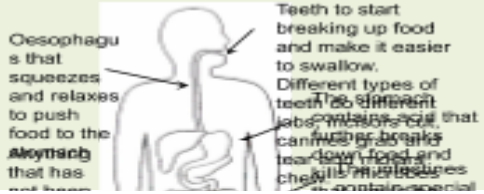
# Romsey Abbey Primary School Year 4 Curriculum (2020)

| Year 4 | Should you judge a book by its cover? | | Should we fear failure? | | What do you think? | |
|---|---|---|---|---|---|---|
| Visit | Hillier's Arboretum whole School – Science focus Habitats: Sweep nets, Habitats game, Sound (bamboo), Mini-beasts, Pigs, Management of site, Pond dipping (emphasis on using classification key and food chains) Romsey Abbey Anglo-Saxon visit with Trench 1 | | Woodmill Activity Centre – travel by train to keep costs down<br>Spring 1 – Tuesday 6th February Internet Safety Day | | Marwell Zoo/Living Rainforest Newbury | |
| Maths | We follow the Hampshire Maths Planning Model. See separate document for information. | | | | | |
| English Focus Texts | **Autumn 1: Learning Journey 1:** *Text: Journey to Jo'Burg* by Beverley Naidoo **Outcome:** Journey Narrative<br>**Guided Reading Texts:** As above<br><br>**Learning Journey 2:** Text: *Beowulf* Traditional Tale (Usborne Edition) **Outcome:** Newspaper Article<br>**Guided Reading Texts:** Other traditional tales<br><br>**Autumn 2: Learning Journey 1:** Text: *The Lion the Witch and the Wardrobe* by C.S. Lewis<br>**Outcome:** Portal Narrative<br>**Guided Reading Texts** As above<br><br>**Learning Journey 2: Text**: *The Lion the Witch and the Wardrobe* by C.S. Lewis **Outcome:** Portal Narrative<br>**Guided Reading Texts** As above | | **Spring 1: Learning Journey 1: Whole School Writing Week** 8 – 12 Jan Little Red Riding Hood<br><br>*Flood* by Alvaro Villa / *Window* by Jeannie Baker<br>Outcome: Persuasive leaflet<br>**Guided Reading Texts:** GR: *Odin's Eye* Viking Myth<br>**Learning Journey 2** *Wild Animals of the South* by Dieter Braun<br>Outcome: Information text<br>**Guided Reading Texts**GR: *Varjak Paw* by SF Said<br>**Spring 2: Learning Journey 1:** Text: *Cinnamon* by Neil Gaiman<br>**Outcome**: Newspaper Article<br>**Guided Reading Texts:** *Varjak Paw* by SF Said<br><br>**Learning Journey 2:** *Werewolf Club Rules* by Joseph Coelho<br>**Outcome:** Free verse poetry<br>**Guided Reading Texts:** Variety of poems | | **Summer 1: Learning Journey 1 -** *How to Live Forever* by Colin Thompson<br>Outcome:Quest narrative<br>**Guided Reading Texts:** *Max and The Millions* by Ros<br>**Learning Journey 2 -** *Jibo Robot Trailer* and *Can I Build Another Me?*<br>Outcome: Explanation text<br>**Guided Reading Texts:** *Max and The Millions* by Ross Montgomery<br><br>**Summer 2: Learning Journey 1 -** Text: *Journey to River Sea* by Eva Ibottson<br>Outcome: Letter to inform / Amazon Description / Short Narrative retelling of key moment<br>**Guided Reading Texts:** As above<br>**Learning Journey 2 -** Journey to River Sea Continued…<br>**Whole School Writing Week**<br>David and Goliath<br>**Guided Reading Texts:** As aboves Montgomery | |
| Drama and Performance Opportunity | | | | | The Great Kapok Tree | |
| PSHE | Being Me in my World | Celebrating Difference<br>The theme for Anti-Bullying Week 2020 is: United Against Bullying.<br>Monday 16th - Friday 20th November and will start with Odd Socks Day to mark the first day of Anti-Bullying Week. | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Habit of Mind | Curiosity | Empathy and Reflection | Resilience | Self-Management | Collaboration | Creativity |
| RE UC units | Concept<br>Good and Evil<br>Context | Concept<br>Incarnation | Concept<br>Devotion<br>Context | Concept<br>Salvation | Concept:<br>Kingdom of God | Concept: Gospel<br>Context: What kind of world did Jesus want? |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Divali<br>KS2 Pack | Context: What is the Trinity<br>(digging deeper) | Mahashivrati KS2 pack | Context: Why do Christians call the day Jesus died Good Friday? (digging deeper) | Context: When Jesus left, what was the impact of Pentecost | |
| Assessment Focus | **Communicate**<br>Describe their own responses to the concepts of good and evil | **Evaluate and apply**<br>Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own | **Evaluate and Explain**<br>Evaluate the importance of *devotion* by describing how Hindus value the Mahashivratri celebration | **Evaluate and Apply**<br>Explain why salvation and 'Good Friday' are so important to Christians today | **Contextualise**<br>Explain what Pentecost means to some Christians and how they celebrate it | **Explain and Apply**<br>Explain what stories in the Gospels might teach us about how to life our lives today |
| Science Longitudinal Study | How would a different location of the pond alter it?<br>1. What is in the pond now?<br>2. What are the feeding relationships in the pond<br>3. Set up alternative ponds (buckets of water) in different locations, rope off<br>4. What happens?<br>5. Why? | | | | | |
