YEAR <b>4</b>	AUT	UMN	SPRING	SUMMER			
History	Children will learn: 1. How can we find out Ancient Greece?	cient Greeks for anything d responses. priate use of historical and sometimes devise stions. easons for and results of ations and changes. d cultural diversity in	<ul> <li>Roman Britain</li> <li>Children will learn: <ol> <li>When did the Romans invade and why?</li> <li>Did the native Britons welcome or resist the Romans, and why?</li> <li>How did the Romans influence the culture of the people already here?</li> <li>to construct informed responses.</li> <li>to select and organise relevant historical information.</li> <li>to describe social and cultural diversity in Britain and the wider world.</li> <li>to identify historically significant events in situations.</li> </ol> </li> </ul>	<ol> <li>Children will learn:</li> <li>What do the sources education has change</li> <li>How much would you schools in the past?</li> <li>Did education help e</li> <li>to continue developi secure knowledge of</li> <li>to establish clear nar periods studied.</li> <li>to note connections, over time.</li> <li>understand how kno be constructed from</li> <li>to describe/make lin situations and chang different periods/soc</li> <li>to describe social, cu diversity in Britain.</li> <li>to identify historical</li> </ol>	ed? u have enjoyed going to veryone? ng a chronologically history. ratives within and across contrasts and trends wledge of the past can a range of sources. ks between main events, es within and across cieties. Itural and religious		
Geography	Spatial Sense	Where does our food	Volcanoes	events in situations. North America	Mexico Today		
	<ul> <li>Children will learn:</li> <li>1. that the Tropic of Cancer and the Tropic of Capricorn are special lines of latitude.</li> <li>2. that the Tropic of Cancer is in the northern hemisphere.</li> </ul>	come from? Children will learn: 1. to locate the UK as being in the Northern Hemisphere. 2. about breakfast foods that come from Britain and recognise that many other	<ol> <li>Children will learn:         <ol> <li>what a volcano is before locating some of the world's most well-known volcanoes on a world map, describing where these volcanoes are in relation to the northern and southern hemispheres, and the equator.</li> <li>How to use a variety of information sources to find out further facts about particular volcanoes.</li> <li>what causes a volcano to erupt and what happens during an eruption.</li> </ol> </li> </ol>	<ul> <li>Children will learn:</li> <li>1. that USA is a country within the continent of North America, locating both on a world map.</li> <li>2. that the USA comprises 50 states and how to use compass points to</li> </ul>	<ol> <li>Children will learn:</li> <li>about Mexico and how similar or different it is to the UK.</li> <li>And look at a range of pictures and sources that relate to Mexico.</li> <li>to locate Mexico on a world map about</li> </ol>		

2 that th	e Tropic of	common foods	4. To use labelled diagrams to interpret	identify the states	the main regions of
	orn is in the	come from	information.	and describe where	Mexico, locating the
southe		different places	5. about the impact volcanic eruptions have on	they are in location	major cities, the
hemis		around the world.	the surrounding environment.	to one another.	bordering countries,
		about the origins	<ol> <li>about the three types of volcanoes</li> </ol>	3. about the six main	and the surrounding
	ferences.	of some breakfast	(composite, shield and dome), how they are	regions that make	bodies of water.
5. how to		foods, as well as	formed and why they are different.	up the USA and	4. Record what they
figure		how they are	7. the difference between an extinct, active and	identify which	have learnt on their
referer	-	traded and	dormant volcano and will be able to explain	states belong to	own maps.
	the range of	transported	this to others.	which region.	5. about the
	ls used on	around the world.	8. And to interpret new vocabulary associated	4. to identify features	difference between
-	nce Survey 4.		with volcanoes and use this vocabulary	of each state,	weather and
maps.		different climate	regularly in lessons.	including state flag,	climate and that the
indps.		zones around the	9. what the tectonic plates are and identify	motto and fun	climate of an area
		world, particularly	which plates different countries lie on.	facts.	depends on many
		temperate climate	10.how these plates move and how this can	5. about the	factors.
		zones.	cause volcanoes and other natural disasters.	landscapes of the	6. Interpret data from
	5.	about farms in	11.about the 'ring of fire' and identify why	USA and the	graphs and tables to
		Kansas, USA to	volcanoes particularly occur along fault lines.	different American	compare and
		explore how	12.why people live in volcanic areas and what	geographical	contrast different
		farmers in	the various benefits of this can be for people,	features, such as	cities.
