



Edmondsley Primary School

Curriculum Map Year 3/4 Cycle B

		Autumn		Spring		Summer	
Spelling	Year 4	Week 1 - -ible, -ibly, -ably, -ably Week 2 - --ful, -fully, -ally, -ically Week 3 - Homophones Week 4 - Homophones Week 5 - Near homophones Week 6 - Near homophones	Week 7 - -ation, -cian, Week 8 - -tion, -sion Week 9 - Plural apostrophes Week 10 - -sure, -ture Week 11 - -cious Week 12 - -tious	Week 13 - -ent, -ant Week 14 - -sc as s Week 15 - -sh as ch eg. chef, machine Week 16 - -gue, -que as in league, antique Week 17 - -ous Week 18 - k spelt as ch	Week 19 - Suffixes - ly Week 20 - Suffixes - ly when root word ends in vowel Week 21 - Suffixes - ally when added to ic Week 22 - Prefixes - un, dis, mis Week 23 - Prefixes - anti, auto, re Week 24 - Prefixes - super, under	Week 25 - Soft c, soft g Week 26 - ou as 'u' eg. young, double, touch Week 27 - Prefixes - im, in, ir (double constants) Week 28 - Prefixes sub, inter Week 29 - i spelt as 'y' not on ends of words eg. gym Week 30 - Prefixes - in, im	Week 31 and 32- Double consonant words when adding suffixes Week 33 - Unusual plurals and possessive apostrophes Week 34 - --ure, -or, Week 35 - ei, ey, eigh Week 36 - ei, ey, eigh
	Year 3	Week 1 - ai, ei Week 2 - eigh, ey Week 3 - Homophones Week 4 - Homophones Week 5 - Near homophones Week 6 - Near homophones	Week 7 - u as ou Week 8 - -tion, -cian, -sion Week 9 - Suffixes beginning with vowel letters, double cons. Week 10 - Suffixes beginning with vowel letters, double consonant Week 11 - Apostrophes contractions Week 12 - Apostrophes singular possession	Week 13 - -I as y Week 14 - Apostrophes regular plural possession Week 15 - Months of the year, multiples of 10 Week 16 - Prefixes - un, dis Week 17 - ch spelt as k Week 18 - Prefixes - mis, re	Week 19 - Prefixes - auto, anti Week 20 - Prefixes - super, inter, sub Week 21 - Prefixes - in, im Week 22 - Prefixes - ir, il Week 23 - Prefixes - super, under Week 24 - soft g	Week 25 - Soft c Week 26 - Word families Week 27 - Word families Week 28 - Word families Week 29 - sh as ch eg. chef, machine Week 30 - Suffixes - ally when added to ic	Week 31 - Double consonant words when adding suffixes Week 32 - Double consonant words when adding suffixes Week 33 - Unusual plurals and possessive apostrophes Week 34 - --ure, -or Week 35 - -our, -ure Week 36 - ei, ey, eigh
Reading		<ul style="list-style-type: none"> • Uses a range of strategies when reading aloud, when prompted • Reads age-appropriate texts at a speed which allows focus on understanding rather than decoding individual words • Experiments with different pronunciations when reading unfamiliar, longer words • Makes good approximations of a word's pronunciation • Recognises that books are structured in different ways for different audiences and purposes • Reads independently and can talk about what has been read • Makes inferences from texts and can explain these • Identifies the main points of a text • Listens to and discusses, a wide range of fiction poetry, plays, non-fiction, textbooks and reference books • Makes predictions based on evidence from the text and can explain these 	<ul style="list-style-type: none"> • Begins to use a range of strategies when reading independently • Self-corrects when reading out loud • Discusses meaning of new words based on understanding of root words, prefixes and suffixes • Begins to read ahead, looking for clues to determine meaning • Begins to read silently for short periods of time • Reads books that are structured in different ways • Begins to ask questions to improve understanding of the text • Recognises that author makes choices regarding the vocabulary used • Discusses words and phrases that capture the reader's interest and imagination • Recognises that authors make choices regarding the layout of text • Explains how the structure of a text has impact on the reader • Begins to recognise different forms of poetry • Selects books based on awareness of own and others' reading preferences 	<ul style="list-style-type: none"> • Reads a range of texts with fluency, understanding and expression • Talks about different strategies that can be used to help make sense of reading <ul style="list-style-type: none"> • Begins to select the most effective strategy • Self-corrects without prompting when reading in a range of different situations • Reads independently and silently for longer periods of time • Reads for a range of purposes • Checks reading makes sense • Talks about their understanding and tries to explain the meaning of words in context • Reads and discusses a variety of text types • Talks about personal likes and dislikes of books read and can support these views and opinions with simple reasons • Asks questions to improve understanding of the text • Infers reasons for actions and events • Begins to summarise what has been read 			