| Science Learning Objectives<br><br>Check: Safety in Science (Staffroom Science resources) for hazard cards for risk assessments.<br><br>HIAS Key Ideas in bold. NC Objectives in italics.<br><br>Additional Guidance on | **Animals: skeletons and movement (6 sessions)**<br>**Chapter 1: Skeletons protect vital organs**<br>• All vertebrates have internal skeletons that protect vital organs.<br>• Invertebrates have exoskeletons that protect vital organs<br>**Chapter 2: Skeletons support weight**<br>• Skeletons support the weight of land animals. Stronger bones can support more weight<br>**Chapter 3: Skeletons support movement**<br>• Bones are connected (but can move relative to each other) at joints. Muscles connect to bones and move them when they contract. Stronger bones can anchor stronger muscles<br><br>**Mixtures and separating them (8 sessions)**<br><br>**Chapter 1: What are mixtures?**<br>When more than one substance are present in the same container it is called a mixture<br>**Chapter 2: What does dissolving mean?**<br>When a substance is added to a liquid it has dissolved if no bits of the substance can be seen and the liquid is transparent. This mixture is called a solution. Not all substances dissolve in water. *(Always be aware that if too much substance is added it may appear as if it hasn't dissolved but some may have, so add small quantities)*<br>**Chapter 3: Deciding how to separate mixtures.** | | **Digestion: how the body gets nutrients into the blood (7 sessions)**<br>**Chapter 1; Food groups.**<br>Animals need a variety of foods to help them grow and survive. The main food groups are:<br>• Meat, dairy and pulses to provide protein for muscles.<br>• Grains and root vegetables to provide carbohydrates for energy.<br>• Fat for insulation and energy.<br>• Fruit and vegetables for minerals, vitamins and fibre. These are essential to keep our bodies working well and protect us from illnesses.<br>**Chapter 2: Variation in animals diet.**<br>Different animals require different foods to survive. Humans require a balanced diet to remain healthy but healthy diets vary depending upon the type of activity that humans do.<br>**Chapter 3: How humans digest food.**<br>The nutrients in food have to get to every part of the body. The blood transports them. The role of digestion is to get the nutrients in food to dissolve in the blood, if it doesn't dissolve it can't enter the blood and be transported. Humans achieve this as below:<br>  <br> | **How plants reproduce (7 sessions)**<br>**Chapter 1: Reproductive parts of a flowering plant**<br>Flowering plants have evolved specific parts to carry out pollination, fertilisation and seed growth.<br>Coloured and scented petals and attract insects<br>Stamen hold pollen<br>Stigma collect pollen<br>Ovaries contain eggs that grow into seeds when pollen from the male moves down the stigma.<br>**Chapter 2: All flowers are similar but different**<br>All flowering plants reproduce by pollen from the male reaching the stigma of the female. However all plants look slightly different because they pollinate in different ways. Most plants use insects to pollinate and so have colourful petals and strong scents, a few plants use the wind, these often have less colourful petals and little scent.<br>**Chapter 3: Seed dispersal**<br>Plants have evolved many different ways to disperse their seeds. Seed dispersal increase the chances of the seeds germinating and growing into mature plants<br>**Chapter 4: What does a seed do?**<br>Seeds and bulbs need the right conditions to germinate. They contain a food store for the first stages of growth (i.e. until the plant is able to produce its own food through its leaves) | |

| | | | |
|---|---|---|---|
| Key Ideas document in /teachers | All mixtures can be separated if they have a difference in property. This is because both (or all) of the materials are still present.<br><br>**Separating technique** / **Difference in property required**<br>Filtration and sieving: A solid that does not dissolve in a liquid. Different sized solid bits<br>Magnets: Some materials magnetic others not<br>Evaporation: A solid dissolved in water and the solid ha high boiling temperature<br>Floating: Some materials float and other sink | **Magnets and their effects (6 sessions)**<br>**Chapter 1: What magnets do.**<br>Magnets exert attractive forces on some metals<br>**Chapter 2: Magnets don't need to touch.**<br>Magnetic forces work through other materials including air, so magnets don't need to be touching to exert their force. It is called a non-contact force<br>**Chapter 3: Magnets attract and repel.**<br>Each end of a magnet is called a pole, opposite poles are called north and south.<br>Magnets exert attractive forces on each other when the poles facing each other are north and south (opposites).<br>Magnets exert repulsive forces on each other when the poles facing each other are the same.<br>**Chapter 4: What affects magnetic strength?**<br>The strength of magnetic forces are affected by:<br>• The strength of the magnet.<br>• The distance between the magnet and the object.<br>• The material the object is made from. | |
