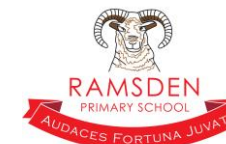


Long Term Plan

Year 4 2020 – 2021



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Ramsden Ruminator	What did the Romans leave behind? (Roman Empire and its Impact on Britain)		Where on earth was Doggerland? (Europe/Rivers)		Can you write like an Egyptian? (Study of the Ancient Egyptian Civilisation)	
Class Text	Roman Rescue – History Hackers (E-Bk) The Pack of Pompeii Roman Myths & Legends: Romulus & Remus Non-fiction texts about the Romans and Historical accounts of Bouddicca’s Rebellion		Sabryna and the River Spirit (E-Bk) Journey (Aaron Becker) The Tin Forest (Helen Ward) Non-fiction texts about European Landmarks/ Rivers		Leila and the City of the Cat Goddess (E-Bk) Egyptian Cinderella (Shirley Climo) Stories from Ancient Egypt (Joyce Tyldsley) Avoid Being Tutankhamun (David Stewart) Non-fiction texts about Egypt/Archaeology	
English: Reading Foci	Develop positive attitudes to reading and understanding of what they read: Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; Read books that are structured in different ways and read for a range of different purposes; Increase familiarity with a wide range of books, including myths and legends and re-tell some of these orally; Prepare play scripts (Rama and Sita) to read aloud and to perform, showing understanding through intonation, tone, volume and action; Recognise some different forms of poetry (for example, free verse, narrative poetry); Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume & action; Discuss words and phrases that capture the readers’ interest and imagination; Use dictionaries to check the meaning of words read. Understand what they read, in books they can read independently: Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; Ask questions to improve their understanding of a text; Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence; Predict what might happen from details stated and implied; Retrieve and record information from non-fiction;		Develop positive attitudes to reading and understanding of what they read: Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; Read books that are structured in different ways and read for a range of different purposes; Recognise some different forms of poetry (for example, free verse, narrative poetry); Discuss words and phrases that capture the readers’ interest and imagination; Use dictionaries to check the meaning of words read. Understand what they read, in books they can read independently: Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; Ask questions to improve their understanding of a text; Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence; Predict what might happen from details stated and implied; Identify main ideas drawn from more than one paragraph and summarise these; Identify how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction;		Develop positive attitudes to reading and understanding of what they read: Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; Read books that are structured in different ways and read for a range of different purposes; Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; Recognise some different forms of poetry (for example, free verse, narrative poetry); Discuss words and phrases that capture the readers’ interest and imagination; Use dictionaries to check the meaning of words read. Understand what they read, in books they can read independently: Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; Ask questions to improve their understanding of a text; Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence; Predict what might happen from details stated and implied; Identify main ideas drawn from more than one paragraph and summarise these; Identify how language, structure and presentation contribute to meaning. Retrieve and record information from non-fiction;	

	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
English: Writing Foci	<p>Diary of a Roman Soldier Persuasive Writing: Advert to recruit people into the Roman Army; Advert to sell a Roman Villa; Wanted Poster for Boudicca Myths & Legends (Romulus & Remus); Recounts Poetry Study: Cinquain & Classic Poems (including Acrostic)</p> <p>Composition: Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; and by discussing and recording ideas; Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures; Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency; proofread for spelling and punctuation errors; Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Vocabulary, Grammar and Punctuation: Extend range of sentences with more than one clause by using a wider range of conjunctions (co-ordinating/subordinating); Use conjunctions, adverbs and prepositions to express time, place and cause; Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition; Use capital letters for proper nouns; Punctuate sentences correctly with full stops and capital letters; Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun.</p>	<p>Persuasive Writing: Holiday Brochures (Sicily) Postcards from European Cities (including address) Instruction, Explanation Texts and Fact Files (ICT) Scientific Writing (States of Matter Experiments)</p> <p>Composition: Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; and by discussing and recording ideas; Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures; by organising paragraphs around a theme, and in non-narrative material using simple organisational devices for example, headings and subheadings. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency; proofread for spelling and punctuation errors; Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Vocabulary, Grammar and Punctuation: Use Standard English for verb inflections and plurals – it is/they are and I was/we were; Use there/their/they're; are/our; your/you're; where/wear/were/we're; have/of correctly; Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun.</p>	<p>Newspaper Reports of Tutankhamun's Discovery Non-Chronological Reports Narratives (using the book 'Journey' as a stimulus) Scientific Writing (Electricity/Sound Experiments)</p> <p>Composition: Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; and by discussing and recording ideas; Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures; in narratives, creating settings, characters and plot. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency; proofread for spelling and punctuation errors; Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Vocabulary, Grammar and Punctuation: Use fronted adverbials and adverbial phrases with commas after; Use and punctuate direct speech correctly; Understand the grammatical difference between plural and possessive 's'; Indicate possession by using the possessive apostrophe with singular and plural nouns; Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial.</p>

