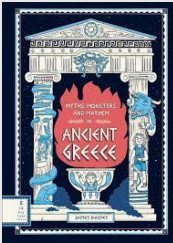
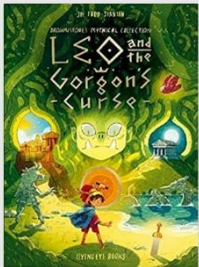
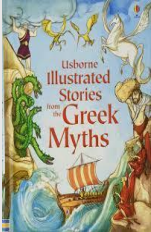
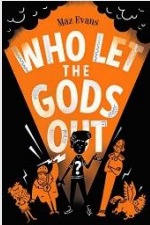
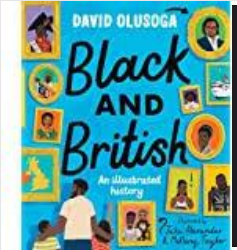



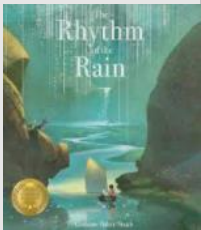
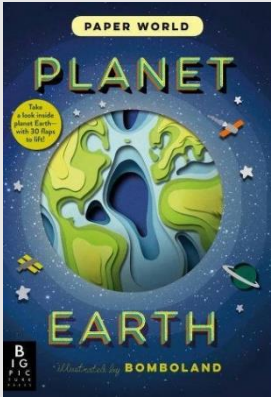
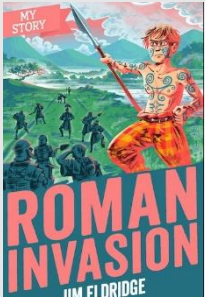
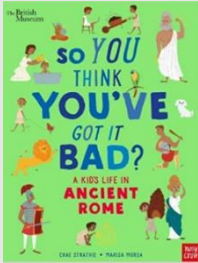
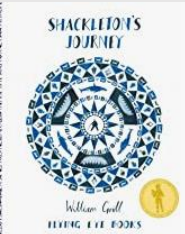
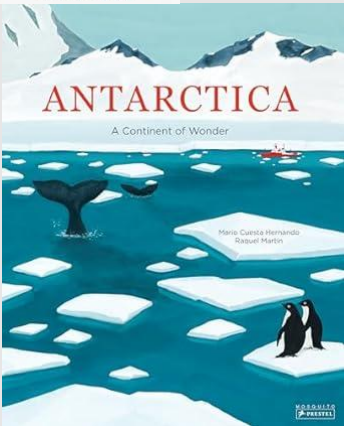
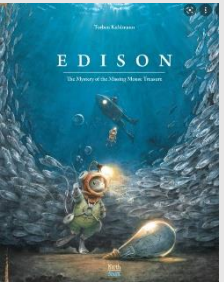
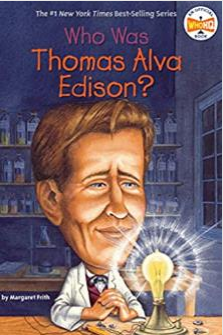




Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who let the Gods Out?	Super Humans	Raging Rivers	The Romans	Antarctic Adventures	Pioneers of Power
   	  	  	 	 	 
Above and Beyond opportunities for our children in Year 4...					
The Big Start Greek Democracy Day	Primary futures visitor	Visit to Bolton Abbey Money Week Poetry Week Well-being week	Gurdwara visit	Ilkley Literature Festival	Local walk to use mapping skills (East Morton trail) Rose Day Peat Rigg Residential

