

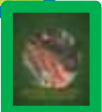




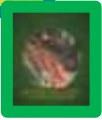



Year 4 Curriculum Contents-Summer Term

<p><u>Reading Focus this term:</u> (See Cross curricular links documents)</p> 	<p style="text-align: center;"><u>Summer Term 1 Class Readers</u></p> <p style="text-align: center;">Desirable-Frank Cottrell-Boyce</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">Michael Morpurgo-The Butterfly Lion Carroll-Jabberwocky</p>	<p style="text-align: center;"><u>Summer Term 2 Class Readers</u></p> <div style="display: flex; justify-content: center; align-items: center;">  <div style="margin-left: 10px;"> <p>When the Mountain Roared-Jess Butterworth</p> </div> </div>
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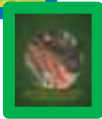

PSHE		R.E.	
Intent	<p>PSHE helps pupils to develop the knowledge, skills attitudes and understanding they need to fulfil their potential. Teaching children how to keep themselves healthy, safe and able to make informed decisions in their future life and work.</p> <p><u>Module3: Created to Live in Community</u> explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p> <p><u>Transition:</u> We also focus on pupils' transition from St. Mary's- reflecting on their time at Mary's, celebrating</p>	Intent	<p>As a Catholic school we are committed to the Catholic Faith, recognising and valuing every individual as special and unique in the image and likeness of God. Religious Education respects and promotes each child's innate capacity for wonder, awe, reverence and spirituality. Our Religious Education curriculum leads our children to aspire not to have more, but to be more; children are taught about God's love; they learn about their Christian responsibilities; children are provided with experiences of church, Catholic and Christian traditions, as well as being taught to be respectful and understanding of people and traditions from other faith backgrounds. Through Religious Education our children learn about their unique place within the home, school and parish community.</p>

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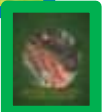

	<p>successes and preparing for the next phase of your education journey.</p>		
Implementation	<p>Unit 1 – Religious Understanding explores in greater detail the community aspect of the Trinity and encourages children to think about what the Trinity means to them and how as they were made in God’s image, they too are created to live in community.</p> <p>In Unit 2 – Living in the Wider World, children will learn some of the principles of Catholic Social Teaching from <i>Together For The Common Good</i>, which will help them to live in communities in the way God intends. Teaching includes the common good, the human person, social relationships and stewardship.</p> <p>Transition-Children will participate in several opportunities to visit and forge relationships with staff in their future school, whilst celebrating the achievements</p>	Implementation	<p>We follow the ‘Come & See’ Religious Education Programme in line with guidance from the Hexham & Newcastle diocese.</p> <p>This programme provides:</p> <ul style="list-style-type: none"> · opportunities for celebration, prayer and reflection in implicit and explicit ways. · children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, people and objects. · a 'systematic presentation of Christian event, message and way of life' in ways appropriate to the age and stage of development of the child. · that for its implementation and production it requires the adults involved to understand the underlying theological as well as educational principles. · appropriate materials about other faiths.

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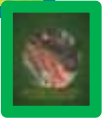

	<p>& accomplishments of their first school journey.</p>		<p>·academic respectability as in other curricular areas – utilising appropriate stages from the National Curriculum.</p> <p>The main topics this term are:</p> <ul style="list-style-type: none"> ● <u>PENTECOST-NEW LIFE:</u> To hear and live the Easter message ● <u>BAPTISM/CONFIRMATION-CALLED:</u> A call to witness ● <u>UNIVERSAL CHURCH-GOD’S PEOPLE:</u> Different saints show people what God is like.
Impact	<p>By the end of this term it is our intention that the vast majority of children will understand:</p> <ul style="list-style-type: none"> ● God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’; 	Impact	<p>By the end of this term it is our intention that the vast majority of children will be able:</p> <p><u>PENTECOST-NEW LIFE:</u> Some children will be able to ask and respond to questions about their own and others’ experiences of good news bringing</p>

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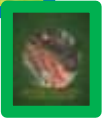

