

Curriculum Overview Year 4

Theme / Christian Value / Focus Question	Dignity – Respect / Kindness	Community – Generosity / Trust	God is Good – Love / Joy	Hope and Forgiveness – Patience / Peace	Wisdom – Truth / Understanding	Taking Flight – Celebrate / Achieve
Core Learning						
Reading Spine Focus Text	 	 		 	 	
English Writing	You wouldn't want to be a Roman soldier	Race to the death	Viking Voyagers	Thor and the Giants –	Wind in the willows	Florida

BELONG BELIEVE ACHIEVE

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RESPECT-KINDNESS-GENEROSITY-TRUST-PATIENCE-PEACE-TRUTH-UNDERSTANDING-LOVE-JOY

	Letter.	Newspaper.	Non-Chronological report	Narrative	Diary	Persuasive Leaflet
	The Feast	Little Ships		Assessment	Story of a raindrop	Muhammad Ali
	Narrative.	Poetry		Narrative	Speech	Biography
Maths	Place Value Addition and Subtraction	Length and Perimeter Multiplication and Division	Multiplication and Division Area Fractions	Fractions Decimals	Decimals Money Time	Statistics Properties of Shape Position and Direction
R.E.	CREATION <i>Compare and contrast the poetic account of creation from the Bible and contemporary scientific accounts.</i>	INCARNATION <i>Understand that Jesus was Jewish.</i> <i>Discuss</i> Christians believe Jesus is the Messiah and that his birth, life, death and resurrection were part of God's plan to restore the relationship between humans and God. <i>Contrast</i> this belief with the Jewish faith which does not think Jesus is the Messiah <i>Analyse</i> why Christians see Jesus as their Saviour GOD	GOSPEL <i>Analyse</i> how 'good news' is not just about setting an example for good behaviour and challenging bad behaviour: Christians believe that Jesus offers a way to heal the damage done by human sin. <i>Explore</i> how Christians believe that they should bring this good news to life in the world	SALVATION <i>Consider</i> why Christians read the 'big story' of the Bible, including Gospels and the New Testament <i>Discuss</i> the different ways that Christians interpret Jesus' death and explore how Christians remember Jesus' sacrifice through the service of Holy Communion <i>Know</i> that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also hope for life with God, starting now and continuing in a new life (Heaven).	PEOPLE OF GOD <i>Trace</i> the people of God throughout the Bible: Abraham, Jacob to David <i>Explore</i> stories from the Bible and analyse how Christians today apply these ideas to living today <i>Explore</i> how Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for	KINGDOM OF GOD <i>Explore</i> the parables about the Kingdom of God and consider what they mean. <i>Consider</i> why many Christians challenge unjust social structures in their locality and in the world.

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	<p>Understand why Christians believe God is omnipotent, omniscient and eternal</p> <p>Explore why Christians believe God is both holy and loving, angered by sin and injustice but is also forgiving.</p> <p>Consider why Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show his love.</p> <p>Debate about what God is like</p>		<p>Explore how Christians believe that Jesus calls them to sacrifice their own needs to the needs of others</p>	<p>example as light in the world.</p>	
<p>What do Christians learn from the Creation story? DIGGING DEEPER</p>	<p>What is the Trinity? DIGGING DEEPER</p>	<p>What kind of world did Jesus want? DIGGING DEEPER</p>	<p>Why do Christians call the day Jesus Died Good Friday? DIGGING DEEPER</p>	<p>What is it like to follow God? DIGGING DEEPER</p>	<p>When Jesus left, what was the impact of Pentecost? DIGGING DEEPER</p>
	<p>4.3: Christianity, music and worship: what can we learn?</p>	<p>4.1: Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</p>		<p>4.4: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</p>	<p>4.2: How do people express their religious and spiritual ideas on pilgrimages?</p>

Human Sciences and learning

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Curriculum Heroes	Winston Churchill		Muhammad Ali Rosa Parks
Theme Week	Know the impact that the Battle of Dunkirk had on Britain during World War 2. Know what caused the Little Ships rescue of Dunkirk during World war Two	Earth Study	Arts – Dance Performance.
History	Romans in Britain – What impact did the Romans have on Britain today?	Anglo Saxons and Vikings – How did England change during the Saxon Viking conflict?	American History Independence Day – 4th July Recap Romans, Saxons and Vikings on timelines
	 <p><u>Significance</u> Describe similarities and differences between different periods of time in detail and using historical language for British, local and world history.</p> <p>Be able to order significant events of the Roman Empire and discuss why they are the most/least significant.</p> <p>Explain how an event changed the future.</p> <p>Describe how the past has shaped our lives today.</p> <p>Know the impact that Romans, Vikings and Saxons have on Britain today.</p>	 <p><u>Significance</u> Describe similarities and differences between different periods of time in detail and using historical language for British, local and world history.</p> <p>Know how the Anglo-Saxons impacted the change of direction of religion from Paganism back to Christianity.</p> <p>Explain how an event changed the future.</p> <p>Describe how the past has shaped our lives today.</p> <p>Know how the Vikings advanced ship building and navigation as well as the influence on language.</p>	 <p><u>Significance</u> Describe similarities and differences between different periods of time in detail and using historical language for British, local and world history.</p> <p>Explain how an event changed the future.</p> <p>Describe how the past has shaped our lives today.</p> <p>Know the impact that Romans, Vikings and Saxons have on Britain today.</p>