		temperate	such as fertile soil and mining opportunities,	mountains, coasts,	7. about Mexico's two
		climates grow and	as well as some of the different species of	prairies, forests	main climate zones,
		harvest wheat and	flora and fauna that live in volcanic areas.	and deserts,	and will compare
		other crops before	13.ways in which life in a volcanic area is similar	comparing these	and contrast
		distributing them	to or different from life in a non-volcanic area	landscapes using	different cities
		around the world.	by comparing Hawaii with Birmingham	geographical	within these climate
	6.	to locate the	noticing similarities and differences in	language.	zones.
		tropics as being	geographical features and lifestyles.	6. about some of the	8. the meaning of the
		between the	14.To use photos as a stimulus to gather	largest and most	term physical
		Tropics of Cancer	information.	famous cities in the	geography.
		and Capricorn.	15.To present information and research	USA, including the	9. Research Mexican
	7.	about tropical	volcanoes in detail and share with peers.	capital of the USA,	festivals, food,
		climates and	16.Build a model volcano and explain how each	as well as the	sports, music and
		discover that	component of a volcano makes it erupt.	capital city of each	dance.
		bananas grow well		individual state.	10.Retrieve facts about
		in this climate.		7. To carry out their	Mexican culture.
				own research	

8. how bananas are	through building	11.about Mexico's
grown before	their own enquiry	extremely varied
being exported to	about a capital city	landscape, which
the UK.	of an individual	includes deserts,
9. about fair trade.	state.	jungles and
10. that Indonesia is in	8. about the effects of	mountains.
a tropical climate	urbanisation on	12.about the concept
and what the term	wildlife before	of human
'biome' means.	learning about the	geography and that
11. about the process	national parks in	one aspect of this
of rice production	the USA,	concerns the
in Indonesia and	particularly	culture of a society.
how farmers	Yellowstone and	13.about what might
change land use.	their features.	attract tourists to
12. And consider the	9. about blizzards,	Mexico.
consequences of	tornadoes,	WICKICO.
changing the use	hurricanes and	
of land, including	earthquakes in the	
deforestation as a	USA, and where	
result.	they are most likely	
13. to locate areas in		
	to occur,	
the world that	considering the	
have a	effects these	
mediterranean	natural	
climate zone and	phenomena have	
identify the	on people and	
features of this	landscapes.	
biome.	10.about some of	
14. about the produce	America's most	
that can be grown	popular tourist	
and reared in Italy	destinations.	
thanks to the		
climate.		
15. Recap lines of		
longitude and		
latitude and locate		
the UK on the map.		

		<ul> <li>16. Investigate the crops and livestock grown and raised in the UK.</li> <li>17. about the crops that are grown and livestock that are raised in the UK for food.</li> <li>18. Present the information they have learnt in the unit using an infographic.</li> </ul>				
Science	Living In Environments	Eating & Digestion	Circuits and	Changing Sound	States of Matter	What do Scientists do?
	Children will learn:	Children will learn:	Conductors	Children will learn:	Children will learn:	Children will learn:
	<ol> <li>about habitats and why their conditions are important for the animals living in them.</li> <li>to organise animals into groups according to some of their characteristics.</li> <li>to sort animals according some of their own criteria.</li> <li>to use classification keys to identify and sort animals into groups.</li> </ol>	<ol> <li>the similarities and differences between the diets of different organisms.</li> <li>the vocabulary herbivore, carnivore, and omnivore.</li> <li>about food chains, then organise a variety of organisms using food chains.</li> <li>about different types of human teeth and their functions.</li> </ol>	<ul> <li>Children will learn:</li> <li>1. what electricity is and how we use it in our day-to-day lives.</li> <li>2. about batteries and plugs.</li> <li>3. how we can all stay safe when using electrical devices.</li> <li>4. to spot potential hazards and discuss how they can be made safe.</li> <li>5. to construct simple circuits with single or multiple components</li> </ul>	<ol> <li>about how sounds are created.</li> <li>the way sounds are produced by a variety of instruments or resonant objects.</li> <li>about how sounds travel through different materials.</li> <li>to give reasons why they think some materials will transmit sound better/worse than others, then investigate</li> </ol>	<ol> <li>what solids and liquids are.</li> <li>to sort materials into groups based on their state.</li> <li>to discuss the different items that may not seem to fit and look closely at how they're made up including pourable solids such as rice or sand.</li> <li>that gases have mass.</li> <li>the different ways that gases are used in ground wife and</li> </ol>	<ol> <li>what a scientist is and does.</li> <li>about the three different branches of science and what each branch involves.</li> <li>about the process of the scientific method for conducting investigations and experiments.</li> <li>about the job of a forensic scientist by looking into the different things they analyse and research.</li> </ol>
