had Wings by Pie Corbett <b>Poetry genre:</b> Monologue</p> <p><b>Key Text:</b> Cloud Tea Monkeys by Mal Peet and Elspeth Graham Fiction genre: Journey/ warning story Fiction focus: Structure of a story, Vocabulary, conjunctions, action, dialogue Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Innovation: Invention:</p> <p><b>Non-Fiction genre:</b> Biography- life of someone who has been a successful climber Non-Fiction focus: Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Modelled text of Edmund Hilary – the first person to climb Mount Everest. Innovation: Biography of Hans Meyer – the first person to climb Mount Kilimanjaro. Invention: Children choose a mountain and research who climbed the mountain first then write a biography about them.</p> <p><b>Writing across the curriculum:</b></p>
		<p><b>Poem:</b> The Raven by Edgar Allan Poe Alliterative poetry about the Ancient Greek modelled by the teacher <b>Poetry genre:</b> Alliteration</p> <p><b>Key text:</b> Olympig by Victoria Jamieson Fiction genre: Narrative Fiction focus: Wishing plot Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Use Olympig by Victoria James as the modelled text. Innovation: Choose class animal to innovate – e.g. sloth in a sprint race or snake in high jump etc. An animal that is perceived to not be good at anything, will fail many times but</p>	<p><b>Key text:</b> Roman Diary: The Journal of Iliona. Fiction genre: Journey story Fiction focus: Different perspectives Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Modelled text from the key text the Journal of Iliona. Written from the perspective of Iliona. Innovation: Written from the perspective the family. Invention: Written from the perspective of the Roman Army.</p> <p><b>Key text:</b> You Wouldn't want to be a roman gladiator Non-Fiction genre: Explanation Non-Fiction focus: Conjunctions, paragraphing, questions Imitation: Internalise the text, use a range of drama activities,</p>	<p><b>Poem:</b> The Jabberwocky by Lewis Carroll <b>Poetry genre:</b> Nonsense poem Hamilton Trust – Poetry 1 unit – Year 4 – Summer term</p> <p><b>Key text:</b> The Abominables by Eva Ibbotson Fiction genre: Tale of fear Fiction focus: Story structure, action, Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Write a story about being kidnapped by the yetis. Innovation: Kidnapped by a bear in the mountains. Invention: Kidnapped by another mountain animal e.g. Mountain lion, snow leopard, cougar or coyote. An extension for the HA could be - kidnapped by other animals that are not</p>

	<p>the perseverance pays off. Invention: Choose own animal to invent</p> <p><b>Non-Fiction genre:</b> Discussion text Non-Fiction focus: Non biased, conjunctions and cohesion Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Which Olympics is better: Ancient or Modern Olympics? Innovation: Which Olympics is better: Summer or Winter Olympics? Invention: Which sport is better? Children choose two sports from the Olympics to compare.</p> <p><b>Writing across the curriculum:</b></p>	<p>read as a reader, read as a writer. Modelled text – How to survive as a Roman slave. Innovation: How to survive as a Roman soldier. Invention: How to survive as a Roman gladiator.</p> <p><b>Writing across the curriculum:</b></p>	<p>considered a threat – e.g. Mountain goat, big horn sheep, beaver, racoon</p> <p><b>Non-Fiction genre:</b> Non-Chronological report Non-Fiction focus: Paragraphing, subheading, presentational features Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Modelled text about Himalayas. Innovation: Class write about Alps. Invention: Children choose another mountain range to write about.</p> <p><b>Writing across the curriculum:</b></p>
<b>Reading Book List</b>	<ul style="list-style-type: none"> <li>Who Let the Gods Out? By: Maz Evans</li> <li>Beasts of Olympus: Beast Keeper By: Lucy Coats</li> <li>Fleeced! By: Julia Wills</li> <li>The Iliad and the Odyssey By: Marcia Williams</li> <li>The Orchard Book of Greek Myths By: Geraldine McCaughrean</li> <li>Greek Myths By: Marcia Williams</li> <li>A Visitor's Guide to Ancient Greece By: Lesley Sims</li> <li>Avoid Entering the Ancient Greek Olympics! (Danger Zone) By: Michael Ford</li> <li>You Wouldn't Want to Be a Slave in Ancient Greece! By: Fiona Macdonald</li> <li>The Girl of Ink and Stars By: Kiran Millwood Hargrave</li> <li>The Tale of Troy By: Roger Lancelyn Green</li> <li>Percy Jackson and the Greek Heroes By: Rick Riordan</li> <li>Tales of the Greek Heroes By: Roger Lancelyn Green</li> <li>Atticus the Storyteller; 100 Stories By: Lucy Coats</li> <li>Mission To Marathon By: Geoffrey Trease</li> <li>Hands-on History: Ancient Greece By: Richard Tames</li> <li>The History Detective Investigates By: Rachel Minay</li> <li>Groovy Greeks By: Terry Deary</li> <li>Greek Gazette By: Paul Dowswell</li> <li>Ancient Greece By: DK</li> </ul>	<ul style="list-style-type: none"> <li>The Orchard Book Of Roman Myths By: Geraldine McCaughrean</li> <li>Roman Things to Make and Do (Usborne Activities) By: Leonie Pratt</li> <li>Romans on the Rampage By: Jeremy Strong</li> <li>Avoid Being a Roman Soldier (The Danger Zone) By: David Stewart</li> <li>What the Romans Did For Us By: Alison Hawes</li> <li>Roman Diary By: Richard Platt</li> <li>Tiger, Tiger By: Lynne Reid Banks</li> <li>Across the Roman Wall By: Theresa Breslin</li> <li>Rotten Romans By: Terry Deary</li> <li>Roman Town Look Inside By: Conrad Mason</li> <li>Roman Mysteries Set of 10 By: Caroline Lawrence</li> <li>KS2 Discover &amp; Learn: History - Romans in Britain Bundle (for the New Curriculum) (HRB21) CGP</li> <li>KS2 Discover &amp; Learn: History - Romans in Britain Teacher Book, Year 3 &amp; 4 (for the New Curriculum) (HRT21) CGP</li> <li>The Roman Record By: Paul Dowswell</li> </ul>	<ul style="list-style-type: none"> <li>King of the Cloud Forests By: Michael Morpurgo</li> <li>The Abominables By: Eva Ibbotson</li> <li>Mountains: Teacher's Notes By: Andrew Hammond</li> <li>The World's Greatest Mountain Ranges By: Geography Mountains Books for Kids   Children's Geography Book</li> <li>The Mountain Book By: Brian Knapp</li> <li>First Step Non-fiction Landforms: Mountains By: Sheila Anderson</li> <li>Mimi and the Mountain Dragon By: Michael Morpurgo</li> <li>Everything You Should Know About: Marvellous Mountains Faster Learning Facts By: Anne Richards</li> <li>Cloud Tea Monkeys by Mal Peet and Elspeth Graham</li> <li>The World's Greatest Mountains Ranges By Baby Professor</li> <li>Let's Explore...Mountains By: Lonely Planet Kids</li> <li>National Geographic: Danger on the Mountain By: Gregg Treinish</li> <li>Mountains By: Izzi Howell</li> </ul>
<b>Maths</b>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Place value</li> <li>Addition and Subtraction</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>Multiplication and division</li> </ul>	<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Graphs</li> <li>Fractions</li> </ul> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>Time</li> <li>Revision 2</li> <li>Decimals</li> </ul>	<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>Money</li> <li>Mass, volume and length</li> <li>Revision 3</li> <li>Area</li> <li>Geometry</li> </ul> <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>Geometry</li> </ul>

		<ul style="list-style-type: none"> <li>• Money</li> </ul>	<ul style="list-style-type: none"> <li>• Position</li> <li>• Roman Numerals</li> <li>• Revisions 4</li> </ul>
<b>History</b>	<b>Ancient Greece</b>  NC Link: <ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<b>The Romans/ George Stephenson (railways)</b>  NC Link: <ul style="list-style-type: none"> <li>• the Roman Empire and its impact on Britain</li> <li>• a significant turning point in British history, for example, the first railways</li> </ul>	
<b>Geography</b>	<b>Location of Greece within Europe</b>  NC Link: <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	<b>Our Roads- traffic fieldwork study</b> <b>Transport and trade</b>  NC Link: <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>• human geography, including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<b>The Mountains and topographical features</b> <b>Biomes, climate zones and the effect of altitude</b>  NC Link: <ul style="list-style-type: none"> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, <b>key topographical features</b> (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• physical geography, including: <b>climate zones, biomes</b> and vegetation belts, rivers, <b>mountains</b>, volcanoes and earthquakes, and <b>the water cycle</b></li> </ul>
<b>Science</b>	<b>Animals, including humans</b>  NC Link: <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<b>Sound</b>  NC Link: <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <b>Electricity</b>  NC Link: <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• identify whether or not a lamp will light in a simple</li> </ul>	<b>Living things and their habitats</b>  NC Link: <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> <b>States of matter</b>  NC Link: <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• identify the part played by evaporation and condensation in the water cycle and associate the</li> </ul>

		<p>series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none"> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p>rate of evaporation with temperature.</p>
<b>DT</b>	<p><b>DT Focus: Cooking. Create bread/ pitta bread and have a Greek feast</b></p> <p>NC Links:</p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and <b>ingredients</b>, according to their functional properties and aesthetic qualities</li> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><b>DT Focus: Materials</b> <b>Create a Roman building (link to art)</b></p> <p>NC Links:</p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including <b>construction materials</b>, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<p><b>DT Focus: Textiles. Create a mixed media mural. Tie dye background, collagraph prints and embroidery detail.</b></p> <p>NC Links:</p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, <b>textiles</b> and ingredients, according to their functional properties and aesthetic qualities</li> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>