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	Know the impact that Romans, Vikings and Saxons have on Britain today.	
<p><u>Chronology</u> Be able to correctly use historical terms, such as ancient and modern and terms relating specifically to the period they are studying.</p> <p>Understands a timeline can be divided into BC and AD.</p> <p>Divides recent history into present using 21st century, and the past using 19th and 20th centuries.</p> <p>Increase understanding of chronology.</p> <p>Know how to use dates on a timelines to discuss chronology to support discussions.</p>	<p><u>Chronology</u> Be able to correctly use historical terms, such as ancient and modern and terms relating specifically to the period they are studying.</p> <p>Understands a timeline can be divided into BC and AD.</p> <p>Divides recent history into present using 21st century, and the past using 19th and 20th centuries.</p> <p>Increase understanding of chronology.</p> <p>Know how to use dates on a timelines to discuss chronology to support discussions.</p>	<p><u>Chronology</u> Divides recent history into present using 21st century, and the past using 19th and 20th centuries.</p> <p>Increase understanding of chronology.</p> <p>Know how to use dates on a timelines to discuss chronology to support discussions.</p>
<p><u>Evidence</u> Use a range of sources to describe the past.</p> <p>Understand the difference between primary and secondary sources.</p> <p>Understand that not all sources are of evidence are reliable.</p> <p>Use evidence to describe changes over time.</p> <p>Know that the study of history can involve an</p>	<p><u>Evidence</u> Use a range of sources to describe the past.</p> <p>Understand the difference between primary and secondary sources.</p> <p>Understand that not all sources are of evidence are reliable.</p> <p>Use evidence to describe changes over time. Know how to cross-referencing information to see if other sources agree, rather than taking everything on face value.</p>	<p><u>Evidence</u> Know that events happen parallel to each other (during this time, this was also happening...)</p> <p>Sequence the past in terms of periods.</p> <p>Know and describe key features of three different periods of time-Romans, Saxons & Vikings.</p>

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	<p>Inter disciplinary approach that draws on other subjects including science: archaeology, paleontology, geology, giving two examples of its application in context.</p> <p>Look at two versions of events and give reasons why there may be different accounts of history.</p> <p>Know ways two versions of an event differ, and why (e.g. Boudicca’s Revolt)</p> <p>Know that the study of history can involve an interdisciplinary approach that draws on other subjects including science: archaeology, paleontology, geology, giving two examples of its application in context.</p>	<p>Know that the study of history can involve an interdisciplinary approach that draws on other subjects including science: archaeology, paleontology, geology, giving two examples of its application in context.</p> <p>Look at two versions of events and give reasons why there may be different accounts of history</p>	<p>Know that ancient means thousands of years ago.</p> <p>Know how to cross-referencing information to see if other sources agree, rather than taking everything on face value.</p> <p>Know that the study of history can involve an interdisciplinary approach that draws on other subjects including science: archaeology, paleontology, geology, giving two examples of its application in context.</p>
	<p><u>Change and continuity</u></p> <p>Know the end of the Iron age was due to the Romans and forced Celts to be servants and slaves</p> <p>Know that Roman roads are still used locally today.</p> <p>Know the key elements that made the Roman Empire so powerful and made the Celts to be servants and slaves</p> <p>Know that Christian traditions, art, music and architecture are still part of Modern day life.</p>	<p><u>Change and continuity</u></p> <p>Know that Viking architecture (Stave churches), food traditions and mythology still exist today.</p> <p>Know that Anglo-Saxons replaced Roman stone buildings with their own wooden ones and English is a direct descendant of Anglo-Saxon language.</p> <p>Know 3 causes and consequences from the Lindisfarne monastery attack and how the Battle of Hastings ended the Anglo-Saxon and Vikings rule.</p> <p>Know that Christian traditions , art, music and architecture are still part of Modern day life.</p>	

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		Know that advances in exploration and travel stemmed from the Viking	
Geography	Big Question:	Big Question:	Big Question:
			
	<p>Fieldwork & Mapping</p> <p>Know and use fieldwork to answer a geographical question, including ‘How is land used in Worksop?’, using terms: residential, commercial, industrial and agricultural</p> <p>Know how to respectfully express their own views about a place with reasons.</p> <p>Know how to use four-figure grid references</p> <p>Know that atlases have different maps of the same region and explain that political maps show human borders/countries; topographical maps show landscape features, including contour lines to show elevation in relation to sea-level</p>	<p>Place</p> <p>Know where the world’s climate zones are and relate to lines of latitude. Know the position of latitude, longitude, Equator, Northern and Southern Hemispheres</p>	<p>Place</p> <p>Know the names of three of the UK’s rivers and locate: Severn, Thames, Yorkshire Ouse, Wye, Derwent, Tyne, Noe, Dee and Trent (source and mouth) on a map</p> <p>Know where USA is located on a world map, the capital city of USA and locate 4 states on a map including Florida, Texas,.</p> <p>Know how USA compares and contrasts to England and list differences and similarities between an area of USA and Worksop., including rivers</p> <p>Know how major cities are located close to large rivers and understand that this was due to import and export</p>
			