	<ol> <li>to examine some animals and group them based on observations.</li> </ol>	<ol> <li>to sort, draw, label or describe teeth.</li> <li>about what happens to teeth</li> </ol>	observing what they see as they do so.	investigate. 5. ways in which sounds change as you move further	in everyday life and how their different properties make	5. about the careers of microbiologists and

sources to find out about a particularof humans and ways in which we can ensure our of animals from of animals from classification keys.of humans and ways in which we can ensure our teeth stay healthy. of animals from different system: its organs and their according to sources to learn of their of their according to sources to learn of their of their according to sources to learn of their of their and sourt analysing in environments using sources to learn of their according to sources to learn of their and sourt according to source to learn animals living in environments as sustain habitats.of humans and ways in which their sources to learn they have hear environments and diagrams to sources to learn more and answer algestion.complete circuit is. the sources to learn more and answer the materials.source. sources to learn more and answer the materials.different prevent sounds they have hear environments are affected by human behaviour and ways in which we can help portect and sustain habitats.of humans and they source helped their sources to learn they have helped they have helped they have helped they have helped they have helped their sources to learn they sources to learn they sources to learn digestioncomplete circuit is. they have helped they have helped		5. to study a range of		during the lifetime	6	about what a		away from its		them useful for		pharmacologists
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			including its use in a solar still to remove the salt from sea water. 14.the four simplified steps of the water cycle and how these processes play a part.
Art	<ul> <li>LS Lowry</li> <li>Children will learn: <ol> <li>about the British artist LS Lowry and his paintings, looking for common themes, similarities and differences.</li> <li>to discuss and analyse paintings from LS Lowry more closely by answering questions about their opinions.</li> <li>about Lowry's 'matchstick men' in his paintings and how he created them.</li> <li>how to use different tools to recreate Lowry's 'matchstick men'.</li> <li>use different tools to recreate the figures and analyse and evaluate their effectiveness in their sketchbooks.</li> <li>about the colours that Lowry used in his paintings, taking a closer look in particular at the five colours that Lowry claimed to use: red, blue, yellow, black and white.</li> <li>how to create tints, tones and shades through careful colour mixing and matching.</li> <li>how Lowry adds depth and perspective to his paintings through the use of small and paler objects in the backgrounds of his paintings.</li> <li>to identify the foreground, mid-ground and background of some of Lowry's paintings and then create a landscape painting using these features to add depth.</li> </ol></li></ul>	<ul> <li>Plant Art</li> <li>Children will learn: <ol> <li>about a variety of different plant-themed artworks, by different artists, created in different periods of time.</li> <li>what botanical illustrations are, and the original reasons for which they were created, identifying the differences between these types of illustrations and other paintings of plants.</li> <li>how they can create detailed illustrations like these, by using constant observation, attention to detail, and patience.</li> <li>how different effects in an artwork, and will use the work of Georgia O'Keeffe to explore this.</li> <li>how to mix tints, shades and tones of a colour.</li> <li>They will apply this knowledge to their independent work, where they are challenged to paint a flower from given photographs</li> <li>about Oral Kiely and some examples of her artwork.</li> <li>how to draw a tree, focusing on the branches.</li> </ol> </li> </ul>	<ul> <li>Sonia Delaunay</li> <li>Children will learn: <ol> <li>about the early life of Sonia Delaunay and discuss the influence the work of other artists had on her early paintings.</li> <li>to analyse one of Delaunay's works in more detail.</li> <li>to recreate their own portrait in the style of Sonia Delaunay.</li> <li>about Sonia Delaunay's experimentation with colour using a style of art known as Orphism.</li> <li>about complementary and harmonious colours.</li> <li>to analyse some of Delaunay's works with this knowledge.</li> <li>how Sonia Delaunay created a sense of rhythm and movement in her artwork.</li> <li>how Sonia Delaunay began to design clothes and how her artistic style impacted on her designs.</li> <li>to explore a collaborative piece of art made by Sonia and a poet, Blaise Cendrars, about a train journey across Russia.</li> </ol> </li> </ul>