	<ul style="list-style-type: none"> ● The human family is to reflect the Holy Trinity in mutual charity and generosity. ● That the human family is to reflect the Holy Trinity in mutual charity and generosity; ● The Church family comprises of home, school and parish (which is part of the diocese). ● To know that God wants His Church to love and care for others. ● To devise practical ways of loving and caring for others. 		<p>life.</p> <p>Some children will be able to ask questions about what they and others wonder about how good news brings life and happiness.</p> <p>Some children will be able to make links to show how feelings of sadness and joy and the belief in the goodness of others, affects their own and others' behaviour.</p> <p>Some children will be able to compare their own and other people's ideas about how good news brings life.</p> <p>Some children will be able to retell some special stories about the religious events and people connected with Pentecost.</p> <p>Some children will be able to use religious words and phrases to describe the events of Pentecost.</p> <p>Some children will be able to describe some ways in</p>
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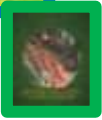

			<p>which the apostles spread the Good News through the power of the Holy Spirit. Some children will be able to give reasons why the apostles spread the Good News and the reasons for the actions of Peter, John and Paul.</p> <p>Some children will be able to make links between the Pentecost story and the Christian belief in the new life of the Easter message through the power of the Holy Spirit.</p> <p><u>BAPTISM/CONFIRMATION-CALLED:</u> Some children will be able to ask and respond to questions about being chosen. Some children will be able to ask questions about what they and others wonder about the reason for responses to being chosen.</p> <p>Some children will be able to make links to show how feelings and beliefs can affect the responses they might</p>
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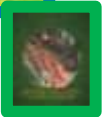

			<p>make to being chosen. Some children will be able to retell some special stories about religious events and people such as David and/ or the call of the apostles.</p> <p>Some children will be able to use religious words and phrases to describe what it means to be called. Some children will be able to describe some ways in which people are called to live a Christian life. Some children will be able to make links between scripture and the call to holiness.</p> <p>Some children will be able to use a developing religious vocabulary to give reasons for the actions and symbols used at Confirmation. Some children will be able to give reasons why and how Christians respond to God 's call. <u>UNIVERSAL CHURCH-GOD'S PEOPLE:</u></p> <p>Children will be able to ask and respond to questions about</p>
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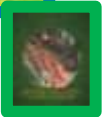


		<p>their own and others' experiences and feelings of ordinary people doing extraordinary things.</p> <p>children will be able to ask questions about what they and others wonder about ordinary people doing extraordinary things and realise that some of these questions are difficult to answer.</p> <p>Children will be able to make links to show how feelings and beliefs affect their behaviour and that of others, using the example of Eric or other examples.</p> <p>Children will be able to compare their own and other people's ideas about the question of what makes a person do extraordinary things and find it is difficult to answer.</p> <p>Children will be able to show how their own and others' decisions about actions in life are informed by beliefs and values.</p> <p>Children will be able to retell some special stories about religious events and people who show what God is like.</p>
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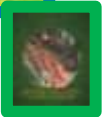

			<p>Children will be able to describe some ways in which religion is lived out by different saints some children will be able to give reasons for certain actions by those people they have studied.</p> <p>Children will be able to make links between scripture and the action and beliefs of followers of God’s way and will be able to show understanding of how religious belief has shaped the way some people live out their lives.</p> <p>Children will be able to describe and show an understanding of scripture, beliefs, ideas, feelings and experience, making links between them.</p>
			English-Speaking & Listening
Intent	<p>Speaking and listening are essential life skills. Our aim is to enable pupils to be increasingly confident in using spoken language in a variety of contexts in order to communicate ideas, views and feelings. We encourage pupils to express themselves creatively and imaginatively. Pupils will use their knowledge, skills</p>	Intent	<p>In Reading, we aim to teach our pupils to read confidently, fluently, accurately and with understanding. Pupils are encouraged to develop the habit of reading for both pleasure and information. Confident reading enables pupils to acquire knowledge and build on what they know. Through reading, pupils will have a chance</p>

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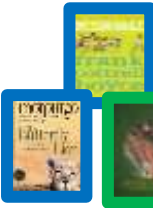