	<p>Change</p> <p>Know how land use has changed and is changing in the UK and explain why</p>	<p>Change</p> <p>Know how land use changes compare in the UK to an area of USA.</p>	

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		<p>Know the stages of the water cycle Vocabulary: evaporation, condensation,</p>	
			
		<p><u>Physical & Human</u> Know how to describe the main events in the water cycle</p>	<p><u>Physical & Human</u> Know the journey and features of rivers, including landforms and explain how these are linked to the three river courses</p> <p>Know what the main features of a river are</p> <p>Know the River Trent flows from its source to the mouth and know tributaries (Dove and Derwent) increase water flow within it.</p> <p>Know and compare physical and human features between Worksop and an area of USA and how these features impact on the people that live there and on the kind of occupations that they have.</p> <p>Know how deposition changes the shape of a river.</p>

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						<p>Know how to describe the features of a river in terms of lower course, middle course and upper course.</p> <p>Know what a dam is and be able to name/locate at least one.</p>
						
						<p>Sustainability</p> <p>Know the terms preservation and conservation in relation to the aims of national parks</p> <p>Know about the conservation work of the Canals & River Trust and explain the impact of their work on local communities in terms of leisure, tourism and wellbeing (near the water)</p> <p>Know three ways drinkable water is sourced around the world</p>
Science						
	<p>Y4 – States of Matter</p> <p>Compare and group materials together, according to whether</p>	<p>Y4 – Earth and Space</p> <p>Know the names of all planets in our solar system and know at least three facts about each planet</p>	<p>Y4 – Sound</p> <p>Identify how sounds are made associating some of them with something vibrating.</p>	<p>Y4 – Electricity</p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying</p>	<p>Y4 – Animals including humans</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p>	<p>Y4 – Living Things and their Habitats</p> <p>Wildflower identification– Bramble, burdock</p>

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	<p>they are solids, liquids or gases.</p> <p>Observe that some materials change state when are heated or cooled and measure or research the temperature at which this happens in degrees Celsius.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Know how to plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated.</p> <p>Recognise and suggest improvements to their investigations and predictions.</p>	<p>including the approximate distance from the sun.</p> <p>Know that earth is a squashed sphere caused by the gravitational pull.</p> <p>Know that in outer space it is completely silent. This is because sound travels by vibrating particles and there are no particles in space.</p>	<p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produce it.</p> <p>Recognise that sound gets fainter as the distance from the sound source increases.</p> <p>Know how to plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated.</p>	<p>and naming its basic parts, including cells, wires, bulbs switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Know that some sources of energy are renewable and that some are non-renewable.</p> <p>Know how to plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated.</p> <p>Recognise and suggest improvements to their investigations and predictions.</p>	<p>Identify the different types of teeth (molar, premolar, incisor, wisdom) in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Know that living things can be grouped in a variety of ways, naming 3 different ways.</p> <p>Know that environments can change and that this can sometimes pose</p>	<p>Cultivated flower identification– Tulip, pond Lily,</p> <p>Bird identification– Starling, Herring, Gull, Kestrel, Hawk, Eagle</p> <p>Insect/Butterfly identification– Brimstone butterfly (yellow) Dragonfly, Leech,</p> <p>Tree identification Lime hazel</p> <p>Shrub/ hedgerow identification–</p>
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	<p>Conduct a simple fair test to make comparisons with.</p> <p>Decide which information needs to be collected and the best way to collect it.</p> <p>Make measurements with scientific equipment.</p> <p>Record what they have found out using scientific language, drawings, labelled diagrams, graphs and tables.</p> <p>Use their findings to draw a simple conclusion.</p> <p>Make a prediction for a further investigation based on something that they have found out.</p>		<p>Recognise and suggest improvements to their investigations and predictions.</p> <p>Conduct a simple fair test to make comparisons with.</p> <p>Conduct a simple fair test to make comparisons with.</p> <p>Decide which information needs to be collected and the best way to collect it.</p> <p>Make measurements with scientific equipment.</p> <p>Record what they have found out using scientific language, drawings, labelled diagrams, graphs and tables.</p> <p>Use their findings to draw a simple conclusion.</p>	<p>Conduct a simple fair test to make comparisons with.</p> <p>Decide which information needs to be collected and the best way to collect.</p> <p>Make measurements with scientific equipment.</p> <p>Record what they have found out using scientific language, drawings, labelled diagrams, graphs and tables.</p> <p>Use their findings to draw a simple conclusion.</p> <p>Make a prediction for a further investigation based on something that they have found out.</p>	<p>dangers to living things.</p> <p>Conduct a simple fair test to make comparisons with.</p> <p>Decide which information needs to be collected and the best way to collect it.</p> <p>Make measurements with scientific equipment.</p> <p>Record what they have found out using scientific language, drawings, labelled diagrams, graphs and tables.</p> <p>Use their findings to draw a simple conclusion.</p> <p>Make a prediction for a further investigation based on something that they have found out.</p>	
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			Make a prediction for a further investigation based on something that they have found out			
Computing	<p>4.1 Coding Know how to be selective when programming.</p> <p>Know how to work with a variety of outputs.</p> <p>Write increasingly more precise algorithms for us in programming.</p> <p>Know how to use logical reasoning to systematically detect and correct errors when programming.</p>	<p>4.2 Online Safety Know how to use technology safely, respectfully and responsibly.</p> <p>Recognise acceptable and unacceptable behaviour.</p> <p>Identify a range of ways to report concerns about content and contact.</p> <p>Explain why it is important to limit time spent online and watching screens.</p> <p>Know that people are not always who they say they are.</p> <p>Know what consent means and that they should say no to anything that makes them feel uncomfortable.</p>	<p>4.3 Spreadsheets To be able to input simple data into a spreadsheet.</p> <p>To be able to interpret information gathered from digital data bases such as pie charts, bar charts etc.</p> <p>4.4 Writing for different audiences Know how to use technology safely, respectfully and responsibly.</p> <p>Recognise acceptable and unacceptable behaviour.</p> <p>Explain why it is important to limit</p>	<p>4.5 Logo Know how to be selective when programming.</p> <p>Know how to work with a variety of outputs.</p> <p>Write increasingly more precise algorithms for us in programming.</p> <p>Know how to use logical reasoning to systematically detect and correct errors when programming.</p>	<p>4.6 Animation Take and manipulate photos confidently, enhancing with crop, brightness, contrast and resize.</p> <p>Draw a series of images and export as an animated GIF.</p> <p>Explain how images are photoshopped for the media and why this is done.</p>	<p>4.8 Hardware Understand that computers in school are connected together in a network.</p> <p>Understand why computers are networked.</p> <p>Understand the difference between the internet and World Wide Web.</p> <p>4.9 Making Music Know how to add music and sound effects to film.</p>