<b>Art</b>	<p><b>Artist: Lotte Reiniger/ Etienne de Silhouette- Painting Animations using silhouette art</b> <b>Greek art- pottery (DT link)</b></p> <p>NC Links</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, <b>painting</b> and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> </ul>	<p><b>Artist: Michaelangelo- sculpture</b> <b>Roman architecture- Colosseum, Parthenon, Aqueduct, Vatican-</b></p> <p>NC Links</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and <b>sculpture</b> with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> </ul>	<p><b>Artist: Katsushika Hokusai- 36 views of Mount Fuji</b></p> <p>NC Links</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including <b>drawing</b>, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> </ul>
<b>Computing</b>	<p><b>E-Safety: Guy's Letter- responding to a dilemma</b></p> <p><b>Digital Musicians</b> <b>Children will use Scratch to create a basic music system and</b></p>	<p><b>E-Safety: Private and personal information</b></p> <p><b>Hardware Investigators</b> <b>Children will be introduced to basic hardware and the idea</b></p>	<p><b>E-Safety: The Key to Keywords</b></p> <p><b>Surreal Photography</b> <b>Children will create a surrealistic style piece of artwork by</b></p>

	<p>a conversation between two characters. Link to music within theme.</p> <p><b>Appy Hour</b></p> <p>NC Links:</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable</li> <li>• Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<p>that computers can be connected together and input and output hardware can be attached to them. They will be shown a mouse, keyboard, printer and digital camera. They will then focus on the hardware components of a computer system. Link to how technology is used to trade.</p> <p><b>Appy Hour</b></p> <p>NC Links</p> <ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>combing parts of different images. Children will study surrealist images. They will be shown how to combine images on a graphics package. They will then try to create their own surrealist image, linking to the theme of mountains.</p> <p><b>Appy Hour</b></p> <p>NC Links</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>
	<p><b>E-Safety: Rings of responsibility</b></p> <p><b>Quiz Masters:</b> Children will create their own quiz using Scratch. They will sort a series of question cards into order. They will demonstrate a sart block. Children will be introduced to the user input element and idea of selection. This will link to the theme of Ancient Greece or can be linked to Maths work.</p> <p><b>Appy Hour</b></p> <p>NC Links:</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<p><b>E-Safety: The Power of words</b></p> <p><b>Green Screening</b></p> <p><b>Appy Hour</b></p> <p>NC Links:</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<p><b>E-Safety: Whose is it, anyway?</b></p> <p><b>Espresso Coding</b></p> <p><b>Appy Hour</b></p> <p>NC Links:</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>
<b>PE</b>	<p><b><u>Swimming:</u></b></p> <ul style="list-style-type: none"> <li>• Swim between 25-50 metres</li> <li>• Use more than one stoke</li> <li>• Co-ordinate leg and arm movements</li> <li>• Swim at the surface and below the water</li> </ul> <p><b><u>Ball Skills</u></b></p> <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy</li> <li>• Strike a ball and field with control</li> <li>• Choose appropriate tactics to cause problems for the opposition</li> <li>• Follow the rules</li> <li>• Maintain possession on the ball e.g feet, hockey sticks, hands</li> <li>• Pass to team</li> <li>• Lead others and act as a respectful team member</li> </ul>	<p><b><u>Racquet</u></b></p> <ul style="list-style-type: none"> <li>• Plan perform and repeat sequences</li> <li>• Lead others when called upon</li> <li>• Hand and eye skills</li> <li>• Choose the most appropriate tactics for the game</li> <li>• Play in pairs and fours</li> <li>• Work alone to gain points and possession</li> </ul> <p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Plan perform and repeat sequences</li> <li>• Move I a clear, fluent and expression manner</li> <li>• Refine movement</li> <li>• Show change of directions, speed and level during a performance</li> <li>• Travel in a variety of ways</li> <li>• Show a kinaesthetic sense in order to improve placement</li> <li>• Swing and hang from equipment</li> </ul>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Sprint over a short distance up to 60 meters</li> <li>• Run over a longer distance conserving energy</li> <li>• Use a range of throwing techniques</li> <li>• Throw with accuracy to hit a target</li> <li>• Jump in a number of was using a run-up</li> <li>• Compete with others and aim to improve personal best performances</li> </ul> <p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Move in a clear, fluent and expression manner</li> <li>• Refine movements</li> <li>• Create dance and movements that convey a definite idea</li> <li>• Change speed and levels within a performance</li> <li>• Develop strength and suppleness by practising moves and stretching</li> </ul>