Design Technology	<ol> <li>Children will learn:</li> <li>about Alexander Gradinvention of the telep</li> <li>about the differences and the WWW.</li> <li>about WB Wilkinson' concrete and ways the build record-breaking</li> <li>about the invention of the subsequent invertion</li> </ol>	nventors ham Bell and his ohone. s between the internet s invention of reinforced hat it has been used to g buildings.	<ul> <li>in their artwork.</li> <li>11.what a sculpture is an can be made out of, made from clay.</li> <li>12.how to add or remove detail.</li> <li>13.to use nature itself as which to create a piee</li> <li>Light-L</li> <li>Children will learn:</li> <li>about the purposes of ways in which signs r</li> <li>how LEDs may be use circuits (along with a</li> <li>ways in which electris simple circuit can be products to make the</li> <li>about the pros and conterials in the consilight box sign.</li> <li>ways in which they conterials</li> </ul>	focusing on sculptures re bits of clay to create s the media or tools with <u>ce of art.</u> Jp Signs of illuminated signs and may be illuminated. ed in simple series resistor). cal components in a partially 'hidden' inside em more attractive. ons of using different truction of a decorative an make more of it and fix inside their luminated light box in electronic products	<ul> <li>Children will learn:</li> <li>about the nutritional sandwiches and filling</li> <li>identify, taste, descriding</li> <li>different breads and</li> </ul>	s and the genre of rtistic style impacted on wide-ranging and d fashion designs e brought art into <b>h Snacks</b> content of a variety of gs. be and sort a variety of sandwich fillings. andwich recipe, selecting ndwiches.
PE	Handball	Rounders	Dance Unit 2	Tennis	Basketball	Athletics
	Children will learn: 1. to catch the ball	1. to throw and catch the ball with	Children will learn: 1. to develop dance	Children will learn: 1. to be in correct	Children will learn: 1. to demonstrate	Children will learn: 1. to challenge
	and protect it from	increasing	'freeze frames'	position to move	pressure as a	themselves to jump
	opponent.	accuracy.	based on a visual	and receive/return	defender to force	in a variety of ways
	2. to play in a	2. to hit the ball into	stimulus.	balls.	attackers to make a	for distance and
	competitive game	zones to score	2. to work in small	2. to be alert to your	mistake.	height.
	scoring goals in a scoring area.	points. 3. to work as an	groups to create freeze-frame	opposing player. 3. to identify types of	<ol><li>to identify as a defending team</li></ol>	<ol><li>to show different ways of running and</li></ol>
		individual to keep score.	positions.	throws to different targets.	how they could improve and	moving.

using an overarm technique.many zones the batter can run to.frame positions to include transitions.techniques used in a forehand shot.implement changes.different throws with different4. to shoot outside5. to run at speed to avoid being4. to demonstrate vortey and stop a ball.5. to play in smail opposition sin a variety of ways.5. to play in smail opposition using forehand shots to3. to use the double dribbling rule in increasing perform running at speed.4. to darbible with equipment.4. to darbible with equipment.4. to darbible with and.5. to practise and speed.7. to cifer runner. to cifer runner to cifer runner equipment.7. to intercept balls parse.5. to identify the adarts. Build attack. Build attack. Build game situations.6. to idenamed replicate a set prase.7. to attempt to against self and different short distances against self and different short7. to describe the formatons.7. to describe the agame.7. to describe the formatons.7. to describe the agame.7. to describe the formatons.7. to describe the formatons.7. to describe the formatons.7. to describe the formatons.7. to describe the formatons.9. to describe the phrase9. to describe the phrase9. to describe the phrase9. to describe the formatons.9. to describe the formatons.10. to describe the formatons.10. to describe the for abackstop.10. to move towards and canon lines8. to position to moving ball.8. to position to moving ball.10. to introduce sling <b< th=""><th>2 +0.4</th><th>attempt to cheet</th><th>4. to anticipate how</th><th>3. to develop freeze</th><th>Л</th><th>to ovaloro</th><th>attempt to</th><th>3. to compare</th></b<>	2 +0.4	attempt to cheet	4. to anticipate how	3. to develop freeze	Л	to ovaloro	attempt to	3. to compare
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14.to use correct rules play. 14.to create a 5 action opposition scoring appropriately in a 15.to analyse as a team	thr	row.	describe successful	work.		to stop the	11.to use bounce pass	-
	14.to u	use correct rules	play.	14.to create a 5 action		opposition scoring	appropriately in a	15.to analyse as a team
to start and restart <b>15.</b> to play in a game routine following points. game. how to improve a	tos	start and restart	<ol><li>to play in a game</li></ol>	routine following		points.	game.	how to improve a
a game. using rounders the theme. 15. to play in a game 12.to use jump shot in baton exchange.	a g	game.	using rounders	the theme.	15.	to play in a game	12.to use jump shot in	baton exchange.