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Writing	Grammar	Conjunctions Connectives Capital letters Pronouns Commands, questions, statements, exclamations Prepositions Comparative adjectives	Time connectives Comparative adjectives Identifying verbs, nouns, adjectives Adverbs Verb tenses, present and past Conjunctions Pronouns Word order	Main clauses Verb tenses - present perfect and past Prepositions	Connectives Main clauses Verb tenses - present perfect, past and future Time adverbs	Present perfect & simple past form Ordinals Prepositions Subordinate clauses Time connectives Questions, exclamation and commands Commas for fronted adverbials	Connectives Identifying nouns, verbs, adjectives and adverbs Pronouns Ordinals
	Punctuation	Apostrophes for contractions Exclamation marks Inverted commas Commas in a list	Inverted commas Capital letters for proper nouns	Apostrophes for singular and plural possession Inverted commas Capital letters, proper nouns and I Exclamation and question marks	Apostrophes for singular and plural possession Commas in a list Capital letters proper nouns and start of sentences	Apostrophes for singular possession Apostrophes for contractions Inverted commas	Exclamation marks Full stops Commas in a list Inverted commas Question marks
	Vocabulary	Singular and plural Suffixes - ness, ful Articles	Plurals and unusual plurals Prefixes - dis, mis, sub Articles	Singular and plural Changing adjectives to adverbs Suffixes - less, ness, ful, less	Plurals and unusual plurals Word families Prefixes - mis, dis, sub, super, auto, anti	Word families Articles	Prefixes - un, dis Articles Suffixes - ful, less
	Writing Process	<ul style="list-style-type: none"> Begins to use paragraphs to group related sentences Uses different planning methods before writing Is starting to understand the audience and purpose of different types of writing Discusses and records ideas through writing and diagrams 		<ul style="list-style-type: none"> Uses headings and sub-headings to organise and structure non-fiction writing Writes for a range of real purposes and audiences across the curriculum Reads aloud own writing to an audience and uses appropriate emotion and tone 		<ul style="list-style-type: none"> Creates effective and well-described settings, characters and plot in narrative writing Structures and organises narrative writing with a beginning, middle and an end across different fiction stories Uses the structure of stories which have been read to write their own narrative Evaluates the effectiveness of own and others' writing Proof reads for spelling, grammar and punctuation errors and self-corrects 	
	Genre	<p>Non-fiction Recount of an explorer; Linked to Ravenous Rainforests</p> <p>Narrative; The Great Kapok Tree, stories with a moral, Linked to Ravenous Rainforests</p> <p>Poetry; Calligrams Linked to Ravenous Rainforests</p> <p>Narrative; Take One Book – One week whole school focus</p>	<p>Non-fiction Persuasive writing; Linked to From Russia, With Love...</p> <p>Narrative; Babushka, traditional Russian tale, Linked to From Russia, With Love...</p>	<p>Non-Fiction Biography; famous inventors Linked to Ingenious Inventors</p> <p>Narrative; Papa's mechanical fish, Linked to Ingenious Inventors</p>	<p>Non-fiction Instructions; Linked to The Delicious World of Chocolate</p> <p>Narrative; Charlie and the Chocolate Factory; imaginative story settings; Linked to The Delicious World of Chocolate</p>	<p>Non-fiction Explanation; Linked to Into the Iron Age</p> <p>Narrative; The boy with the bronze axe, Linked to Into the Iron Age</p>	<p>Non-fiction, persuasion; Linked to Under the Sea</p> <p>Narrative; Manfish, adventure stories, Linked to Under the Sea</p> <p>Poetry; Riddles and haikus Linked to Under the Sea Narrative;</p>





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Maths	<ol style="list-style-type: none"> Number and place value (NPV); Measurement (MEA) Mental addition and subtraction (MAS); Written addition and subtraction (WAS) Geometry: properties of shapes (GPS) Mental multiplication and division (MMD) 	<ol style="list-style-type: none"> Number and place value (NPV); Mental addition and subtraction (MAS) Mental multiplication and division (MMD) Written addition and subtraction (WAS); Measurement (MEA); Written multiplication and division (WMD) Statistics (STA) 	<ol style="list-style-type: none"> Number and place value (NPV); Decimals, percentages and their equivalence to fractions (DPE) Mental addition and subtraction (MAS); Written addition and subtraction (WAS); Measurement (MEA) Problem solving, reasoning and algebra (PRA) Statistics (STA) 	<ol style="list-style-type: none"> Number and place value (NPV); Mental multiplication and division (MMD); Decimals, percentages and their equivalence to fractions (DPE) Mental addition and subtraction (MAS) Problem solving, reasoning and algebra (PRA) Measurement (MEA); Geometry: position and direction 	<ol style="list-style-type: none"> Number and place value (NPV); Measurement (MEA) Mental addition and subtraction (MAS); Written addition and subtraction (WAS); Problem solving, reasoning and algebra (PRA) Mental multiplication and division (MMD); Written multiplication and division (WMD) 	<ol style="list-style-type: none"> Number and place value (NPV); Decimals, percentages and their equivalence to fractions (DPE); Mental multiplication and division (MMD); Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA) Measurement (MEA)