	<p>and understanding in speaking and listening across a range of curriculum areas.</p>		<p>to develop culturally and emotionally.</p>
<p>Implementation</p>	<p>Pupils will be taught to communicate across a range of contexts. They will learn how to speak clearly and confidently to an audience. Pupils will have the opportunity to work in groups of different sizes; in pairs, small groups, large groups and as a whole class. They will be encouraged to expand and develop their vocabulary to discuss concepts and enhance their knowledge about language.</p>	<p>Implementation</p>	<p>Using an engaging visual and text-based stimulus, children will take part in individual and daily guided group reading. During guided and class reading sessions, children will be encouraged to ask relevant questions to gain a better understanding of a text. They will learn to read and respond to levelled texts drawing on inferences such as inferring a characters' feelings thoughts and motives from their actions (using VIPERS). Pupils will continue to develop their vocabulary and the breadth and depth of their reading, in order to encourage them to become independent, fluent and enthusiastic readers.</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Infer</p>

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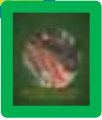

			<p>Predict</p> <p>Explain</p> <p>Retrieve</p> <p>Sequence</p>
Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> ● Participate in discussions, presentations, performances, role play, improvisations and debates <p>Speak clearly and fluently in different contexts</p> <p>Give well-structured descriptions, explanations and narratives for different purposes</p> <p>Maintain attention and participate actively in</p>	Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p>

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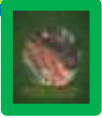

	<p>collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Consider and evaluate different viewpoints</p>		
English-Writing: Transcription & Handwriting		Writing: Composition, vocabulary, Grammar & Punctuation	
Intent	<p>Our aim is for pupils to write clearly and accurately. They will be encouraged to write legibly and fluently; with an increasing knowledge of the relationship between sounds and letters, word structure and the spelling structure of words.</p>	Intent	<p>Writing enables pupils to communicate ideas, express themselves creatively, provide information and persuade a reader of a viewpoint. Pupils will be encouraged to use inspiration and ideas from reading in order to prepare their ideas before they write. Effective composition involves articulating and communicating ideas, then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.</p>
Implementation	<p>Children will practice handwriting using 'Letterjoin' to produce consistency in size and proportion of letters, consolidate correct joins and increase fluency and pace. Pupils will be given the opportunities to write a variety of genres.</p>	Implementation	<p>Pupils will develop their range of writing styles and the use of more varied grammar, vocabulary and narrative structures in order to compose their own examples of different writing genres.</p>

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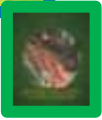

			<p><u>Fiction-Fantasy-The Butterfly Lion</u> Read The Butterfly Lion over the course of several days, using the opportunity to discuss, compare and analyse it. Perform role-play, write dialogue, use adverbials, and finally produce a new chapter for the book.</p> <p><u>Poetry-Poetic Forms-Odes & Insults</u> Explore odes and powerful types of imagery, such as simile, metaphor and hyperbole. Learn about pronouns and determiners. Examine extracts of Shelley's <i>To a Skylark</i>.</p> <p><u>Non-Fiction: Persuasive Writing</u> Explore issues around animals in captivity, reading texts including <i>Zoo</i> by Anthony Browne and <i>Rainbow Bear</i> by Michael Morpurgo. Study adverbials and expanded noun phrases.</p>
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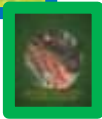

Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> ● To copy rhyme and numbers neatly ● To trace & copy sentences neatly ● To copy pangrams neatly ● To write all the letters of the alphabet correctly ● To be able to write alliteration sentences neatly ● To be able to copy an unfamiliar word correctly in a sentence. 	Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <p><u>Fiction-Fantasy-The Butterfly Lion</u></p> <ul style="list-style-type: none"> ● Read and discuss an extract of challenging text ● Explore a character’s point of view through role-play ● Generate dialogue through role-play ● Write punctuated dialogue ● Use first and third person ● Identify powerful words and phrases ● Make predictions about a story we are reading ● Change adjectives into adverbs ● Add adverbs and adverbials to sentences I have written ● Choose appropriate synonyms for ‘said’ ● Plan an extra chapter for a story we have read ● Improve and edit my own writing using a
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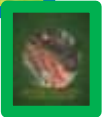