Writing



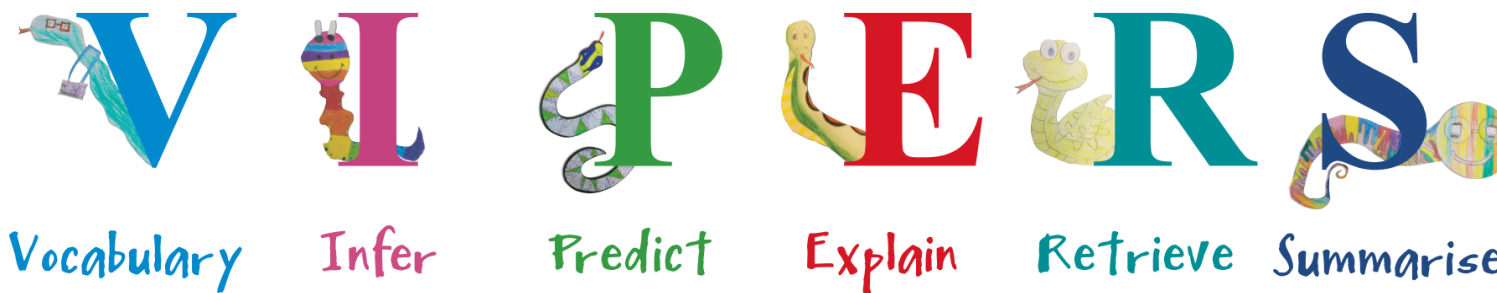
Our children will

<p>Write an exciting myth or legend which captures the reader's imagination. <u>Re-write Leo and the Gorgon.</u></p> <p><u>Information page on Ancient Greece (double page spread) on what I've learned about the ancient Greeks.</u></p> <p><u>Grammar Focus:</u> Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p><u>Consolidate:</u> Noun phrases Subordinate clauses A and an Noun, adjective, verb</p>	<p>Character description the Iron Man</p> <p>Write the biography of Martin Luther King after studying the features of a biography.</p> <p>Writing Week</p> <p><u>Grammar Focus:</u> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p><u>Consolidate:</u> Statements, questions, exclamations and commands Adverbs Speech marks</p>	<p>Explanation texts - Rivers The journey from start to end.</p> <p>Setting description using Rhythm of the Rain.</p> <p>Poetry Week - River poems.</p> <p><u>Grammar Focus:</u> Use of commas after fronted adverbials</p> <p><u>Consolidate:</u> Present and past tenses Prepositions</p>	<p>Write a balanced argument, which answers the question- Were the Romans good for Britain?</p> <p>Diary entry as main character in Roman Invasion.</p> <p><u>Grammar Focus:</u> The grammatical difference between plural and possessive -s</p> <p>Use of paragraphs to organise ideas around a theme</p> <p><u>Consolidate:</u> Apostrophes Vowel and consonant</p>	<p>Write part of the story of Shackleton's journey.</p> <p>Write and perform a poem</p> <p><u>Grammar Focus:</u> Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p><u>Consolidate:</u> Speech marks</p>	<p>Use the works of famous authors to inspire a narrative based on the story of Pete and the Professor from Edison</p> <p>Thomas Edison News report</p> <p>Persuasive writing</p> <p><u>Grammar Focus:</u> determiner pronoun, possessive pronoun adverbial</p> <p><u>Consolidate:</u> All grammatical terms taught so far.</p>
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Reading



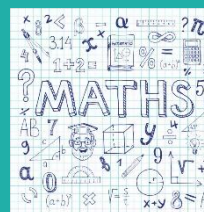
Our children will...



Find and explain the meaning of words in context	Make and justify inferences using evidence from the text	Predict what might happen from the details given and implied	Explain how different aspects of the text affect the reader	Retrieve and record information directly from the text	Summarise the key information and events from the text
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<p>Decode new words and work out the meaning by reading around the word</p> <p>Read a wide range of text types and discuss the patterns and structures (fiction, poetry, plays, myths, legends and non-fiction/reference text books.)</p>	<p>Listen attentively to a longer and a wider range of texts</p> <p>Orally retell what they have read.</p>	<p>Summarise paragraphs and short texts</p> <p>Read for a range of different purposes.</p>	<p>Make inferences about a range of different texts.</p>	<p>Explain and discuss their understanding of books, poems and other material and prepare readings for performance and show understanding through volume, tone, intonation and action.</p>	<p>Ask self-directed questions to deepen their understanding of a text.</p> <p>Answer the question stems on a range of different texts.</p>
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Maths



Our children will develop their knowledge in...

Place Value Addition and Subtraction	Length and Perimeter Multiplication and Division	Multiplication and Division Area Fractions	Fractions Decimals	Decimals Money Time	Statistics Shape Position and Direction
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Science



Our children will...