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		<p>4.7 Effective Searching</p> <p>Understand that computers in school are connected together in a network.</p> <p>Understand why computers are networked.</p> <p>Understand the difference between the internet and the World Wide Web.</p>	<p>time spent online and watching screens.</p> <p>Identify a range of ways to report concerns about content and contact.</p> <p>Know that people are not always who they say they are.</p> <p>Know what consent means and that they should say no to anything that makes them feel uncomfortable.</p>			<p>Know how to add animated titles and traditions.</p> <p>Know how to add animated backgrounds confidently when using green screen techniques.</p>
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			<p>4.4 Writing for different audiences Know how to use technology safely, respectfully and responsibly.</p> <p>Recognise acceptable and unacceptable behaviour.</p> <p>Explain why it is important to limit time spent online and watching screens.</p> <p>Identify a range of ways to report concerns about content and contact.</p> <p>Know that people are not always who they say they are.</p> <p>Know what consent means and that they</p>			<p>4.9 Making Music Know how to add music and sound effects to film.</p> <p>Know how to add animated titles and traditions.</p> <p>Know how to add animated backgrounds confidently when using green screen techniques.</p>

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			should say no to anything that makes them feel uncomfortable.			
Foreign Languages	<i>Physical Descriptions</i>	<i>Clothes & Pocket Money</i>	<i>Places in Town</i>	<i>Hobbies & Sports</i>	<i>Weather & Countries</i>	<i>Holidays & Activities</i>
The Arts Learning						
Music	<p>Understand and use instructions for moving in Spanish</p> <p>Know how to describe self and others in Spanish</p> <p>read and write description of themselves and others in Spanish</p> <p>read and write the words for family members in spanish</p>	<p>Know how to understand and use words for clothes, sports, hobbies and shopping</p> <p>Know how to use shopping verbs in 1st, 2nd and 3rd person</p>	<p>Know how to understand and use words for clothes, sports, hobbies and shopping</p> <p>Develop a basic understanding of directional phrases</p> <p>read and write verbs used for shopping in Spanish</p>	<p>Know how to understand and use words for clothes, sports, hobbies and shopping.</p> <p>Know how to use opinions for sports and hobbies in Spanish</p> <p>read and write words for sports, clothes, hobbies and interests</p>		<p>Know how to understand and use words for clothes, sports, hobbies and shopping.</p> <p>Know how to use time phrases</p> <p>read and write time phrases in Spanish</p> <p>learn about the different types of Spanish food and drink and where they are from</p>
Art and Design	<i>Drawing</i>	<i>Printing Artist Study William Morris</i>	<i>Collage Artist Study Henri Rousseau</i>	<i>Sculpture/ 3D</i>	<i>Painting Artist Study - Lobo</i>	<i>Textiles</i>