		<ul style="list-style-type: none"> <li>Perform different rolls</li> <li>Travelling, balance, swinging, springing, fight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills</li> </ul>	
<b>PSHE</b>	<p><b>Healthy Lifestyles:</b> What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs.</p> <p><b>Growing and changing:</b> Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change.</p> <p><b>Keeping Safe:</b> How to keep safe in local area and online; people who help them stay healthy and safe.</p>	<p><b>Rights and responsibilities:</b> Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world.</p> <p><b>Environment:</b> Sustainability of the environment around the world.</p> <p><b>Money:</b> Role of money; managing money (saving and budgeting); what is meant by interest and loan.</p>	<p><b>Feelings and emotions:</b> Keeping something confidential or secret; when to break a confidence; recognise and manage dares.</p> <p><b>Healthy relationships:</b> Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers.</p> <p><b>Valuing difference:</b> listen and respond to people; share points of view.</p>
<b>RE</b>	<p><b>Christianity, Islam, Judaism, Sikhism, Buddhism, Atheism and Hinduism</b></p> <p><b>What is worship?</b></p> <ul style="list-style-type: none"> <li>understand what is meant by worship</li> <li>explain why religious people come together to worship</li> <li>reflect on their responses to their own experiences of worship in and outside school</li> </ul>	<p><b>Christianity and Islam</b></p> <p><b>What makes a book holy?</b></p> <ul style="list-style-type: none"> <li>learn why some books have special significance in religions</li> <li>know the names of some sacred books and how they should be treated</li> <li>identify some key stories and teachings from the sacred books they have learned about</li> <li>explain why a particular book or words are important to them</li> </ul>	<p><b>Christianity, Islam, Judaism, Sikhism, Buddhism, Atheism and Hinduism</b></p> <p><b>Thinking about God</b></p> <ul style="list-style-type: none"> <li>explore the concept of God</li> <li>learn relevant subject vocabulary</li> <li>discuss and compare different beliefs about the nature and existence of God</li> <li>reflect on their own views and beliefs</li> </ul> <p><b>Additional cross-curricular unit: Buddhism</b></p>
	<p><b>Christianity, Islam, Judaism and Hinduism</b></p> <p><b>Where are we going? Journeys</b></p> <ul style="list-style-type: none"> <li>examine and reflect on the concept of pilgrimage</li> <li>investigate and explain the significance of pilgrimage in some of the major world religions</li> <li>view the Christmas story from the perspective of those who went on special journeys</li> <li>make links with their own experience of journeys and the symbolic journey of life</li> </ul>	<p><b>Christianity and Judaism</b></p> <p><b>What's right and what's wrong?</b></p> <ul style="list-style-type: none"> <li>learn what is meant by 'moral values'</li> <li>identify some key religious rules for living and evaluate their impact on the lives of believers</li> <li>reflect on ideas of right and wrong and their own and others' responses to them</li> </ul>	<p><b>Christianity and a local place of worship</b></p> <p><b>RE-on-Sea: Looking for religion in the community</b></p> <ul style="list-style-type: none"> <li>explore the question 'who are we and where do we belong?'</li> <li>use a range of research and inquiry skills to investigate the significance of religion in the local community</li> <li>identify how religious families and communities practice their faith and the contribution this makes to local life</li> <li>reflect on ways of celebrating the diversity in the local community by working together to plan an assembly in which all can participate</li> </ul>
<b>Music</b>	<p><b>Unit:</b> Mamma Mia</p> <p><b>Style:</b> ABBA</p> <p><b>Topic and cross curricular links:</b> Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p> <p>NC Links:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</li> </ul>	<p><b>Unit:</b> Glockenspiel Stage 2</p> <p><b>Style:</b> Learning basic instrumental skills by playing tunes in varying styles</p> <p><b>Topic and cross curricular links:</b> Introduction to the language of music, theory and composition.</p> <p>Charanga Music Links: Celts and Romans songs 3.Roman Clothes and Appearance 4.Colosseum 5.Roman Dinner 6.Roman Calendar 7.Roman Gods 8.Queen Boudicca 9.The Roman Army 10. Pompeii</p> <p>NC Links:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using</li> </ul>	<p><b>Unit:</b> Stop!</p> <p><b>Style:</b> Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p><b>Topic and cross curricular links:</b> Composition, Bullying.</p> <p>NC Links:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>