| History | **Saxon and Scots Settlement**<br>**Anglo-Saxons: the ruin of Britain?**<br>**(Hampshire Services enquiry pack)** | **Viking and Anglo-Saxon conflict**<br>**Vikings: raiders or traders?**<br>**(Hampshire Services enquiry pack)** | |
| Learning Objectives | I know about Britain's settlement by Anglo-Saxons and Scots. | I know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | |
| Geography | **Settlements (Anglo-Saxon)** | **Settlements (Vikings)** | **Brazil and the Amazon Rainforest** |
| Learning Objectives | **Locational knowledge**<br>I can name and locate counties and cities of the United Kingdom.<br>I can identify geographical regions and their identifying human and physical characteristics (Choose 2 or 3 Anglo Saxon settlements in UK to focus learning).<br>I can identify key topographical features (including hill, mountains, coasts and rivers), and land use patterns.<br>I can understand how some of these have changed over time.<br><br>Whilst studying history. Why did the Anglo Saxons choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today?<br>Look at pictures and labelled diagrams of different historical settlements over time. | - Why did the Vikings choose to settle where they did?<br>- What were their settlements like?<br>- How did they use the land and how has land use changed today?<br>- How did they trade? / How is that different today?<br>Look at pictures and labelled diagrams of different historical settlements over time.<br>Produce own pictures and labelled diagrams.<br>Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?<br>Study maps of Anglo Saxon and Roman settlements.<br>Draw conclusions about the location of the settlements | **Locational knowledge**<br>I can locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br><br>Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to use maps to **locate** areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Defend reasoning using knowledge of maps. Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Study life in the Amazon rainforest through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar. |

| | | | |
|---|---|---|---|
| | Produce own pictures and labelled diagrams.<br>Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?<br>Study maps of Anglo Saxon and Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change.<br>Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed.<br>Identify main economies in the immediate area.<br>Compare with trade in the past. Why has this changed. | based on prior knowledge. Compare with current maps and make suggestions about change.<br>Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed.<br>Identify main economies in the immediate area.<br>Compare with trade in the past. Why has this changed. | **Discuss** how the rainforest may be linked to us e.g. trade.<br>**Locate** other rainforests using Google earth and maps, identifying patterns in their location.<br><br>**Place knowledge**<br>I can understand geographical similarities and differences through the study of human and physical geography of a region within North or South America<br><br>Use maps, globes and Google Earth to **identify** the continent of South America. Looking at a map of climate zones, children use prior knowledge of the world to identify the climate they think may exist in different parts of South America.<br>**Identify** and mark on a map the different countries of South America.<br>**Identify** the major cities and consider how they differ to other regions in the country.<br>Looking at photographs, children to compare and contrast two differing regions e.g. rich/poor Brazil, hilly/icy Argentina.<br>Using photographs, children **make connections** between South America and the UK.<br>**Locate** the mountain ranges, rivers and oceans.<br>Consider how the location of these geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District.<br>Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc.<br>Ask geographical questions e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones etc).<br><br>**Human and physical geography**<br>I can **describe** and understand key aspects of: physical geography, including: climate zones.<br>Use and **explain** the term 'climate zone'.<br>Identify the different climate zones.<br>Ask questions and find out what affects the climate.<br>Use maps to **identify** different climate zones.<br>Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.<br>Children to ask questions about global warming.<br>Discover the cause of global warming and research the implications.<br>Reach reasoned and informed solutions and discuss the consequences for the future. |