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	<p>Know that sketchbooks should be places to explore, ask questions and demonstrate inquisitive exploration.</p> <p>Know that inspiration can come from many rich and personal sources to feed into creative projects.</p> <p>develop sketching skills and develop a concept by improving and refining through drafts (Drawing nests/ Anglo Saxon architecture)</p> <p>Know how to use sketchbooks and drawing to improve understanding, inform ideas and explore potential.</p> <p>develop intricate patterns using different grades of pencil and charcoal</p>	<p>Know that sketchbooks should be places to explore, ask questions and demonstrate inquisitive exploration.</p> <p>Know that inspiration can come from many rich and personal sources to feed into creative projects.</p> <p>Know some of the works of Lobo, William Morris and Henri Rousseau and know how they inspire others.</p> <p>Know how to use sketchbooks and drawing to improve understanding, inform ideas and explore potential.</p> <p>Compare the works of artists that have been studied and describe the works using correct vocabulary.</p> <p>Know how to identify 2 areas of strength in their own and others' work.</p>	<p>Know that sketchbooks should be places to explore, ask questions and demonstrate inquisitive exploration.</p> <p>Know that inspiration can come from many rich and personal sources to feed into creative projects.</p> <p>Know some of the works of Lobo, William Morris and Henri Rousseau and know how they inspire others.</p> <p>Know how to use sketchbooks and drawing to improve understanding, inform ideas and explore potential.</p> <p>Compare the works of artists that have</p>	<p>Know that sketchbooks should be places to explore, ask questions and demonstrate inquisitive exploration.</p> <p>Know that inspiration can come from many rich and personal sources to feed into creative projects.</p> <p>use recycled, natural and man-made materials to create sculptures that will balance independently</p> <p>Know how to use sketchbooks and drawing to improve understanding, inform ideas and explore potential.</p> <p>know how to layer with papier mâché, strengthening with PVA to create 3D sculptures Know how artwork can express personality (sculptures with</p>	<p>Know that sketchbooks should be places to explore, ask questions and demonstrate inquisitive exploration.</p> <p>Know that inspiration can come from many rich and personal sources to feed into creative projects.</p> <p>Know some of the works of Lobo, William Morris and Henri Rousseau and know how they inspire others.</p> <p>Know how to use sketchbooks and drawing to improve understanding, inform ideas and explore potential.</p> <p>Know how to identify 2 areas of strength in</p>	<p>Know that sketchbooks should be places to explore, ask questions and demonstrate inquisitive exploration.</p> <p>Know that inspiration can come from many rich and personal sources to feed into creative projects.</p>
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	<p>Know how to identify 2 areas of strength in their own and others' work.</p>	<p>Know how to start to identify the mood of a piece of art</p> <p>Know how to print using foam blocks that can be transferred</p>	<p>been studied and describe the works using correct vocabulary.</p> <p>Know how to identify 2 areas of strength in their own and others' work.</p> <p>Know how to start to identify the mood of a piece of art</p> <p>know how to use perspective when drawing to show large items in the foreground & smaller items on the horizon</p> <p>bring together drawing, painting and collage skills (into a class art piece (e.g. Birds in the trees)</p> <p>know how to cut out multiple patterns (e.g. paper dolls)</p>	<p>personality– Anglo Saxon)</p> <p>Know how to identify 2 areas of strength in their own and others' work.</p>	<p>their own and others' work.</p> <p>Compare the works of artists that have been studied and describe the works using correct vocabulary.</p> <p>Know how to start to identify the mood of a piece of art</p> <p>prepare for painting with initial sketches</p> <p>know how to draw and paint faces accurately with well-proportioned features</p> <p>control the types of marks made with different techniques including blocking in colour, washes, thickened paint, etc</p>	
	Frame Structures		Paper Circuits		Coding /Textiles	

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Design Technology	<p>Know the importance of light, shadow and patterns when constructing a structure.</p> <p>Know the impact of the cost and importance of budgeting while planning.</p> <p>Know how to develop ideas through collaborative discussion around detailed sketches/plans</p> <p>Know how to build on prior knowledge of net structures and frame structures.</p> <p>Know how to reinforce concerns to strengthen a structure.</p> <p>Know how to implement a frame and shell structure.</p> <p>Know how to describe what characteristics of a design and construction made it most effective.</p> <p>Know how to test and evaluate an end product against the original design criteria.</p> <p>Know how many criteria should be met for the product to be considered successful.</p> <p>Evaluate the final product based on: the effect of</p>	<p>Know the impact of the cost and importance of budgeting while planning.</p> <p>Know how to develop ideas through collaborative discussion around detailed sketches/plans</p> <p>Know how to make an electrical object using an electrical circuit and switch.</p> <p>Know how to describe what characteristics of a design and construction made it most effective.</p> <p>Know how to test and evaluate an end product against the original design criteria.</p> <p>Know how many criteria should be met for the product to be considered successful.</p> <p>Evaluate the final product based on: the effect of shape and accuracy of workmanship on performance.</p> <p>Know what makes a design effective and ineffective.</p> <p>know that moving things have kinetic energy</p>	<p>Know the impact of the cost and importance of budgeting while planning.</p> <p>Know how to develop ideas through collaborative discussion around detailed sketches/plans</p> <p>Know how to describe what characteristics of a design and construction made it most effective.</p> <p>Know how to test and evaluate an end product against the original design criteria.</p> <p>Know how many criteria should be met for the product to be considered successful.</p> <p>Evaluate the final product based on: the effect of shape and accuracy of workmanship on performance.</p> <p>Know what makes a design effective and ineffective.</p> <p>Know the environmental impact on future</p>
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	<p>shape and accuracy of workmanship on performance.</p> <p>Know what makes a design effective and ineffective.</p>		<p>product and cost of production.</p> <p>Know the benefits and disadvantages of different fastenings.</p> <p>Know how to select a stitch to join fabric.</p>
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Health and Mental Wellbeing Learning