			<p>checklist.</p> <p><u>Poetry-Poetic Forms-Odes & Insults</u></p> <ul style="list-style-type: none"> ● Perform a poem with expression ● Identify poetry features ● Select words for impact ● Write and edit a first draft of an ode ● Identify pronouns ● Edit text replacing nouns & noun phrases with pronouns ● Write an ode in the style of one read ● Use poetic terms correctly ● Read a range of poetry ● Identify determiners and use them for impact ● Write a poem in the style of one read ● Discuss challenging poetry ● Build images using poetry techniques. <p><u>Non-Fiction: Persuasive Writing</u></p>
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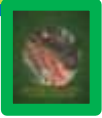

			<ul style="list-style-type: none"> ● Find answers to research questions ● Make statements to voice a point of view ● Voice opinions & justify them ● Write a letter with purpose ● Organise points into paragraphs ● Identify noun phrases ● Discuss the purpose of an information text ● Write expanded noun phrases ● Select words for impact ● Evaluate & improve writing ● Use neat, joined writing for display ● Plan a persuasive text ● Compose rhetorical questions ● Use persuasive techniques ● Write conclusions summing up main points ● Use adverbials and punctuate them correctly.
			Intent

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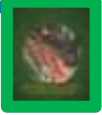


	<p>and is essential to everyday life. We aim for pupils to become fluent through varied and frequent practice so that they develop conceptual understanding. Children will be encouraged to approach problem solving in an organised manner, recording their work in a systematic way in order to make clear connections. They will develop their use of mathematical language in order to be able to communicate their ideas.</p>		<p>predictions and analyse results. We aim for pupils to develop their scientific skills and knowledge through engaging in different types of science enquiry. They will be encouraged to ask and answer scientific questions and understand the role of science in the world around them. Children will extend their knowledge of specialist vocabulary.</p>
Implementation	<p>We have a mastery approach to teaching Maths. This means that the majority of pupils progress through the curriculum content at the same pace. Maths objectives are taught through units of work that allow children to practice and consolidate key knowledge and skills. Providing variation through problem solving and reasoning, allows children to build fluency and a more in depth understanding of mathematical concepts. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.</p>	Implementation	<p>The acquisition of key scientific knowledge is an integral part of our science lessons. Promoting science in school is highlighted by the use of ‘Working Scientifically’ walls in each classroom, where key vocabulary is displayed for the duration of the topic alongside the working scientifically skills for each session. We aim to develop and promote the importance of developing scientific enquiry across year groups. Emphasis is placed on learning outside of the classroom, with each class having designated timetabled ‘Forest School’ time and where applicable educational visits are linked to</p>

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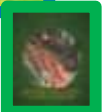

	<p>This term we will be covering the areas of:</p> <ul style="list-style-type: none"> ● Multiplication & division ● Fractions ● Time ● Geometry: Properties of shapes ● Money 		<p>developing children’s science topical learning. Science specific home learning tasks, supporting parental engagement help support children’s natural curiosity whilst enabling them to experience first-hand the science all around them.</p> <p><u>Chick Fortnight:</u> After Easter, we will be taking part in ‘Living Eggs Ready to Hatch’ a unique 10 day chick hatching programme experience. At school we will be incubating 10 Embryo Eggs in a custom designed incubator so children all get to experience observing a real life chick hatch in their classroom.</p>
Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <p><u>Multiplication & division:</u> Building on their knowledge of the 1, 2 and 10 times-tables, children explore the 11 and 12</p>	Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <p><u>Living Things & their Habitats</u></p> <ul style="list-style-type: none"> ● Generate criteria to use to sort living things ● Sort living things into a Venn diagram

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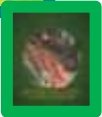