| | | | |
|---|---|---|---|
| | | | Identify changes to be made in own lives in response to this.<br>**Geographical skills and fieldwork**<br>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in North and South America.<br>I can use the eight points of a compass.<br>Use locational language to describe the location of points on a map of the school/local area.<br>I can use four and six-figure grid references, symbols and keys to build my knowledge of the wider world - North and South America. |
| Art and Design | Themed drawing linked to texts/characters – illustrator links Arthur Rackham and Anthony Browne | Viking print making (potential 2 day project instead of lessons over a sequence).<br>- Create Viking inspired print. Study designs and create own.<br>- Drawing in sketchbooks – experimenting with designs<br>- Creating brooch from clay | Animal sculpture<br>(Darrell Wakelam – workshop possibility?)<br><br>Animal puppets |
| Learning Objectives | **Drawing** – identify and draw the effect of light, scale and proportion, accurate drawings of whole people including proportion and placement<br>**Colour** – tint, tone and shade, observe colours, colour to reflect mood. | **Printing** – use sketchbook for recording textures/patterns, interpret environmental and manmade patterns.<br>**Pattern** – explore environmental and manmade patterns<br>**Form -** | **Form –** plan and develop, experience surface patterns and textures, discuss own work and work of other sculptors.<br>**Colour** – colour mixing and matching, tint, tone and shade suitable equipment for the task.<br><br>**Texture** – use a wider variety of stitches, compare different fabrics. |
| Design and Technology | **Anglo Saxon bread**<br>Without an oven, how would the Anglo saxons have made bread? Compare Anglo Saxon bread to modern bread.<br><br>Research Anglo Saxon diet to understand how seasonality was important as no imported foods available. | **Puppet making (Whole school writing week - Little Red Riding Hood)** | **The Secret Garden**: How can Mary and Dickon tell if anybody is coming into the garden? Design a device which will alert Mary and Dickon if anyone enters the garden. Make sure the device can not be seen by intruders.<br><br>https://www.youtube.com/watch?v=_KcsJ-fojJM |
| Learning Objectives | **Generate**:Investigate and analyse a range of existing products.<br>- As a class, 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.<br>**Design**: Develop, model and communicate their ideas through discussion, annotated sketches and recipes.<br>**Make**: Reflect on my designs and develop them. Identify what is working well and what can be improved. | **Generate**:Investigate and analyse a range of existing products.<br>- As a class, 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.<br>**Design**: Develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces.<br>**Make**: Reflect on my designs and develop them. Identify | **Generate**: Investigate and analyse a range of existing products.<br>- As a class, 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.<br>**Design**: Develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces.<br>**Make**: Reflect on my designs and develop them. Identify |

| | | | |
|---|---|---|---|
| | - I Improve the product after testing.<br>- Use a selection of ingredients to meet an identified need.<br>- Reflect on my designs and develop them. Identify what is working well and what can be improved<br>**Evaluate**: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>**Technical Knowledge**: Work in a safe and hygienic way.<br>- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | what is working well and what can be improved.<br>- Ensure textile work reflects the views of users and its purpose.<br>- Improve the product after testing.<br>**Evaluate**: Evaluate ideas and products against their own design criteria and consider the views of others to improve their work.<br>**Technical Knowledge**:<br>Understand how to strengthen, stiffen and reinforce more complex products.<br>- Measure using mm, and use scoring and folding to shape materials accurately.<br>- Make cuts accurately and reject pieces that are not accurate.<br>- Make holes accurately.<br>- Make sure methods of working are precise.<br>- Ensure Joins are strong and stable, giving extra strength to products.<br>- Some joints are flexible to allow for dismantling or folding. | what is working well and what can be improved.<br>- I Improve the product after testing.<br>- My product is well finished in a way that appeals.<br>**Evaluate**: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>**Technical Knowledge**: Choose components that can be controlled by switches or by ICT equipment.<br>- Understand and use electrical systems in their products (switches, bulbs and buzzers) |