	Football	Fitness	Gymnastics	Dodgeball	Athletics	Handball
	<p>Know why and can explain why warming up and cooling down is important.</p> <p>Know how keeping fit can keep them healthy in a range of ways.</p> <p>Know that they can practise skills in isolation and in a combination.</p> <p>Know how to keep possession with some success when using equipment that is not used for throwing and catching skills.</p>	<p>Know why and can explain why warming up and cooling down is important.</p> <p>Know how keeping fit can keep them healthy in a range of ways.</p> <p>Know how to peer assess with increasing independence using knowledge of sports.</p> <p>Know that they can respond to feedback positively and apply it to skills taught.</p>	<p>Know why and can explain why warming up and cooling down is important.</p> <p>Know how keeping fit can keep them healthy in a range of ways.</p> <p>Know how to peer assess with increasing independence using knowledge of sports.</p> <p>Know that they can respond to feedback positively and apply it</p>	<p>Know why and can explain why warming up and cooling down is important.</p> <p>Know how keeping fit can keep them healthy in a range of ways.</p> <p>Know that they can practise skills in isolation and in a combination.</p> <p>Know the advantages of working as a team and work well in competitive games.</p> <p>Know how to apply the basic principles of fair play and begin to apply basic</p>	<p>Know why and can explain why warming up and cooling down is important.</p> <p>Know how keeping fit can keep them healthy in a range of ways.</p> <p>Know how to peer assess with increasing independence using knowledge of sports.</p> <p>Know that they can respond to feedback positively and apply it to skills taught.</p>	<p>Know why and can explain why warming up and cooling down is important.</p> <p>Know how keeping fit can keep them healthy in a range of ways.</p> <p>Know that they can practise skills in isolation and in a combination.</p> <p>Know the advantages of working as a team</p>

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	<p>Know the advantages of working as a team and work well in competitive games.</p> <p>Know how to apply the basic principles of fair play and begin to apply basic principles suitable for attacking and defending.</p> <p>Know how to tackle an opponent in football and in hockey in a controlled and safe manner</p> <p>Know how to tackle an opponent in football and in hockey in a controlled and safe manner</p> <p>Know how to play a small sided game of football, hockey and netball.</p> <p>Be able to pass and shoot to a target in</p>		<p>to skills taught.</p> <p>Know how to travel in different pathways on the floor and using apparatus and explore different entry and exit points .</p> <p>Know how to explore leaping forward in stag jump.</p> <p>Know that they can experiment with jumps and add a quarter or half turn into a jump before landing as well as making a twisted shape in the air and controlling their landing by keeping body upright throughout the twisting action.</p> <p>Know how to build on and develop control in rolling actions on the floor,</p>	<p>principles suitable for attacking and defending.</p> <p>Know how to take part in whole class / house competitions effectively.</p> <p>Know a wider range of progressive rules and scoring systems within a range of games.</p> <p>Know how to develop and analyse their tactics in order to impact on their team’s performance.</p> <p>Know how to peer assess with increasing independence using knowledge of sports.</p> <p>Know that they can respond to feedback positively and apply it to skills taught.</p>	<p>Know how to set realistic targets of times to achieve over short and longer distances (with guidance).</p> <p>Know how to perform a combination of jumps e.g. hop, step, jump showing control and consistency and be able to choose different styles of jumping.</p> <p>Know that they can watch and describe specific aspects of jumping e.g. what the arms and legs are doing.</p> <p>Know how to set realistic targets when jumping for distance or for height (with guidance)</p> <p>Be able to perform a speed bounce for 30 seconds and know the</p>	<p>and work well in competitive games.</p> <p>Know how to apply the basic principles of fair play and begin to apply basic principles suitable for attacking and defending.</p> <p>Know the three passing techniques in netball: chest, bounce and overhead.</p> <p>Know the footwork rule in netball.</p> <p>Know how to act on personal challenges given through endurance activities.</p> <p>Know how to throw and catch</p>
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	<p>hockey, football and netball.</p> <p>Know how to take part in whole class / house competitions effectively.</p> <p>Know how to act on personal challenges given through endurance activities.</p> <p>Know how to throw and catch with control to keep possession and score goal.</p> <p>Know how to act on personal challenges given through endurance activities.</p> <p>Know a wider range of progressive rules and scoring systems within a range of games.</p> <p>Know how to develop and analyse their tactics in order to impact on their team's performance.</p>		<p>off and along apparatus or in time with a partner, developing the forwards roll and beginning to experiment with a backwards roll.</p> <p>Know how to keep possession with some success when using equipment that is not used for throwing and catching skills.</p> <p>Know how to perform a sequence showing clear changes of speed, 3 different balances with 3 different ways of travelling.</p> <p>Know how to work with a partner from a starting shape, moving together by travelling on hands and feet, rolling, jumping and moving</p>		<p>correct technique to improve.</p> <p>Know how to explore different styles of throwing, e.g. pulling, pushing and slinging.</p> <p>Know how to throw with greater control and consistently hit a target with a range of implements.</p> <p>Know that by watching they can describe specific aspects of throwing.</p> <p>Know how to set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)</p> <p>Know how to run smoothly and at different speeds and choose different styles of running of different</p>	<p>with control to keep possession and score goal.</p> <p>Know a wider range of progressive rules and scoring systems within a range of games.</p> <p>Know how to develop and analyse their tactics in order to impact on their team's performance.</p> <p>Know how to peer assess with increasing independence using knowledge of sports.</p> <p>Know that they can respond to feedback positively and apply it to skills taught.</p>
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	<p>Know how to peer assess with increasing independence using knowledge of sports.</p> <p>Know that they can respond to feedback positively and apply it to skills taught.</p> <p>Be able to change direction at different speeds, avoiding attackers when wearing tag rugby belts.</p> <p>Know how to work as a team whilst playing a tag gathering game.</p> <p>Know how to evade having a tag pulled</p> <p>Know how to successfully chase and attack opponents in a</p>		<p>apart to finish.</p> <p>Know how to explore and develop use of upper body strength taking weight on hands and feet – front support and back support.</p> <p>Know how to explore balancing on their own and with partners, working on a combinations of 1/2/3/4 “points”, exploring which body parts are safest to use and which balances work fluently.</p> <p>Know how to use a variety of rolling actions to travel on the floor and along apparatus; moving away from and together on the floor and on apparatus.</p> <p>Know how to travel</p>		<p>distances.</p> <p>Know that they can pace and sustain their effort over longer distances.</p> <p>Know the correct technique to run over small hurdles with fluency,</p> <p>Know how to carry out stretching and warm-up safely.</p>	
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	<p>tag gathering game.</p> <p>Know the importance of running into space and away from attackers.</p> <p>Know the importance of footwork in relation to confusing opponents.</p>		at different speeds.			
	Yoga	Multi - skills	Quick Sticks	Rounders	Basketball	Dance
P.E	<p>Know why and can explain why warming up and cooling down is important.</p> <p>Know how keeping fit can keep them healthy in a range of ways.</p>	<p>Know why and can explain why warming up and cooling down is important.</p> <p>Know how keeping fit can keep them healthy in a range of ways.</p>	<p>Know why and can explain why warming up and cooling down is important.</p> <p>Know how keeping fit can keep them healthy in a range of ways.</p> <p>Know how to dribble an appropriate sized ball with feet in football, with a stick in hockey.</p>	<p>Know why and can explain why warming up and cooling down is important.</p> <p>Know how keeping fit can keep them healthy in a range of ways.</p> <p>Know that they can practise skills in isolation and in a combination.</p> <p>Know the advantages of working as a team and work well in competitive games.</p>	<p>Know why and can explain why warming up and cooling down is important.</p> <p>Know how keeping fit can keep them healthy in a range of ways.</p> <p>Know that they can practise skills in isolation and in a combination.</p>	<p>Know why and can explain why warming up and cooling down is important.</p> <p>Know how keeping fit can keep them healthy in a range of ways.</p> <p>Know how to beginning to improvise dance phrases to</p>