	<p>times-tables through partitioning. Exploring the inverse of multiplication and division statements. Children are introduced to the 'Associative Law' to multiply 3 numbers. This law focuses on the idea that it doesn't matter how we group the numbers when we multiply. Children learn that a factor is a whole number that multiplies by another number to make a product e.g. $3 \times 5 = 15$, factor \times factor = product. They develop their understanding of factor pairs. Children develop their mental multiplication by exploring different ways to calculate. They partition two-digit numbers into tens and ones or into factor pairs in order to multiply one and two-digit numbers. Children use a variety of informal written methods to multiply a two-digit and a one-digit number. Use the formal method of column multiplication alongside the concrete representation. They also apply their understanding of partitioning to represent and solve calculations. In this step, children explore multiplication with no exchange. Children build on their understanding of formal multiplication from Year 3 to move to the formal short multiplication method. Children divide 2-digit numbers by a 1-digit number by partitioning into tens and ones and sharing into equal groups.</p>		<ul style="list-style-type: none"> ● Sort living things into a Carroll diagram ● Use questions to sort animals using a key ● Use a key to identify invertebrates using their characteristics ● Use the characteristics of living things to sort them using a classification key ● Show the characteristics of living things in a table ● Create a classification key ● Identify dangers to wildlife in the local and wider environment ● Record observations in a table ● Write a report ● Present findings to the class. <p><u>Electricity</u></p> <ul style="list-style-type: none"> ● Learn to identify electrical and non-electrical appliances ● Explain with support, how a circuit works
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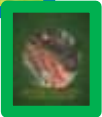

	<p>Children move onto solving division problems with a remainder. Children solve more complex problems building on their understanding from Year 3 of when n objects relate to m objects.</p> <p>Fractions: Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator.</p> <p>Time: Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Geometry-Properties of Shapes: Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including</p>	<ul style="list-style-type: none"> ● Create a simple series circuit both with and without a switch ● Accurately record findings in a table ● Sort appliances based on whether they use mains or batteries. <p>Chick Fortnight:</p> <ul style="list-style-type: none"> ● Observe how a chick hatches and understand how the egg and chick are well adapted for this purpose. ● Identify the needs of chickens and other baby animals and relate to man's essential needs for living. ● Relate students' experiences with other animals. Demonstrate knowledge and understanding of animals' needs by designing a suitable environment for their chicks to live. ● Present ideas eg. 3-D model, 2-D plan (on chick dwelling). Organise knowledge, ideas and data
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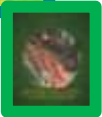

	<p>quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><u>Money</u> Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>		<p>about how needs and wants of the chick might be met and use this information when meeting design challenges.</p> <ul style="list-style-type: none"> ● Make links between different features of the environment and the specific needs of living things.
History			
Intent	<p>In Key Stage 2 children study the National Curriculum for History and we aim to:</p> <p>Ensure children have a secure chronological understanding of British History from the Stone Age to the modern day and can confidently use a range of sources to support their knowledge and understanding. Allow children to demonstrate historical questioning including; causes of change, similarities and differences, and the impact of significant events.</p>		
Implementation	<p><u>Ancient Greece</u> Throughout the term children will discover who the Ancient Greek people were, when they lived and where and how they were able to establish their empire. They will learn how the political system worked in Ancient Greece, investigate the legacy of Athenian Democracy and compare it with the political systems we have today. Children will also compare and contrast the modern day Olympics</p>		

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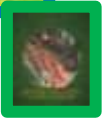

	<p>with the Ancient Greek events and use their mathematical skills to present their findings in the form of a Venn diagram. We will learn about and order events from the Battle of Marathon and write in role to present the events from a specific viewpoint. In addition to this they learn about Ancient Greek religion, research information about a variety of Greek gods use historical evidence to find out about the Trojan War. Woven into this unit are several art, design & technology aspects from making Ancient Greek clothing to Greek vases and theatre masks.</p>
Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> ● I can explain how and why empires grow. ● I can explain the chronology of a timeline. ● Gain an understanding of the lifestyle of the Ancient Greek people, including what they wore ● To design and make a chiton in the style of the times . ● To include designs on the chiton typical of decoration from this period ● I can explain how the political system worked in Ancient Greece. ● I can compare this system with other political systems ● I can learn about the past from sources including art ● Create a Greek vase depicting the Olympic games ● I can compare different city-states and recall facts about the Battle of Marathon

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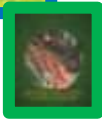