scoring system. keeping score. isolation and			scoring system.			keeping score.	isolation and	

15.to rotate to play in	16.	to describe how to	15	.to practise and	16.	to describe how to	attempt jump shot	16.to work as a team
a variety of		score a full		perform a routine		score in a variety	in an opposed	to develop to score
positions		rounder and how		which includes an		of different	situation.	points on different
16.to keep the 3-metre		to score a half		'entering' position.		scenarios in tennis.	13.to assess when and	athletic stations.
distance rule.		rounder.		KS2 Fitness Unit 1	17.	to play	attempt to use	ΟΑΑ
Swimming	C	Gymnastics Unit 1	1.	to keep moving		competitively and	jump shot in a	17.to suggest ways to
1. to swim 5 metres	Chi	ldren will learn:		during the 20		cooperatively with	game.	solve a problem.
using any stroke	1.	to link balance and		second window.		others and against	14.to learn what a	18.to support others to
unaided.		travel with given	2.	to raise heart rate.		others.	travel violation is	participate in the
2. to sink underwater		actions.	3.	to undertake		Cricket	and use the	task.
and push from the	2.	to perform a		coordination	1.	to begin to direct	terminology in	19.to recognise
side submerged.		weighted bunny		activity.		shots with some	game.	compass points.
3. to swim for as long		hop with control	4.	to work		accuracy	Volleyball	20.to operate as part
as possible without		and balance.		consistently across	2.	to use the basic	15.to perform in a	of a team to solve a
a float.	3.	to show control		each activity.		batting stance.	game using 'three	problem.
4. to perform a tuck		and tension.	5.	to identify	3.	to implement skills	contacts' principle.	21.to listen and be
float for an	4.	to experiment with		challenges within		form year 3.	16.to rotate serve	directed by others.
increasing length of		one-footed		the workout.	4.	to anticipate when	with a partner.	22.to explain what a
time.		balances.	6.	to show		to run to score	17.to use simple rules	compass is.
5. to pick up an object	5.	to introduce roll		determination to		singles.	in a game situation.	23.to describe how a
off the bottom of		over the shoulder		keep moving even	5.	to work with a	18.to use ready	compass can be
the pool.		to knees.		when tired.		partner to score	position and move	used.
6. to perform three	6.	to combine start,	7.	to describe the		runs.	smoothly.	24.to use compass
floats and link		weighted bunny		principles of an	6.	to run at speed to	19.to show awareness	points to compete
without putting feet		hop, three		AMPRAP workout.		avoid being run	of position on court	the task
on the bottom.		travelling steps,	8.	to develop strength		out.	and anticipate	successfully.
7. to swim 10 metres		arabesque, roll		by performing a	7.	to intercept a	where the ball may	25.to perform under
on the front with		over the should to		range of exercises.		moving ball over	be played.	time pressures.
one swimming aid.		knees.	9.	to score rounds and		varying distances.	20.to track flight of	26.to refine answers
8. to use breaststroke	7.	to identify muscle		reps accurately.	8.	to intercept balls	the ball and catch	from clues.
legs to swim 10		groups to support	10	).to replicate the		to stop runs in	consistently.	27.to work
metres.		front and side		warm-up showing		game situations.	21.to catch the ball	independently from
9. to attempt to swim		support.		control accurately.	9.	to work with the	from different	the teacher.
25 metres unaided.	8.	to take part in a	11	.to keep track of		team to return	heights in different	28.to use a map to
		series of mini		where they are in		balls in the field.	ways	follow a course.