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			<p>Know how to tackle an opponent in football and in hockey in a controlled and safe manner</p> <p>Know how to tackle an opponent in football and in hockey in a controlled and safe manner</p> <p>Know how to play a small sided game of football, hockey and netball.</p> <p>Be able to pass and shoot to a target in hockey, football and netball.</p>	<p>Know how to apply the basic principles of fair play and begin to apply basic principles suitable for attacking and defending.</p> <p>Know how to take part in whole class / house competitions effectively.</p> <p>Know a wider range of progressive rules and scoring systems within a range of games.</p> <p>Know how to develop and analyse their tactics in order to impact on their team's performance.</p> <p>Know the names of different strokes in tennis: forehand/backhand</p> <p>Be able to strike the ball to a target</p> <p>Know the importance of hand and feet movements</p> <p>Know the expected flight of the ball E.G moving towards or retreating when</p>	<p>Know how to keep possession with some success when using equipment that is not used for throwing and catching skills.</p> <p>Know the advantages of working as a team and work well in competitive games.</p> <p>Know how to apply the basic principles of fair play and begin to apply basic principles suitable for attacking and defending.</p> <p>Know a wider range of progressive rules and scoring systems within a range of games.</p> <p>Know how to develop and analyse their tactics in order to impact on their team's performance.</p>	<p>communicate an idea.</p> <p>Know how to develop movement using Actions (WHAT), Space (WHERE), Relationships (WHO), Dynamics (HOW), Choreographic devices, motif, motif development and repetition.</p> <p>Know how to structure a dance phrase, connecting to ideas, showing a clear beginning, middle and end and link phrases to music.</p> <p>Know how to participate in a dance to an audience showing confidence ,</p>
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				<p>interacting with the ball.</p> <p>Be able to demonstrate resilience when faced with a more complex racket skill.</p> <p>Know how to do a controlled upward toss which would instigate a serve.</p> <p>Be able to have a rally of up to 8 shots (not in a restricted area.)</p> <p>Know how to score in a game of tennis</p> <p>Know when the ball is in or out of the court.</p> <p>Know the correct technique for bowling in rounders</p> <p>know the roles and responsibilities of the backstop and base fielders when fielding in a game of rounders</p> <p>Know where to get the ball to be an efficient fielder</p> <p>Know how to apply different tactics to bat and</p>		<p>precision and control, beginning to include longer sequences.</p> <p>Know how to show and combine co-ordination, control and strength as well as show focus, projection and musicality.</p> <p>Know that they can demonstrate dynamic qualities, use of space and different relationships.</p> <p>Know how to present and show awareness of different dance styles and traditions.</p> <p>Know how to compare and comment on their</p>
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			<p>field successfully</p> <p>Be able to play in a whole class game of rounders/ scatterball</p> <p>Be able to hold a rounders bat and a cricket bat correctly.</p>		<p>own and other's work using specific vocabulary strengths and areas for improvement and make modifications on parts of sequences as a result of self-evaluation.</p> <p>To learn a routine to a piece of music which can be performed.</p>
PSHE	Relationships	Living in the wider world	Health and Wellbeing		
	Families and relationships – Positive friendships, including online.	Belonging to a community – What makes a community; shared responsibilities.	Keeping Safe – medicines and household products; drugs common to everyday life.		
	Know how to communicate respectfully with friends when using digital devices.	<p>Know the meaning and benefits of living in a community.</p> <p>Recognise that they belong to different communities as well as the school community.</p> <p>Know different groups that make up and contribute to a community and their community.</p> <p>Know how to compare content shared for factual purposes and for advertising.</p>	<p>The importance of taking medicines correctly and using household products safely.</p> <p>To recognise what is meant by a 'drug'.</p> <p>That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing.</p> <p>To identify some of the effects related to</p>		