	Computing	<p><u>Space Sisters</u></p> <ul style="list-style-type: none"> know that computers need precise instructions. show care and precision to avoid errors know that computers have no intelligence and that computers can do nothing unless a program is run. 	<p><u>Maze Explorers</u></p> <ul style="list-style-type: none"> know that all software executed on digital devices is programmed know that users can write their own programs. create a simple program. run, check and change programs. know that computers need exact instructions know that a range of digital devices can be considered a computer. use a range of input and outputs. 	<p><u>Human Crane</u></p> <ul style="list-style-type: none"> know what an algorithm is and I can express simple algorithms using symbols. design simple algorithms using loops, and selection i.e. if statements. find and correct errors run, check and change programs. know that programs run by following precise instructions. 	<p><u>Coding Kingdom</u></p> <ul style="list-style-type: none"> know what an algorithm is and express simple algorithms using symbols use arithmetic operators, if statements, and loops, within programs. find & correct simple semantic errors design solutions that use repetition and two-way selection. 	<p><u>Sculpture Designers</u></p> <ul style="list-style-type: none"> create digital content to achieve a given goal through combining software packages. make appropriate improvements to solutions based on feedback received, and can comment on the success the solution.





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	Forces and Magnets	Animals including humans	Rocks	Light	Plants	State of Matter
Science	<ol style="list-style-type: none"> 1. Compare how things move on different surfaces (Experiment sleigh moving down a ramp with different materials on) 2. Notice that some forces need contact between two objects, but magnetic forces can act at a distance (Test distance that different types of magnets will work at) 3. Observe how magnets attract some materials and not others (Test a hypothesis that magnets only work on shiny objects) 4. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 5. Describe magnets as having two poles (Test how many paper clips North/ South pole can hold) 6. Predict whether two magnets will attract or repel each other, depending on which poles are facing (Using repelling magnets to move an object- link to maglevs) 	<ol style="list-style-type: none"> 1. Identify that animals, including humans, need the right types and amount of nutrition, (Design a healthy menu) 2. Identify that animals cannot make their own food; they get nutrition from what they eat (Compare and contrast the diets of different animals and decide ways of grouping them according to what they eat) 3. Identify that humans and some other animals have skeletons for support and protection. (Identify and group animals with and without skeletons- observe and compare their movement) 4. Identify that humans and animals have muscles that allow them to move (Explore what muscles are made of and how we can exercise them to make them stronger/fitter) 5. Investigate how different parts of the body have special functions. (Focus on circulatory system) 	<ol style="list-style-type: none"> 1. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Compare rock samples and experiment for hardness using the Mohs scale) 2. Research how rocks are formed (Test out sedimentary, igneous and metamorphic rocks comparing properties and uses) 3. Describe in simple terms how fossils are formed when things that have lived are trapped within rock (Research how creatures are fossilized in the ground/ how insects are fossilized in amber) 4. Recognise that soils are made from rocks and organic matter (Create compost) 5. Research into how soil is formed (Investigate the role of worms in breaking up soil and make a soil recipe) 	<ol style="list-style-type: none"> 1. Recognise that they need light in order to see things and that dark is the absence of light (Link to night and day) 2. Notice that light is reflected from surfaces (Test and rank objects by how reflective they are) 3. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes (How to protect ourselves from the sun) 4. Recognise that shadows are formed when the light from a light source is blocked by an opaque object (explore shadow formation- shadow puppets) 5. Find patterns in the way that the size of shadows change. (Matching objects and shadows) 	<ol style="list-style-type: none"> 1. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Compare flowering plants to investigate if they all share the same parts) 2. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant (Research best place on the school grounds for plants to grow) 3. Investigate the way in which water is transported within plants (Wax rubbings of leaf veins/ water+ food colouring travelling up white carnations) 4. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Research pollination/ seed dispersal) 5. Compare the effect of different factors on plant growth (amount of light/ water/ fertiliser)- 	<ol style="list-style-type: none"> 1. Compare and group materials together, according to whether they are solids, liquids or gases (Vary materials provided) 2. Observe that some materials change state when they are heated or cooled (Melting ice) 3. Conduct an experiment on the temperature objects melt/ evaporate in degrees Celsius (°C) (Temperature that chocolate/ butter/ice melts) 4. Identify the part played by evaporation and condensation in the water cycle (Make a solar still) 5. Associate the rate of evaporation with temperature (Drying clothes experiment)





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OVERARCHING TOPIC	Ravenous Rainforests	From Russia, With Love...	Ingenious Inventors	The Delicious World of Chocolate	Into the Iron Age	Under the Sea
Writing across the curriculum focus (at least 2 per half term)	Geography - An explanation about deforestation and its effects. DT - Write instructions on how to make an animal puppet.	Geography - Create a travel brochure to persuade tourists to visit Russia. DT - Write a recipe for Russian soup	History - diary entry as an inventor on the day an invention was created. Art - Write a fact file about Stacy Chapman.	History - Discussion text on chocolate in the past, present and future. RE - An interview with a northern saint.	Art - Write a descriptive account of your shield. History - A comparative account describing a day in the life of a child living in the Iron Age.	Geography - Poetry on the environment of the ocean. Art - Persuasive writing to encourage people to look after water environments
History	<ol style="list-style-type: none"> 1. Ask and answer questions about the past, considering aspects of change, cause, similarities, difference and significance. 2. Identify some of the results of historical events, situations and changes. 	<ol style="list-style-type: none"> 1. Describe some of the similarities and differences between different periods e.g social, belief, local and individual. 2. Be aware that different versions of the past may exist and begin to suggest reasons for this. 	<ol style="list-style-type: none"> 1. Understand history; local, British and World. 2. Describe and begin to make links between main events, situations and changes within and across periods and societies 3. Identify and begin to describe historically significant people and events. 	<ol style="list-style-type: none"> 1. Understand that knowledge about the past is constructed from a variety of sources. 2. Describe some of the similarities and differences between different periods e.g social, belief, local and individual. 	<ol style="list-style-type: none"> 1. Put events, people, places and artefacts on a timeline. 2. Develop appropriate subject terminology. 3. Ask and answer questions about the past, considering aspects of change, cause, similarities, difference and significance. 	<ol style="list-style-type: none"> 1. Use correct terminology to describe events from the past. 2. Suggest where we might find answers to questions using a variety of sources.
Geography	<ol style="list-style-type: none"> 1. Locate the world's countries, using maps to focus on South America, concentrating on environment regions, key human and physical characteristics 2. Understand geographical similarities and differences through the study of human and physical geography. 3. Describe and understand key aspects of physical geography. 	<ol style="list-style-type: none"> 1. Locate the world's countries, using maps to focus on Russia, concentrating on human characteristics, countries and major cities. 2. Locate Europe on a large scale map or globe. 3. Name and locate countries in Europe (including Russia) and their capital cities. 	<ol style="list-style-type: none"> 1. Name and locate counties and cities of the UK. 2. Use standard symbols and understand the importance of a key. 	<ol style="list-style-type: none"> 1. Describe and understand key aspects of human geography, including trade links, distribution of natural resources and economic activity. 	<ol style="list-style-type: none"> 1. Name and locate counties and cities of the UK and investigate land use patterns and how these have changed over time. 2. Describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts, rivers and mountains. 	<ol style="list-style-type: none"> 1. Identify the position and significance of Northern and Southern Hemisphere, The tropics of Cancer and Capricorn and the Arctic and Antarctic Circle. 2. Begin to use 8 figure compass and 4 figure references. 3. Follow a route on a large scale map.