| Music | Rhythm Games – 4 beat improvisation in whole class call and response<br>Harvest<br>Learn Anglo Saxon Song by Sue Bleazard<br>Look at Anglo Saxon musical instruments – how do they compare to modern instruments and listen to Anglo Saxon Harp Music – History of music – folk music<br>Compose a march linked to invading and settling – crescendo - diminuendo<br>Listening Finlandia by Sibelius – Great Composer study<br>Finlandia hymn score – identifying musical notation from the score<br>Christmas Songs<br>Choral speaking - poetry<br>Christmas Performance opportunity – Carol Service | Rhythm and Aural Games<br>Whole class recorder playing<br>Performance Opportunity – Easter Service<br>Learning B, A, G, C and D on the recorder<br>Understanding rhythmic patterns using crotchets, quavers, minims, dotted minims and semibreves.<br>Aural and rhythm games using recorders<br>Jazz and Blues – BBC Bitesize Jazz and Blues Class Clips<br>Gershwin Rhapsody in Blue | Rhythm and Aural Games<br>Year 4 Production The Great Kapok Tree<br>Learn the songs for the musical – solo and group singing opportunities and put the drama together<br>Writing Music – Musical Maths – crotchests, minims, dotted minims and semibreves, treble clef, bass clef – writing simple rhythms in 4, 3 and 2 time |
| Learning Objectives | **Listen with attention to detail** and recall sounds with increasing aural memory<br>**Sing** the harvest, Anglo Saxon and Christmas songs as part of an ensemble, being aware of pitch and dynamics, singing with increasing accuracy, fluency, control and expression. Preparing music with an understanding of performance.<br>Understand the difference between unison and singing in harmony.<br>Use the correct musical terms when talking about dynamics and articulation<br>**Listen** with attention to detail and recall more complicated rhythmic patterns.<br>**Developing an understanding** of the history of music's development through listening looking at Anglo Saxon Instruments and listening to Anglo Saxon Harp Music | **Listen with attention to detail** and recall sounds with increasing aural memory<br>**Listen** to a simple rhythm of crotchets and quavers then write it down using the correct musical notation.<br>Group notes into 4 beats in a bar.<br>**Read simple rhythmic patterns** using, crotchets, minims, quavers, dotted minims and semibreves.<br>**Read** B, A, G, C and D on the musical stave.<br>**Play** B, A, G, C and D on the recorder.<br>**Compose** and play a simple 4 bar piece of music in common time using three notes – B,A and G.<br>**Listen** to simple musical patterns of 1, 2 and 3 different pitched notes and aurally recall them on the recorder increasing aural memory.<br>**Improvise** a 4-beat pattern on the recorder in a whole class 4 beat call and response. | **Listen with attention to detail** and recall sounds with increasing aural memory<br>**Sing, play and perform** in solo and ensemble context, using voices and instruments musically, with increasing accuracy, fluency, control and expression in performance of Rumpus in the Rainforest<br>**Using musical notation**, treble clef and bass clef to do musical maths and write musical rhythms in 4, 3 and 2 time. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Improvise and Compose** march music using inter-related elements of music<br>**Appreciate high quality music** – Sibelius Finlandia – BBC 10 Pieces<br>**Understand musical notation** when looking at a musical score<br>**Improvise** a 4 beat clapping pattern in a whole class 4 beat call and response. | | **Play and perform** in a recorder ensemble of 3 parts, playing with increasing accuracy, fluency, control, expression and articulation – playing staccato and legato.<br>**Listen, appreciate** and understand jazz and blues music. Gershwin Rhapsody in Blue<br>**Develop an understanding** of where jazz comes in the development of music | | | |
| Computing | Information Technology – Research Task for the Anglo Saxons – refining search criteria. | Computer Science – Using Scratch to draw repeating shapes. | Information Technology – Using iMovie to create a film using puppets. | Digital Literacy – Use CEOP resources<br>link to Healthy Me – Jigsaw Piece 5 and 6 | | Information Technology – Drawing graphs using Google Sheets to collect, evaluate and present data. |