	<p>and from great composers and musicians</p> <ul style="list-style-type: none"> <li>develop an understanding of the history of music.</li> </ul>	<p>the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician</li> <li>develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>develop an understanding of the history of music.</li> </ul>
	<p><b>Unit:</b> Lean On Me <b>Style:</b> Gospel <b>Topic and cross curricular links:</b> Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir. Analysing performance. NC Links:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>	<p><b>Unit:</b> Blackbird <b>Style:</b> Coming soon! <b>Topic and cross curricular links:</b> Coming soon! NC Links:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>	<p>Listen to music from the Great Composers of the Baroque period and compare to music from Classical period.</p> <p>NC Links:</p> <ul style="list-style-type: none"> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>
<b>Languages</b>	<p><b>Rigolo 1 Unit 7: Encore</b></p> <p>NC Links</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the pattern and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</li> </ul>	<p><b>Rigolo 1 Unit 9: Les fetes</b> <b>Children will be taught words for holidays throughout the year.</b></p> <p>NC Links</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the pattern and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</li> </ul>	<p><b>Rigolo 1 Unit 11: On mange!</b> <b>Children will be taught vocabulary for food.</b></p> <p>NC Links</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the pattern and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Read carefully and show understanding of words, phrases and simple writing.</li> </ul>
	<p><b>Rigolo 1 Unit 8: Quelle heure est-il?</b> <b>Children will be taught vocabulary for use within the classroom and relevant classroom items.</b></p> <p>NC Links</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show</li> </ul>	<p><b>Rigolo 1 Unit 10: Ou vas tu?</b> <b>Children will be taught how to answer the question 'Ou vas-tu?' and explain where they are going.</b></p> <p>NC Links</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	<p><b>Rigolo 1 Unit 6: Le cirque</b> <b>Children will be taught vocabulary for the circus.</b></p> <p>NC Links</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> </ul>

	<p>understanding by joining in and responding</p> <ul style="list-style-type: none"> <li>• Explore the pattern and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the pattern and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structure.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the pattern and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structure.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> </ul>
<b>British Values</b>	<p><b>Democracy Lesson 1: Campaign to support the crayons</b></p> <ul style="list-style-type: none"> <li>• I can explore ways we can express our opinions and campaign for democratic change</li> </ul> <p><b>Democracy Lesson 2: Campaign to support the crayons</b></p> <ul style="list-style-type: none"> <li>• I can take part in a Q&amp;A and a debate, representing a different character and delivering their desires powerfully through argument, persuasion, fact and opinion.</li> </ul>	<p><b>Rule of Law Lesson 1: Games without rules</b></p> <ul style="list-style-type: none"> <li>• I can follow and value rules</li> </ul> <p><b>Individual Liberty Lesson 1: Free to be me</b></p> <ul style="list-style-type: none"> <li>• I can explore ways I am free to be me</li> <li>• I understand ways to help others to be free to be themselves</li> </ul>	<p><b>Mutual respect, tolerance and diversity Lesson 1: Welcoming new people</b></p> <ul style="list-style-type: none"> <li>• I can describe how to welcome people and practice being welcoming</li> </ul> <p><b>Mutual respect, tolerance and diversity Lesson 2: Welcoming new people</b></p> <ul style="list-style-type: none"> <li>• I can describe how to welcome people and practice being welcoming</li> </ul>
<b>Outdoor Learning (Chris)</b>	<b>Autumn 1</b> construct and interpret a variety of food chains, identifying producers, predators and prey (science)	<b>Spring 1</b> Creating musical instruments and making music in nature (Science and DT)	<b>Summer 1</b> Habitats (Science)
	<b>Autumn 2</b> Greek Mud Pottery and artefacts (DT)	<b>Spring 2</b> Great outdoor structures – design and make Roman structures (DT and ART)	<b>Summer 2</b> States of matter (Science)