		Tabata.		an exercise.	10.	to bowl overarm	22.to recognise	29.to work
	9.	to work with a				from a stationary	strategy in game;	cooperatively with a
		partner to practise					e.g sending the ball	partner.

<ul><li>fact file based upon</li><li>a topic being</li><li>studied.</li><li>2. to plan and create</li></ul>	made up of. 2. how the components all work together to provide	<ol> <li>to discuss how information is collected and organised for use in</li> </ol>	<ol> <li>to use Scratch to use various inputs and outputs to make a sprite move,</li> </ol>	<ol> <li>to use conditional stat reinforcing sequence, in programming.</li> </ol>	ements – 'If,Then', repetition, and selection
a topic being	2. how the	information is	use various inputs	reinforcing sequence,	
•					
	1				
researched based	1. what a computer is	Children will learn:	Children will learn:	to animate sprites and change backgrounds.	
1. to create a	Children will learn:	Databases	Code		
Children will learn:	Technology?	Interrogating Simple	From Algorithm to	Children will learn:	
Multimedia Fact File	What is Computer	Creating and	Scratch Programming -	On the Move wi	th Programming
			play.		
	smooth transitions.	exercise.	describe successful		
	sequence showing	bodies when they	18. to identify and		
	compose one	happening to their	ball.	points are lost.	
	elements to	18.to discuss what is	· · ·		
	14. to combine all	previous session.	•		
		score to the			
	to shoulder stand.	difference in their	situation with	-	
			•		
	-			•	
	•	0	-		
	•				
	- ·	•			
		•	-		use prompt cards.
				-	they need help and
				<b>č</b> ,	33.to determine when
					recall map symbols.
				•	32.to remember and
		pressure.		in game.	symbols.
	control.	13.to work under time	overarm in a game	rules consistently	common map
	movements with	difficult and why.	11. to attempt to bowl	23.to use the serve	31.to recognise
	transition between	you found most	target.	more time to react.	success.
	Children will learn: 1. to create a	Multimedia Fact FileWhat is ComputerMultimedia Fact FileWhat is ComputerChildren will learn:01. to create a0Children will learn:01. to create a0Children will learn:01. to create a0Multimedia Fact FileChildren will learn:	transition between movements with control.you found most difficult and why.10. to practise front support, press up, to side support and pike using increased control13. to work under time pressure.10. to practise front support, press up, to side support and pike using increased control14. to demonstrate determination to work quickly.11. to develop balances for taking weight on shoulders.15. to explain why relaxing is important for our health.12. to progress shoulder stand.16. to challenge themselves to match or improve their score.13. to recap cartwheel. 14. to combine all elements to compose one sequence showing smooth transitions.17. to calculate the difference in their score to the previous session.Multimedia Fact File Children will learn:What is Computer Technology?Creating and Interrogating Simple1. to create aChildren will learn:Databases	transition between movements with control.you found most difficult and why.target.10. to practise front support, press up, to side support and pike using13. to work under time pressure.12. to bowl from both ends of the wicket.10. to practise front support, press up, to side support and pike using14. to demonstrate determination to13. to use the pull shot in isolation.11. to actempt a pull of core muscle groups.15. to explain why relaxing is14. to attempt a pull shot in a game11. to develop balances for taking weight on shoulders.16. to challenge themselves to15. to decide where to field against someone who can hit a pull shot.12. to progress shoulder balance to shoulder stand.17. to calculate the difference in their score to the score to the score to the some consistency.16. to identify and describe successful previous session.14. to combine all elements to compose one smooth transitions.18. to discuss what is happening to their ball.18. to identify and describe successful play.14. to create aWhat is Computer Technology?Creating and DatabasesScratch Programming - From Algorithm to	transition between movements with control.you found most difficult and why.target.more time to react.10. to practise front support, press up, to side support and pike using13. to work under time pressure.12. to bowl from both ends of the wicket.23. to use the serve rules consistently10. to practise front support, press up, to side support and pike using14. to demonstrate determination to work quickly.12. to bowl from both ends of the wicket.24. to develop hand- eye coordination through a variety11. to develop balances for taking shoulders.15. to explain why important for our health.14. to attempt a pull shot in a game situation.of challenges.12. to progress shoulders.16. to challenge their score.field against situation with accurately at the some consistency.26. to attempt a full underarm serve.12. to combine all elements to compose one smooth transitions.17. to calculate the happening to their badies when they exercise.17. to effectively stop a bouncing ground and accept when points are lost.Multimedia Fat File Children will learn:What is Computer Technology?Creating and Interrogating Simple DatabasesScretch Programming- Fron Algorithm to Children will learn:1. to create aChildren will learn:Children will learn: Children will learn:Creating and Interrogating SimpleCreating time the scale.10. to create aChildren will learn:Children will learn:Creating simple the scale.Creating time the scale.13. t

	<ol> <li>to include a range of multimedia – images, sounds and video.</li> </ol>		audience and purpose. 3. to interrogate data contained within a database using the sort and search functions.			