	<p>Handwriting: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined; Increase the legibility, consistency and quality of their handwriting.</p> <p>Transcription: Use further prefixes and suffixes and understand how to add them and revise old ones: e.g. ly, ed, es, ing, er, est, ; Use the first two or three letters of a word to check its spelling in a dictionary; Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Spelling: prefixes in, im, il; suffixes/spelling rules for adding: ly, es, ed, ing, er, est; au/augh; ough; sion; ssion; tion; cian;</p> <p>Statutory Spellings: accident, accidentally, actual, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue; decide, describe, different, difference, difficult, disappear.</p>	<p>Handwriting: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined; Increase the legibility, consistency and quality of their handwriting.</p> <p>Transcription: Spell further homophones e.g. here/hear; are/our; your/you're; there/their/they're; where/wear/were/we're; Use the first two or three letters of a word to check its spelling in a dictionary; Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Spelling: prefixes sub; super; suffix ation; words spelt with sc; soft c/ce</p> <p>Statutory Spellings: early, earth, eight, eighth, enough, exercise, experience, experiment, extreme; famous, favourite, February, forwards, fruit; grammar, group, guard, guide, hear, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library; material, medicine, mention, minute.</p>	<p>Handwriting: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined; Increase the legibility, consistency and quality of their handwriting.</p> <p>Transcription: Spell words that are often mis-spelt e.g. to/two/too; have/of/off; though/although/through/threw/thought; Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's); Use the first two or three letters of a word to check its spelling in a dictionary; Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Spelling: prefixes inter; anti; auto; ex; non; suffix ous; words ending in er/ar</p> <p>Statutory Spellings: natural, naughty, notice, occasion, occasionally, often. opposite, ordinary, particular, peculiar, perhaps, popular, position, possess, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, although, thought, through, various, weight, woman, women.</p>
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<p>Maths</p>	<p>Number: Place Value Round to the nearest 10 Round to the nearest 100 Count in 1000s 1000s, 100s, 10s and 1s Partitioning Number line to 10,000 1,000 more or less Compare numbers Order numbers Round to the nearest 1,000 Count in 25s Negative numbers Roman Numerals to 100</p> <p>Number: Addition and Subtraction Add and subtract 1s, 10s, 100s and 1000s Add two 4-digit numbers – no exchange Add two 4-digit numbers – one exchange Add two 4-digit numbers – more than one exchange Subtract two 4-digit numbers – no exchange Subtract two 4-digit numbers – one exchange Subtract two 4-digit numbers – more than one exchange Efficient subtraction Estimate answers Checking strategies</p> <p>Measurement: Length and Perimeter Kilometres Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes</p> <p>Number: Multiplication and Division Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Multiply by 1 and 0 Divide by 1 and itself Multiply and divide by 6 6 times table and division facts Multiply and divide by 9 9 times table and division facts Multiply and divide by 7 7 times table and division facts</p>	<p>Number: Multiplication and Division 11 and 12 times-table Multiply 3 numbers Factor pairs Efficient multiplication Written methods Multiply 2-digits by 1-digit Multiply 3-digits by 1digit Divide 2-digits by 1-digit Divide 3-digits by 1-digit Correspondence problems</p> <p>Measurement: Area What is area? Counting squares Making shapes Comparing area</p> <p>Number: Fractions What is a fraction? Equivalent fractions Fractions greater than 1 Count in fractions Add 2 or more fractions Subtract 2 fractions Subtract from whole amounts Calculate fractions of a quantity Problem solving – calculate quantities</p> <p>Number: Decimals Recognise tenths and hundredths Tenths as decimals Tenths on a place value grid Tenths on a number line Divide 1-digit by 10 Divide 2-digits by 10 Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1 or 2-digits by 100</p>	<p>Number: Decimals Make a whole Write decimals Compare decimals Order decimals Round decimals, halves and quarters</p> <p>Measurement: Money Pounds and pence Ordering money Estimating money Four operations</p> <p>Measurement: Time Hours, minutes and seconds Years, months, weeks and days Analogue to digital – 12 hour Analogue to digital – 24 hour</p> <p>Statistics Interpret charts Comparison, sum & difference Introducing line graphs Line graphs</p> <p>Geometry: Properties of shape Identify angles Order and compare angles Triangles Quadrilaterals Line of symmetry Complete a symmetric figure</p> <p>Geometry: Position and Direction Describe position Draw on a grid Move on a grid Describe a movement on a grid</p>