	<ul style="list-style-type: none"> I can find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek myth Understand the role of theatre in Greek Life and recognise the main features of a Greek theatre Create my own Greek theatre mask I can use a range of sources to find out about the past and then present my findings. 		
Computing			
Intent	Children will be taught to understand and apply the concepts of computer science. Through practical experience we aim to encourage them to apply information technology to solve problems. Children will be taught how to be responsible users through keeping themselves safe online, reporting concerns and recognising acceptable/unacceptable behaviour.		
Implementation	<p>Summer 1: Email (6 weeks)</p> <p>1.To think about different methods of communication.</p> <p>2 To open and respond to an email.</p>		<p>Summer 2: Animation (3 weeks)</p> <p>Hardware investigation (2 weeks)</p> <p>Animation</p>

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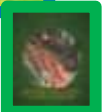

	<p>3. To write an email to someone using an address book</p> <p>4 To learn how to use email safely.</p> <p>5 To add an attachment to an email.</p> <p>6 To explore a simulated email scenario.</p>		<p>1.To discuss what makes a good animated film or cartoon and what their favourites are. To learn how animations are created by hand. To find out how</p> <p>2Animate can be created in a similar way using the computer</p> <p>To learn about onion skinning in animation. To add backgrounds and sounds to animations.</p> <p>To be introduced to ‘stop motion’ animation. To share animation on the class display board and by blogging</p> <p>Hardware Investigation</p> <p>To understand the different parts that make up a computer</p>
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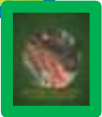

			<p>To recall the different parts that make up a computer.</p>
Impact	<p>By the end of this unit, most children should be able to:</p> <p>1: List a range of different ways to communicate. • Pupils can use 2Connect to highlight the strengths and weaknesses of each method. • Extension: Pupils can order the various types of communication that have been used through history.</p> <p>Lesson 2: • Pupils can open an email and respond to it. • Pupils have sent emails to other pupils in the class. • Extension: Pupils can use the search option in the</p>	<p>By the end of the Animation unit:</p> <p>Pupils have put together a simple animation using paper to create a flick book. • Pupils understand animation frames. • Pupils have made a simple animation using 2Animate.</p> <p>Pupils know what the Onion Skin tool does in animation. • Pupils can use the Onion Skin tool to create an animated image. • Pupils can use backgrounds and sounds to make more complex and imaginative</p>	

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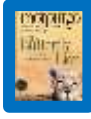
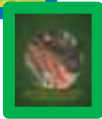

	<p>address book to find a classmate when sending an email.</p> <p>Lesson 3: • Pupils have written rules about how to stay safe using email. • Pupils have contributed to classmates' rules. • Extension: Pupils understand the importance of draft.</p> <p>Lesson 4. • Pupils can attach work to an email. • Pupils know what CC means and how to use it.</p> <p>Lesson 5: • Pupils can read and respond to a series of email communications.</p> <p>Lesson 6: Pupils can attach files appropriately and use email communication to explore ideas. • Extension: Children know why the terms CC and BCC are used • Children understand when to use CC or BCC</p>	<p>animations</p> <p>Pupils know what 'stop motion' animation is and how it is created. • Pupils have used ideas from existing 'stop motion' films to recreate their own animation. • Pupils have shared their animations and commented on each other's work using display boards and blogs in Purple Mash.</p> <p>By the end of the Hardware Investigators unit:</p> <p>Pupils can name the different parts of a desktop computer. • Pupils know what the function of the different parts of a computer is. • Pupils have created a leaflet to show the function of computer parts.</p>
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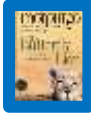
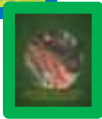

Modern Foreign Languages-French		Physical Education	
Intent	<p>Children will continue to develop and build upon their previous learning. We aim to make language learning engaging for all chil • Pupils have created a quiz about email safety which explores scenarios that they could come across in the future. • Extension: Pupils create title screens for their quizzes explaining what the quiz is about, and how to play it.</p> <p>Children through music, games and stories. Pupils will be taught to express their ideas and thoughts in French with increasing confidence and fluency. They will be encouraged to improve the accuracy of their pronunciation and intonation.</p>	Intent	<p>We aim to challenge and support EVERY child through P.E., pupils will engage in a variety of physical activities in order to support their health and fitness. We will focus on the development of agility, balance and coordination, healthy competition and cooperative learning. Children will have opportunities to develop their competence and skills so that they are able to compete in sport and other activities. We aim to use P.E. sessions to help build character and embed values such as fairness and respect.</p>
Implementatio	<u>Out and About</u>	Implementatio	<u>Physical Skills:</u>