Living things and their habitats	Animals including humans	States of Matter	Sound	Living Things and their habitats – conservation	Electricity
<p>Our children will....group animals and plants in different ways according to their features. Classification keys can be used to identify and name living things.Children will also understand how environments may change naturally e.g. through flooding, fire, earthquakes etc. and how humans also cause the environment to change. This can be in a good way i.e. positive human impact, such as setting up nature reserves or in a bad way i.e. negative human impact, such as littering. These environments also change with the seasons; different living things can be found in a habitat at different times of the year.</p>	<p>Our children will.... describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains; identifying producers, predators and prey.</p>	<p>Our children will.... compare and group materials together, according to whether they are solids, liquids or gases and 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)</p> <p>Our children will.... learn that water at the surface of seas, rivers etc. evaporates into water vapour (a gas). This rises, cools and condenses back into a liquid forming clouds. When too much water has condensed the water droplets in the cloud get too heavy and fall back down as rain, snow, sleet etc. and drain back into rivers etc. This is known as precipitation. This is the water cycle.</p>	<p>Our children will.... identify how sounds are made, associating some of them with something vibrating. They will recognise that vibrations from sounds travel through a medium to the ear and be able to find patterns between the pitch of a sound and features of the object that produced it. They will also be able find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Our children will.... Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings</p>	<p>Our children will.. identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer. Children will be able to identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Children will recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit and recognise some common conductors and insulators, and associate metals with being good conductors.</p>

Art



Our children will...

<p>Our children will design and make a Greek Vase.</p> <p>Artists studied:</p> <p>Lucie Rie</p> <p>Kate Malone</p> <p>Bjorn Winbald</p> <p>The children will start by researching artists who use ceramics such as Lucie Rie and sketch Greek designs in their sketch books. Each child will create a vase which will be inspired by Greek designs and patterns. The designs for their vases will also be carefully planned out in sketch books.</p>	<p>Our children will....</p> <p>Create a portrait inspired by Picasso. Use colour to portray emotions.</p> <p>Artists studied:</p> <p>Pablo Picasso</p> <p>Learn about Picasso and analyse his work.</p> <p>Practise pencil techniques using different grades of pencil.</p> <p>Learn about negative space.</p> <p>Create own cubist portrait based on Picasso's style.</p> <p>Skills</p> <ul style="list-style-type: none">- Explain some of the features of art from historical periods – cubism	<p>Our children will....</p> <p>Create a watercolour landscape painting which includes a river.</p> <p>Experiment and explore, refine skills by practicing and making comparisons with other artists</p> <p>Is able to choose previously learned techniques, line, shape, appropriate use of colour.</p> <ul style="list-style-type: none">- Mix tertiary colours.- Know how different colours affect our mood/feelings.- Know how to compare/contrast two paintings with separate moods.- Experiment with the styles used by other artists.	<p>Weaving and mosaics as part of the Hook Day.</p> <p>Focus on the DT project this half term – Roman Catapults</p>	<p>Our children will....</p> <p>Create Antarctic imagery, using printing for the front cover of Shackleton's Journey.</p> <p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to achieve chosen effects.</p> <p>Resist printing including marbling, silkscreen and coldwater paste.</p> <p>Demonstrate understanding and precision when they have opportunities to.</p>	<p>Our children will....further develop drawing skills using a broader variation of media, e.g. charcoal, range of pencil type to design, create and sculpt a fish model which incorporates electrical circuit and a light to enhance the aesthetics.</p> <p>Artisits Studied:</p> <p>Helen Frankenthaler</p> <p>https://gagosian.com/artists/helen-frankenthaler/</p>
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Ancient Greek artists were known for creating black and red decorated pots. Early pots featured black figures on red backgrounds but from the 5th-century BC onwards, they changed to red figures to black.



The designs on their pottery told a story. Some told stories of daily life, others told stories of wars and heroes. The geometric designs had to be familiar.



Greek pottery was usually made on the potter's wheel. The handles were joined to the pot with clay slip. The piece was then put back on the wheel to smooth the join marks and add the final shaping. Slip is clay and water mixed together to the consistency of heavy cream.



Lude Rie was born in 1902 and died 1995. Lude is an Austrian-born British ceramic artist. Her works usually consist of hand-thrown pots, bottles, and bowls which are all created a variety of shapes and sizes.



Other examples of artists who use ceramics. During the project the class can research one or two of these artists to develop their ideas. Once the class have researched their chosen artists they can observe and sketch the images in their sketch books.



Kate Malone



Rupert Blamire



Bjørn Winblad



Maria Martinez



Lesson 2: Create form of Greek vase.

Children will be asked before the project to bring a small, clean plastic bottle. Each bottle will be cut by the teacher before the lesson. Children will use newspaper to cover their plastic bottles and create handles and a lip. The newspaper will be secured using masking tape. Children that finish covering their bottles can start applying mod roc.



- Skills:**
- Create and combine shapes to create recognizable forms from nets or solid material
 - Use modifiable materials
 - Add materials to provide interesting detail
 - Create original pieces that are influenced by the studies of others

Lesson 3: Add mod roc to vase form.