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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design and Technology</p>	<ol style="list-style-type: none"> 1. Select and use from wider range of tools and equipment to perform practical tasks. 2. Select from and use a wider range of materials and components; construction materials, textiles etc according to functional and aesthetic qualities. 	<ol style="list-style-type: none"> 1. Understand and apply principles of healthy and varied diet. 2. Prepare and cook savoury dishes using range of techniques. - Borsch soup. Pirozshki buns. 3. Understand seasonality and know where ingredients are grown, reared and processed. 	<ol style="list-style-type: none"> 1. Understand how key events and individuals in design and technology helped shape the world. 2. Use research and develop design criteria to inform the design and functionality of products. 3. Generate, develop, model and communicate their ideas through annotated sketches. 4. Understand and use mechanical systems in their products. 	<ol style="list-style-type: none"> 1. Investigate and analyse a range of existing products. 2. Use research and develop design criteria to inform the design and functionality of products. 3. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<ol style="list-style-type: none"> 1. Use research and develop design criteria to inform the design and functionality of products. 2. Generate, develop, model and communicate their ideas through annotated sketches 3. Understand how to strengthen and stiffen structures. 	<ol style="list-style-type: none"> 1. Generate, develop and model their ideas through discussion, annotate sketches and computer-aided design, 2. Use research and develop design criteria to inform the design and functionality of products. 3. Understand how to strengthen and stiffen structures.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art and Design</p>	<ol style="list-style-type: none"> 1. Be taught about great artists in history. - Henri Rousseau, John Dyer. 2. Create sketch books to record their observations. 3. Improve mastery of art and design techniques - exploration of colour - complimenting /contrasting. 	<ol style="list-style-type: none"> 1. Create sketch books to record their observations. 2. Improve mastery of art and design techniques - sew simple stiches using a variety of threads - 2D Babushka dolls using printed fabrics. 	<ol style="list-style-type: none"> 1. Be taught about great artists and designers - Stacey Chapman 2. Create sketch books to record their observations. 3. Improve mastery of art and design techniques - take prints from other objects, create string prints on cardboard to create tessellations and overlays. 	<ol style="list-style-type: none"> 1. Be taught about great artists in history. - Alberto Giacometti. 2. Create sketch books to record their observations. 3. Improve mastery of art and design using a range of materials - chocolate & clay to form designs and sculpture. 	<ol style="list-style-type: none"> 1. Create sketch books to record their observations, review and revisit ideas - Iron Age cave art. 2. Improve mastery of art and design using a range of materials - different tones using graded pencils, range of tools and surfaces, chalk, pastel, pencil. 	<ol style="list-style-type: none"> 1. Be taught about great artists - Denise Hughes 2. Create sketch books to record their observations, review and revisit ideas. 3. Improve mastery of art and design using a range of materials - recycled bottle tops to create collage.





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<p style="text-align: center;">PSHCE</p>	<p style="text-align: center;"><u>New Beginnings</u></p> <ul style="list-style-type: none"> • I know something about everybody in my class. • I understand my rights and responsibilities in school. • I can give a compliment. • I can tell you how different and special I am. • I know how it feels to do something new. • I know how it feels to do something new. 	<p style="text-align: center;"><u>Relationships</u></p> <ul style="list-style-type: none"> • I know who my friends and family are. • I can tell you how I feel when I loose someone or something I care about. • I can tell when something is or isn't my fault. • I know the difference between a good and bad choice. • I know how to make things better if I have done something unkind. 	<p style="text-align: center;"><u>Going for goals</u></p> <ul style="list-style-type: none"> • I know what it means to be a good leader. • I can set myself a challenging goal to improve my learning skills. • I can break down my goals into smaller chunks. • I can recognise when I find learning difficult and persevere when I need to. • I can make choices about what to do based upon predictions of likely consequences. 	<p style="text-align: center;"><u>Good to be me</u></p> <ul style="list-style-type: none"> • I can tell you when a feeling is strong and when it is weak. • I can tell you what feeling surprised is like. • I can explain what hope and disappointment means. • I can recognise when my feelings feel out of control. • I can disagree with somebody without falling out. • I know it is important to stop and think when we feel angry. 	<p style="text-align: center;"><u>Getting on and falling out</u></p> <ul style="list-style-type: none"> • I can tell you the qualities of a good friend. • I can tell you what to do when I disagree with my friends. • I can give reason why I would reward friendship tokens. • I can explain why people may see problems when I do not. • I can tell you what bullying is and how to help somebody who is being bullied. 	<p style="text-align: center;"><u>Changes</u></p> <ul style="list-style-type: none"> • I can tell you some things that have changed since I started school. • I know that even changes I want can sometimes feel uncomfortable. • I know that other people respond differently to change. • I know some ways of dealing with emotions linked to change. • I can tell you about a plan I have made to change something in my life.