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			<p>different drugs and that all drugs, including medicines, may have side effects.</p> <p>To identify some of the risks associated with drugs common to everyday life. That for some people using drugs can become a habit which is difficult to break.</p>
	<p>Safe Relationships – responding to hurtful behaviour; managing confidentiality; recognising risks online.</p>	<p>Media literacy and digital resilience – How data is shared and used.</p>	<p>Physical Health and mental wellbeing – maintaining a balanced lifestyle; oral hygiene and dental care.</p>
	<p>Know that everything shared online has a digital footprint and how long it lasts for</p> <p>Know how to seek support with relationships if they feel lonely or excluded.</p> <p>Know how to communicate respectfully with friends when using digital devices.</p> <p>Recognise that knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know.</p> <p>Know what to do or whom to tell if they are worried about any contact online.</p> <p>Know how to respond if they witness or experience hurtful behaviour or bullying, including online.</p> <p>Know when it is right to keep or break a confidence or share a secret to keep somebody safe.</p>	<p>Recognise what online adverts look like.</p> <p>Know that search results are ordered based on the popularity of the website and that this can affect what information people access.</p>	<p>To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally.</p> <p>What good physical health means and how to recognise early signs of physical illness.</p> <p>That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary.</p> <p>How to maintain oral hygiene and dental health, including how to brush and floss correctly.</p> <p>The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.</p>

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	<p>Know how to recognise risks online such as harmful content or contact.</p> <p>Know that people may behave differently online including pretending to be someone they are not.</p> <p>Know how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online.</p>		
	<p>Respecting ourselves and others – Respecting differences and similarities; discussing difference sensitively.</p>	<p>Money and work – Making decisions about money using and keeping money safe.</p>	<p>Growing and Changing – Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.</p>
	<p>Know how to show compassion towards others in need and the shared responsibilities of caring for them</p> <p>Identify the features of positive healthy friendships such as mutual respect, trust and sharing interests and strategies to build positive friendships</p> <p>Recognise differences between people such as gender, race, faith and recognise what they have in common such as shared values, like and dislike.</p> <p>Understand the importance of respecting the differences and similarities between people.</p>	<p>Know how and why people make different spending decisions based on their budget, values and needs.</p> <p>Know how to keep track of money through budgeting and why it is important to know how much is being spent.</p> <p>Know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them.</p> <p>Know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics.</p>	<p>Know what physical changes take place on the human body during puberty.</p> <p>Know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.</p> <p>Know strategies to manage the changes during puberty including menstruation.</p> <p>Know a trusted adult that they are able to discuss the challenges of puberty with.</p> <p>How to identify external genitalia and reproductive organs.</p> <p>About the physical and emotional changes during puberty.</p> <p>Strategies to manage the changes during</p>

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			<p>puberty including menstruation.</p> <p>The importance of personal hygiene routines during puberty including washing regularly and using deodorant.</p> <p>How to get information, help and advice about puberty.</p>
Outdoor Learning	Forest schools –Bassetlaw Museum.	Forest schools – Perlethorpe	Forest schools water cycle and river activity
Cultural Capital Experiences	Educational Visit – Bassetlaw Museum – Romans British Values study of curriculum hero Young Voices concert opportunity	Educational Visit – Perlethorpe – Anglo – Saxons and Vikings	Educational Visit – Idle Valley/Severn Trent – Rivers and the water cycle Sport Day – English Institute of Sport Dance Showcase

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