Children will use pre cut mod roc. They will dip 3 quarter inch pieces of mod roc into water and apply to their Greek vase. Children will need to smooth mod roc with fingers. They should be encouraged to carefully wrap around each section of their vase, ensuring edges are smooth. They will continue to add mod roc until the vase is completely covered.



- Skills:**
- Create and combine shapes to create recognizable forms from nets or solid material
 - Use modifiable materials
 - Add materials to provide interesting detail
 - Create original pieces that are influenced by the studies of others

Please see video below for more details about mod roc and how it can be used.

https://www.youtube.com/watch?v=1wv_ahyPqgE



Lesson 4: Painting the vase.

Children will paint their vase with acrylic terracotta or red and brown paint. Once the paint is all covered the children can plan out designs in their sketch books.

- Skills:**
- Create original pieces that are influenced by the studies of others
 - Sketch lightly without using rubber
 - Replicate some of the techniques used by notable artists, artisans and designers.



Lesson 5: Adding detail to the vases.

Children will use black and gold acrylic paint to carefully apply the patterns and designs. Children may use tracing paper to transfer their designs onto their vase from sketch books or images. Once dry a layer of PVA glue can be applied to give shine.

- Skills:**
- Add materials to provide interesting detail
 - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines



Skills:

Learn to choose skills and tools appropriate to the task.

Refine and alter ideas and explain choices using art vocabulary.

- Further develops drawing skills using a broader variation of media, e.g. range of pencil type.

-

- Makes and matches colours with increasing accuracy.

- Use more specific colour language e.g. tint, tone, shade, hue.

Is aware of negative space.

Have some awareness of three dimensional shape and shade.

Further develops drawing skills using a broader variation of media, e.g. charcoal, range of pencil type.

Use cardboard to sculpt and design a 3D model fish which incorporates electrical circuit and a light to enhance the aesthetics.

Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.					
Learn about the work of famous Sculptors.					
Makes informed choices about the 3D technique chosen.					
Shows an understanding of shape, space and form.					
Plans, designs, makes and adapts models. Talks about their work understanding that it has been sculpted, modelled or constructed.					
Uses a variety of materials.					

Geography



Our children will...

Country study: Greece

Pupils understand that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands. They grasp that these feature frequently in Greek legends. They can locate Ancient Greece, Crete, Athens.

Look at a range of photographs and summarise the landscape and human features of Greece.

Compare the climate to the UK (rainfall, temperature) and use the data to advise on when to visit the area depending upon your activities and interests.

Fair trade

<https://fairtrade.wales/wp-content/uploads/Fairtrade-Activity-Pack.pdf>

1. What is fair trade? Pros and Cons - presentation debate
2. Messy Maps - using different fairtrade products to create a hand drawn map of the world.
3. Using the map, identify the countries where fairtrade products are produced. Identify the global North and global South and assess any patterns on the world map of consumers and producers especially around the equator.
4. The Cocoa Climate <https://schools.fairtrade.org.uk/teaching-resources/cocoa-climate-a-lesson-plan-for-primary-schools>
5. String Connections

What is the story of the River
Wharfe?

Field trip to observe, measure and record and present the human and physical aspects of the local environment.

Record observations through sketching

Trace the rivers course using google maps and OS maps.

Create an A-Z illustrated guide to your local river using river terminology.

River detectives – Each group given an envelope containing the names of their secret river (e.g. Nile, Mississippi, Ganges, Rhine, Yellow etc.) Groups then research their river using a range of sources – atlas, internet, Google Maps, books and create 10 clues starting with the most difficult.

The other groups must guess the river. Each group is awarded marks on the basis of the successful guesses.

Why are the rivers important?
Use photos from fieldtrip as a prompt.

Answers may include:

- part of the water cycle
- leisure
- Supply of water for humans/animals
- Carry water and nutrients
- Irrigation
- Renewable energy- hydroelectric power
- Habitats
- Transport routes

Country study: Italy

Pupils understand that our knowledge of the climate and geography of Italy today helps us understand the importance of the mountainous North, volcanic fertile land in the South, and Sicily.

Italy vs the UK

Use data to make informed analysis of similarities between UK and Italy in terms of climate, population and other geographical features.

Plan a holiday to Italy, choosing flights, hotels and activities after researching the famous tourist venues around the country.

Geographical Questions to answer:

Why did the Roman Empire go no further?

Study a map of Europe/Africa and the Mediterranean sea and research the limitations for the Romans..