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n	<p>Learning transactional phrases for ordering items and learn more vocabulary for buying food in a supermarket. Naming name types of shops in French And how to ask and follow directions around town.</p> <p><u>School life</u> Learn school subjects and opinions and understand how to use the alphabet in French and the importance of accents. Write more in French with increased accuracy and learn about the cultural side: life in a French school.</p>	n	<p>In this unit you will work on developing a range of skills with some form of consistency and perform a range of skills with some control and consistency. Children will perform a sequence of movements with some changes in level, direction or speed.</p> <p><u>Health & Fitness</u> In this unit children will use equipment appropriately and move and land safely. Children will attend to how their body feels before, during and after exercise.</p>
Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <p><u>Out and About</u></p> <ul style="list-style-type: none"> ● Listen and respond to topic vocabulary ● Answer questions using the topic vocabulary ● Take part in role play as a shopper/ shopkeeper, speaking in French 	Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <p><u>Physical Skills:</u> To perform and repeat longer sequences with clear shapes and controlled movement, selecting and apply a range of skills with good control and consistency:</p> <ul style="list-style-type: none"> ● Maintain a good ‘ready position’ (bend knees

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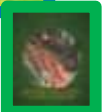

	<ul style="list-style-type: none"> Greet and respond. <p><u>School life</u></p> <ul style="list-style-type: none"> listen and respond to topic vocabulary Demonstrate understanding with actions Write sentences converting le/la to un/une Answer questions using the topic vocabulary. 	<p style="text-align: right;">and wide base).</p> <ul style="list-style-type: none"> Move feet quickly, rather than stretch, to get the ball. Bend knees to help slow down and stay balanced. Reacting and moving quickly Catching the ball Slowing down with control after catch <p><u>Fundamental Skills (within Physical Skills)</u></p> <p><u>Agility-Reaction/Response:</u></p> <p>From 1, 2 and 3 metres:</p> <ul style="list-style-type: none"> React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. <p><u>Static Balance-Floorwork:</u></p> <ul style="list-style-type: none"> Hold full front support position. Lift 1 arm and point to the ceiling with either
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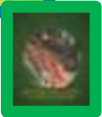

			<p>hand in front support.</p> <ul style="list-style-type: none"> ● Transfer cone on and off back in front support. <p><u>Health & Fitness</u>-Be able to describe how and why my body changes during and after exercise and explain why we need to warm up and cool down:</p> <ul style="list-style-type: none"> ● Starting and stopping quickly ● Timing to get in the right position ● Balance/control when collecting the ball ● I use equipment appropriately and move and land safely ● I can say how my body feels before, during and after exercise.
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		<p><u>Fundamental Skills (within Health & Fitness)</u></p> <p><u>Agility-Ball Chasing</u></p> <ul style="list-style-type: none"> ● Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction ● Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction ● Complete above challenges with tennis ball. <p><u>Static Balance-Stance</u></p> <ul style="list-style-type: none"> ● Receive a small force from various angles ● Raise alternate feet 5 times ● Raise alternate knees 5 times ● Catch ball at chest height and throw it back.
Music		
Intent	In teaching music we aim to engage and inspire pupils to develop a love of music. Through music lessons we encourage children to play	

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	<p>and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children are encouraged to improvise and compose music for a range of purposes using the inter-related dimensions of music and to listen with attention to detail and recall sounds with increasing aural memory. In notation, children will learn to use and understand staff and other musical notes. Children will be given opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians developing their understanding of the history of music.</p>
Implementation	<p>Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.</p>
Impact	<p>The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.</p>

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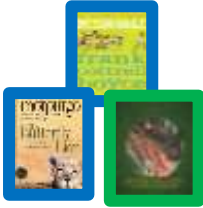
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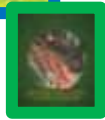
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