Music	Mamma Mia Children	Glockenspiel 2	Stop!	Lean On Me Children	Blackbird	Reflect, Rewind and
	will learn:	Children will learn:	Children will learn:	will learn:	Children will learn:	Replay
	<ol> <li>a song from memory and who sang or wrote it.</li> <li>the style of the song.</li> <li>to talk about some of the style indicators of the songs (musical characteristics that give the songs their style).</li> <li>to talk about the lyrics: what the song is about.</li> <li>to confidently identify and move to the pulse.</li> </ol>	<ol> <li>a song from memory and who sang or wrote it.</li> <li>the style of the song.</li> <li>to talk about any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> </ol>	<ol> <li>a song from memory and who sang or wrote it.</li> <li>the style of the song.</li> <li>to name some of the instruments used in the songs.</li> <li>to listen carefully and respectfully to other people's thoughts about the music.</li> <li>to try to use musical words</li> </ol>	<ol> <li>a song from memory and who sang or wrote it.</li> <li>the style of the song.</li> <li>that a solo singer makes a thinner 'texture' than a large group.</li> <li>to sing in unison and in simple two- parts.</li> <li>to demonstrate a good singing posture.</li> <li>to follow a leader when singing.</li> <li>to enjoy exploring</li> </ol>	<ol> <li>a song from memory and who sang or wrote it.</li> <li>the style of the song.</li> <li>to talk about the music and how it makes them feel, using musical language to describe the music.</li> <li>to rejoin the song if lost.</li> <li>to listen to the group when singing.</li> <li>to listen to and follow musical</li> </ol>	<ul> <li>Children will learn:</li> <li>1. how pulse, rhythm and pitch work together.</li> <li>2. about the meaning of the lyrics of the song and what it is about.</li> <li>3. to know why they must warm up their voice.</li> <li>4. to sing with awareness of being in tune.</li> <li>5. about other instruments they might play or be played in a band or</li> </ul>
	<ol> <li>6. what pulse is.</li> <li>7. how to find and keep the internal pulse – the heartbeat of the music.</li> <li>8. that singing in a group can be called a choir.</li> <li>9. that a person who the choir or group</li> </ol>	<ul> <li>S. to taik about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>6. what rhythm is – the long and short patterns over the pulse.</li> </ul>	<ul> <li>and low sounds that create melodies.</li> <li>that singing as part of an ensemble or large group is fun, but that they must listen to each other.</li> <li>to play any one, or all four,</li> </ul>	<ul> <li>7. to enjoy exploring solo singing.</li> <li>8. to rehearse and perform their part within the context of the Unit song.</li> <li>9. that if they are improvising using the notes they are given, they cannot make a mistake.</li> </ul>	<ul> <li>instructions from a leader.</li> <li>7. that you can use some of the riffs and licks they have heard in their improvisations.</li> <li>8. to plan and create a section of music that can be performed within</li> </ul>	<ul> <li>b) a year in a band of orchestra or by their friends.</li> <li>6. to experience leading the playing by making sure everyone plays in the playing section of the song.</li> <li>7. that a performance is planned and</li> </ul>

follow is the	7. the difference	differentiated parts	10.different ways of	the context of the	different for each
leader of the	between pulse and	on a tuned	recording	Unit song.	occasion.
conductor.	rhythm.	instrument – a one-	compositions	9. to talk about how	8. that a performance
	8. musical leadership	note, simple or	(letters names,	the composition	involves
instruments used	by creating musical	medium part or the	symbols, audio,	was created.	communicating
in class (a	ideas for the group	melody of the song	etc).	10. that a performance	ideas, thoughts and
glockenspiel,	to copy and	from memory or	11.to record the	can be for a special	feelings about the
recorder or	respond to.	using notation.	composition in any	occasion and	song/music.