<https://kids.britannica.com/kids/compare>

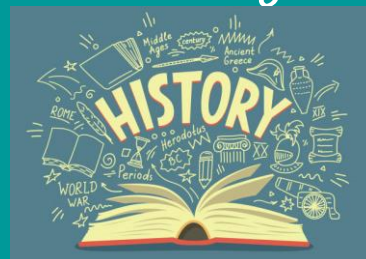
Antarctica Unit of work - See Kapow (Year 3 and 4)

Map skills

How to use O/S maps.

Become more familiar with grid references, symbols and features of O/S maps..

History



Our children will ask...

Ancient Greece - a study of Greek life and achievements and their influence on the western world.

How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?

Having set the topic in its geographical and temporal context, pupils are introduced to the nature of evidence through the case study of Theseus and the Minotaur which links the landscape features with the myth and the fragmentary evidence that supports it.

What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?

The focus here is on using pot evidence as a way into exploring aspects of Greek society. This should embrace warfare, mythology and the role of women. Start by looking at everyday life and then the evidence for it. When selecting other aspects to explore, consider pots showing: soldiers, ships, gods and goddesses, writing.

Why was Athens able to be so strong at this time?

As well as recapping Athens' natural advantages (coastline to trade by sea, expand into colonies and capture slaves) and their natural resources (silver mines) pupils focus on the significance of the victory at the Battle of Marathon in seeing off the Persian threat. This ushers in the Golden Age. Money spent on defence now goes to building etc.

What was so special about life in 5 th Century BC Athens that makes us study it?

Focus here on the features that made Athens unique at the time. The bulk of the work will be on democracy. To make this fun, focus on active learning approaches such as role play. It is by being involved in decision-making as a citizen that pupils get a real feel for how the system worked. The focus is on building of the Parthenon as pupils can draw parallels with big ticket items of government expenditure today.

What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?

Start by looking at the more familiar aspect of the Olympics before moving onto the theatre. In both cases start with the

Superhuman - Martin Luther King

Use evidence and reliable sources to describe what was important to Martin Luther King and why he felt his message was important.

Use the library and internet for research of events from that time and the civil unrest in America.

The Roman Empire and its impact on Britain.

Journey:
Why did the Romans invade and settle in Britain?
How did the Britons respond to the Roman invasion? Boudicca
Why was the Roman Army so successful?
What do artefacts tell is about life in Roman Britain?
How did the Romans change modern Britain?

SKILLS:
Understand where major events of the Roman Empire fits onto an AD/BC timeline.

Order significant events from Roman Empire studied on a timeline including the invasion of Britain.

Look at different versions of the build up and the Battle of Watling Street and identify differences.

To know that people in the past represent different viewpoints including the Iceni and Roman viewpoints of the Roman invasion.

Communicate **knowledge and understanding** about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.

Know that people in the past represent events or ideas in a way that persuades others.

Use evidence to show how the lives of rich and poor people from the past differed.

Make comparisons between the Greek and Roman Civilisation, finding similarities and differences between the 2.

Why was Shackleton's journey so important?

Use evidence to build up a picture of a past event.

Choose relevant material to present a picture of one aspect of life in time past.

Investigate own line of enquiry by posing a question to answer

Thomas Edison

Investigate own line of enquiry by posing a question to answer - Was Edison really a great inventor?

<p>physical and then move onto what it reveals about Ancient Greek attitudes and beliefs.</p> <p><u>In what ways have the Ancient Greeks influenced our lives today?</u></p> <p>Describe how some of the things I have studied from the past affect/influence life today. Describe similarities and differences between people, events and artefacts studied. Use evidence to describe what was important to people from the past.</p> <p><u>Make comparisons between the Greek and Egyptians Civilisation, finding similarities and differences between the 2.</u></p>					
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Design and Technology



Our children will...

Making a Greek Lyre

- 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.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Understand how key events and individuals in design and technology have helped shape the world.

Inspiration:

<https://www.youtube.com/watch?v=zKJH9cZ3Aho>

Roman Onagers

- 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.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

Inspiration:

<https://www.youtube.com/watch?v=DwZA3WS2fBL>

Create, manufacture and market energy bar for an explorer.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Select from and use a wider range of tools and equipment to perform practical tasks accurately.

Investigate and analyse a range of existing products.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Fish sculpture

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.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand and use electrical systems in their products.

Computing

Computing



Our children will...