	<p style="text-align: center;">Music</p>	<p style="text-align: center;">Ukulele</p> <ul style="list-style-type: none"> • use and understand staff and other musical notations • Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing • Keep in time with a steady pulse when playing instruments • Perform a repeated pattern to a steady pulse 	<p style="text-align: center;">Ukulele</p> <ul style="list-style-type: none"> • Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common • Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch • Play new pieces by ear and from simple notations • Explore repeated patterns in music/art/dance <p style="text-align: center;">+ Christmas Production</p>	<p style="text-align: center;">Ukulele</p> <ul style="list-style-type: none"> • Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch • Maintain own part with awareness of how the different parts fit together to achieve an overall effect • Identify and control different ways instruments make sounds 	<p style="text-align: center;">Ukulele</p> <ul style="list-style-type: none"> • use and understand staff and other musical notation • Play new pieces by ear and from simple notations • Recognise and explore the ways sounds can be combined and used expressively 	<p style="text-align: center;">Ukulele</p> <ul style="list-style-type: none"> • Sing/play appropriate material confidently and fluently • Maintain own part with awareness of how the different parts fit together to achieve an overall effect • Contribute to a class performance • Rehearse together to achieve objectives





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<p>MFL</p>	<p><u>Jeux et chansons</u></p> <ul style="list-style-type: none"> The Farmer's In His Den Numbers 1 - 10 and 11 - 20 Clapping Games Favourite Playground Games 		<p><u>la vie et la santé</u></p> <ul style="list-style-type: none"> In the vegetable garden Healthy Eating At the market Talking about sports and diary of activities Comparing activities with a friend Life cycle of a plant Jack and the Beanstalk 		<p><u>Les quatre amis</u></p> <ul style="list-style-type: none"> Core Language with animals Les quatre amis Verbs Adjectives ne ... pas... 	
<p>Physical Education</p>	<p><u>Basketball</u></p> <ul style="list-style-type: none"> Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) Work well as a team in competitive games Apply basic principles of attacking and defending <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish 	<p><u>Dance</u></p> <ul style="list-style-type: none"> Demonstrate different dance actions - travel, turn, gesture, jump and stillness Demonstrate dynamic qualities - speed, energy and continuity Demonstrate use of space - levels, directions, pathways and body shape Demonstrate different relationships - mirroring, unison, canon, complementary & contrasting <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand Balance on floor and apparatus exploring which body parts are the safest to use Move in and out of balance fluently 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Use a variety of rolling actions to travel on the floor and along apparatus Travel with a partner; move away from and together on the floor and on apparatus Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping Add a quarter or half turn into a jump before landing <p><u>Football</u></p> <ul style="list-style-type: none"> Develop an understanding of fair play (respect team -mates and opponents) Work well as a team in competitive games Apply basic principles of attacking and defending 	<p><u>Outdoor and adventure activities</u></p> <ul style="list-style-type: none"> Orientate simple maps and plans Mark control points in correct position on map or plan Find way back to a base point Co-operate and share roles within a group Listen to each other's ideas when planning a task and adapt <p><u>Dance</u></p> <ul style="list-style-type: none"> Create dance phrases/dances to communicate an idea Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end Link phrases to music Perform dance to an audience showing confidence 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> Run smoothly at different speeds Watch and describe specific aspects of running Perform combinations of jumps e.g. hop, step, jump showing control and consistency Choose different styles of jumping <p><u>Hockey</u></p> <ul style="list-style-type: none"> Develop an understanding of fair play (respect team -mates and opponents) Apply basic principles of attacking and defending Work well as a team in competitive games 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> Pace and sustain their effort over longer distances Choose different styles of running of different distances Throw with greater control Consistently hit a target with a range of implements Explore different styles of throwing, e.g. pulling, pushing and slinging <p><u>Cricket</u></p> <ul style="list-style-type: none"> compare their performance with previous ones and demonstrate improvement to achieve their personal best Apply basic principles of attacking and defending Work well as a team in competitive games
<p>Religious Education</p>	<p>How and why do Sikhs worship in the Gurdwara and what special ceremonies are held there?</p> <p>Visit - Gurdwara</p>	<p>Why do Christians call Jesus the light of the World?</p>	<p>Why does the bible inspire strong Christian figures and who are they?</p>	<p>To consider the groups they are committed to in their own lives and why they have that commitment.</p> <p>Easter Focus: Last Supper</p>	<p>Why might people with a religious faith make a special journey?</p>	<p>Important religious role models</p> <p>DIFFERENT VISITORS - talking about their special journeys</p>