	9. that songs can	9. that using one or	way appropriate	involve an audience	9. to talk about the
11. to treat	make them feel	two notes	that recognises the	including people	best place to be
instruments with	different things eg	confidently is	connection	they do not know.	when performing
care and respect.	happy, energetic or	better than using		11. to evaluate	and how to stand
12. that improvisation	sad.	five.	symbol (eg	musically the	or sit.
Is making up your	10. that when someone	10. to listen to and	graphic/pictorial	success of, and	
own tunes on the	improvises, they	reflect upon the	notation).	improvements for,	
spot.	make up their own	developing	12.to sing, rap or play	their performance.	
13. that a	tune that belongs	composition and	with clarity and		
composition is	to them that has	make musical	confidence.		
music that is	not been heard or	decisions about	13.to record a		
created by	written down	pulse, rhythm,	performance and		
someone and	before.	pitch, dynamics and	say how they were		
kept in some way	11. that a performance	tempo.	feeling, what they		
so that it can be	can be to one	11. that you need to	were pleased with		
played or	person or to each	know and have	and what they		
performed again	other and does not	planned everything	would change and		
to an audience.	need to be to a	that will be	why.		
14. to help create at	huge audience.	performed.			
least one simple	12. to communicate				
melody using one,	the meaning of the				
three or all five	words and clearly				
different notes.	articulate them.				
15. that performing is					
sharing music					
with an audience.					
16. to choose what to					
perform and					
create a					
programme.					

accurately in Spanish.sounds/phonemes (CH, J, Ñ, LL, RR and CA, CE, CI, CO, CU) essential for their how old they are, where they live and where they are from.sounds/phonemes (CH, J, Ñ, LL, RR and CA, CE, CI, CO, CU) essential for their Spanish studies.2. to describe each season's key features.different flavours for ice creams.in their plural form using the feminine plural definite articleof foods and drinit form a Spanish2. to be able to say who they are, how old they are, where they live and where they are from.Spanish studies.2. to describe each season is their favourite and why.different flavours for ice cream using to say what flavour they would like.in their plural definite article "las" and the menu.to order a selection of foods and drinit from a Spanish menu.3. to ask someone else the same questions.to ask someone else the same questions.season is their flavour they would like.3. to say whether they would like.2. the language "un kilo de"3. to order typic Spanish snacks, at ask for the bill in spanish.4. to engage in authentic Spanish conversation through role-play.to engage in authentic Spanish through role-play.in their plural they 	Spanish	Presenting Myself	Spanish Phonetics 1	Seasons	Ice-creams	Vegetables	At the Café
quantity of         different         vegetables.         3. some extra         phrases and         transactional         language about         buying and selling	Spanish	<ul> <li>Children will learn:</li> <li>1. how to present themselves accurately in Spanish.</li> <li>2. to be able to say who they are, how old they are, where they live and where they are from.</li> <li>3. to ask someone else the same questions.</li> <li>4. to engage in authentic Spanish conversation</li> </ul>	and 2 Children will learn: 1. the key phonic sounds/phonemes (CH, J, Ñ, LL, RR and CA, CE, CI, CO, CU) essential for their	<ul> <li>Children will learn:</li> <li>1. to say the four seasons.</li> <li>2. to describe each season's key features.</li> <li>3. to say which season is their favourite and</li> </ul>	<ul> <li>Children will learn:</li> <li>1. to name and recognise up to 10 different flavours for ice creams.</li> <li>2. to ask for an ice cream using 'quisiera'.</li> <li>3. to say what flavour they would like.</li> <li>4. to say whether they would like their ice cream in a cone or small</li> </ul>	<ul> <li>Children will learn:</li> <li>1. 10 Spanish vegetable nouns in their plural form using the feminine plural definite article "las" and the masculine plural definite article "los".</li> <li>2. the language "un kilo de" (one kilo of) and "medio kilo de" (half a kilo of) and "Quisiera" (I would like) to express the quantity of different vegetables.</li> <li>3. some extra phrases and transactional language about</li> </ul>	<ul> <li>Children will learn:</li> <li>1. the nouns and article for a variety of foods and drinks.</li> <li>2. to order a selection of foods and drinks from a Spanish menu.</li> <li>3. to order breakfast items, order typical Spanish snacks, and ask for the bill in</li> </ul>