Computer Science	Data Handling	Media	Computer Science	Media	
<p><u>CS15</u> Understand the composition of a range of programs by decomposing them into their key components.</p> <p><u>CS16</u> Understand and apply the concept of selection in their own algorithms and programs.</p> <p><u>CS17</u> Predict what a specific piece of code will do and alter it to achieve a chosen outcome</p>	<p><u>DH9</u> Represent data in a database using appropriate data types.</p> <p><u>DH10</u> Turn questions into search criteria and use database tools to find answers</p> <p><u>DH11</u> Use a spreadsheet to enter data and perform simple calculations.</p> <p><u>DH12</u> Convert data in a spreadsheet into different graph types for different purposes.</p> <p><u>DH13</u> Change elements of a spreadsheet and understand the effects on other calculations.</p>	<p><u>M18</u> Capture appropriate, quality still and moving images.</p> <p><u>M19</u> Develop an understanding of differing film shots and their effective use.</p> <p><u>M20</u> Create a 2D plan view using basic shapes</p> <p><u>M21</u> Plan, create and edit an animation, film or slideshow.</p>	<p><u>CS18</u> Design and create programs using selection purposefully</p> <p><u>CS19</u> Understand what a computer network is and describe different parts of a network.</p>	<p><u>M22</u> Compose, combine and refine music or sounds.</p> <p><u>M23</u> Identify features of good digital creation design</p> <p><u>M24</u> Collect, create and insert appropriate (fit for purpose) graphics and sound files to create a multimedia presentation</p>	

Character and culture (R.E. P.S.H.E. R.S.E.)




Our children will ask...

P.S.H.E R.S.E R.E British Values Celebrations

<p>What faiths are shared in our country?</p> <p>PSHE Family and Relationships</p> <p>Respect (for each other, our peers, our school, our classroom, the environment)</p> <p>Harvest Festival, Halloween,</p>	<p>How are important events remembered?</p> <p>PSHE Health and Wellbeing</p> <p>How do we treat each other with respect? (differences, respect and personal space)</p> <p>Tolerance</p>	<p>What does Sikhism teach us about understanding feelings?</p> <p>PSHE Economic Wellbeing</p> <p>How can we manage our feelings?</p> <p>Rule of Law New Year resolutions</p>	<p>Why are Gurus at the heart of Sikh belief and practice?</p> <p>PSHE Safety and the changing body</p> <p>How will we grow and change? (family differences, self-development, friendships).</p> <p>Individual Liberty</p>	<p>How do Sikhs show commitment?</p> <p>PSHE Citizenship</p> <p>How can our choices make a difference to others and the environment?</p> <p>Democracy St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day)</p>	<p>Consolidation of all RE units. RSE and Transition work in preparation for the next year group.</p> <p>PSHE Transition lessons and Recap</p>
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Black History Month	World Kindness Day, Anti-Bullying Week, Diwali, Christmas, Hannukah	Epiphany, Holocaust Memorial Day, Chinese New Year, Money Week	Children's Mental Health Week, Safer Internet Day, International Women's Day, Lent, Easter, Ramadan	Mental Health Awareness Week	How can we manage risk in different places?
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P.E.




Athletics. (recapping fundamental skills).	Gymnastics (I)	Invasion Games (Tag Rugby)	Net and Wall (Tennis)	Striking and Fielding (Cricket)	Dance (2)
Outdoor Adventurous Activity (I)	Dance (I)	Invasion Games (Netball.)	Net and Wall (Badminton/ table tennis)	Striking and Fielding (Rounders)	Athletics (I)
Swimming (NC & above and beyond)					

Music



Body and tuned percussion (Theme: Rainforests)	Rock and Roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Adapting and transposing motifs (Theme: Romans)	Haiku, music and performance (Theme: Hanami festival)	Samba and carnival sounds and instruments (Theme: South America)

Modern Foreign Languages

					
<p>Kapow: Portraits – describing in French</p> <p>Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.</p>	<p>Clothes - getting dressed in France</p> <p>Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Expressing opinions about outfits in French.</p>	<p>French numbers, calendars and birthdays</p> <p>Learning French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys. Researching the dates of French festivals.</p>	<p>French weather and the water cycle</p> <p>Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten and combining this knowledge to make statements about what the temperature is.</p>	<p>French food - miam, miam !</p> <p>Learning food vocabulary and revising numbers to 100, this time in the context of money and prices. Developing language detective skills and confidence with practical conversational French.</p>	<p>French and the Eurovision Song Contest</p> <p>Revising vocabulary from Year 3 and 4 by writing original songs in French, learning additional musical vocabulary and expanding their knowledge of the French names for European countries.</p>