| Learning Objectives | Select, use and combine internet services | Design programs that accomplish specific goals<br>Design and create programs<br>Debug programs that accomplish specific goals<br>Use repetition in programs<br>Control or simulate physical systems Use logical reasoning to detect and correct errors in programs Understand how computer networks can provide multiple services, such as the World Wide Web Appreciate how search results are selected | Select a variety of software to accomplish given goals | Understand the opportunities computer networks offer for communication Identify a range of ways to report concerns about content<br>Recognise acceptable/unacceptable behaviour | | Analyse information<br>Evaluate information<br>Collect data<br>Present data |
| PE | Gymnastics<br>Athletics | Country dance<br>Athletics/ invasion games | Gymnastics<br>Invasion games<br>Net/wall games | Dance<br>Net/wall games<br>Strike/field games<br>Bikeability | Net/wall games<br>Strike/field games<br>Invasion games<br>Athletics | Net/wall games<br>Strike/field games<br>Invasion games<br>Athletics |
| Learning Objectives | Perform actions and movement with control, coordination and variety with a clear start and finish.<br>Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves.<br>Use different parts of their body and stretch, tense muscles to ensure | Develop and respond imaginatively to a range of stimuli related to character and narrative.<br>Use simple motifs and movement patterns to structure dance phrases individually and collaboratively, refine, repeat and remember dance phrases clearly and fluently; show sensitivity to the dance idea and music.<br>Show a clear understanding of how dance activities impact on | Perform actions and movement with control, coordination and variety with a clear start and finish.<br>Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves.<br>Use different parts of their body and stretch, tense muscles to ensure | Develop and respond imaginatively to a range of stimuli related to character and narrative.<br>Use simple motifs and movement patterns to structure dance phrases individually and collaboratively, refine, repeat and remember dance phrases clearly and fluently; show sensitivity to the dance idea and music.<br>Show a clear understanding of how dance activities impact on | As previous.<br><br>To use the transferable skills in all 4 areas. | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | balance, coordination and travel.<br>Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish.<br>Demonstrate good technique, fluency of movement and consistency in a wide range of running, jumping and sending actions and challenges.<br>Suggest, through self and peer assessment, how performances could be improved, using given criteria | their fitness, health and well being.<br>Through peer and self assessment describe, interpret and evaluate dance, using appropriate, through self and peer assessment.<br>Play games with some fluency and accuracy, using a range of throwing and catching techniques.<br>Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack<br>Understand how strength, stamina and speed can be improved by playing invasion games; lead a partner though short warm up routines<br>Watch and describe others performances, as well as their own and suggest practices that will help them and others to play better | balance, coordination and travel.<br>Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish.<br>Keep up a continuous game, using a range of sending and receiving skills and techniques; use a small range of basic racket skills.<br>Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent; choose and use a range of simple tactics for defending their own court; adapt and refine rules; create their own net games; understand the point of the game; keep rules effectively and fairly.<br>Recognize how net games make the body work.<br>Talk about how net games make the body work. | their fitness, health and well being.<br>Through peer and self assessment describe, interpret and evaluate dance, using appropriate, through self and peer assessment<br>Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy.<br>Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going.<br>Explain what they need to do to get ready to play games; carry out warm ups with care and an awareness of what is happening to their bodies.<br>Describe what they and others do that is successful; suggest what needs practising. | | |
| French | | | | | | I understand how telephone numbers are formed in French<br><br>I can find follow French story and make aural additions/adaptations<br><br>I can recognise European countries |