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<p>Science</p>	<p>Animals including Humans (K) Identify the different types of teeth in humans and their simple functions; (K) Describe the simple functions of the basic parts of the digestive system in humans; (WS) Asking relevant questions and using different types of scientific enquiries to answer them; (WS) Setting up simple practical enquiries, comparative and fair tests; (WS) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; (WS) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Living Things and their Habitats (K) Construct and interpret a variety of food chains, identifying producers, predators and prey; (K) Recognise that environments can change and that this can sometimes pose dangers to living things; (WS) Asking relevant questions and using different types of scientific enquiries to answer them; (WS) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; (WS) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; (WS) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. (WS) Setting up simple practical enquiries, comparative and fair tests; (WS) Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Living Things and their Habitats (K) Recognise that living things can be grouped in a variety of ways; (K) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment; (K) Recognise that environments can change and that this can sometimes pose dangers to living things; (WS) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; (WS) Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; (WS) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; (WS) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; (WS) Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>States of Matter (K) Compare and group materials together, according to whether they are solids, liquids and gases; (K) Identify that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius; (K) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature; (WS) Identifying differences, similarities or changes related to simple scientific ideas and processes; (WS) Setting up simple practical enquiries, comparative and fair tests; (WS) Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; (WS) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Electricity (K) Identify common appliances that run on electricity; (K) Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers; (K) Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; (K) Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; (K) Recognise some common conductors and insulators, and associate metals with being good conductors; (WS) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; (WS) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; (WS) Using straightforward scientific evidence to answer questions or to support their findings; (WS) Asking relevant questions and using different types of scientific enquiries to answer them; (WS) Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Sound (K) Identify how sounds are made, associating some of them with something vibrating; (K) Recognise that vibrations from sounds travel through a medium to the ear; (K) Find patterns between the pitch of a sound and features of the object that produced it; (K) Find patterns between the volume of a sound and the strength of the vibrations that produces it; (K) Recognise that sounds get fainter as the distance from the sound source increases; (WS) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; (WS) Setting up simple practical enquiries, comparative and fair tests; (WS) Identifying differences, similarities or changes related to simple scientific ideas and processes.</p>
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<p>History</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world; Gain and deploy a historically-grounded understanding of abstract terms such as empire and civilisation; Roman Empire and its Impact on Britain: Julius Caesar's attempted invasion in 55-54 BC; (Place events from period studied on timeline and understand more complex terms - BC/AD and BCE/ACE); The Roman Empire by AD 42 and the power of its army; Successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudicca, offering a reasonable explanation for events; Roman Gods, Goddesses and beliefs; 'Romanisation' of Britain and the impact of technology, culture and beliefs, including early Christianity; Use evidence to reconstruct life in the period studied e.g. Living History Trip to Roman Fort at Murton Park in York; Choose relevant material to present a picture of one aspect of life in time past e.g. writing - Diary of a Roman Soldier, inspired by trip; Communicate their knowledge and understanding by performing - Shield Formations in Assembly</p>	<p>Europe Locational knowledge: Locate the world's countries, using maps to focus on Europe, concentrating on key physical and human characteristics and capital/major cities. Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of England and Sicily - Analyse evidence and draw conclusions e.g. make comparisons between locations (photos/pictures/maps) Geographical skills and fieldwork: Use maps, atlases and globes to locate countries in Europe and describe features studied; Use the eight points of a compass, grid references, symbols and keys to build knowledge of the United Kingdom and the wider continent of Europe. Rivers Locational knowledge: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and key topographical features (including rivers). Human and physical geography: Describe and understand key aspects of physical geography, including rivers and the water cycle; and human geography, including the distribution of natural resources, for example water.</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind; Gain and deploy a historically-grounded understanding of abstract terms such as empire and civilisation; Ancient Egyptians: Study the achievements of one of the earliest civilisations, including an overview of where and when the Ancient Egyptian civilisation appeared; Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history by comparing the timeline of the Egyptians and the Romans; Use terms related to the period and begin to date events; Identify key features and events of time studied, looking for links and effects; Recall, select and organise historical information; Look at the evidence available and begin to evaluate the usefulness of different sources; Use textbooks, library and internet for research; Use evidence to build up a picture of a past event e.g. Discovery of Tutankhamun's tomb by Howard Carter.</p>
<p>Geography</p>	<p>Italy (Rome: capital city); Map the Roman Empire</p>	<p>Egypt (River Nile) Why was/is the River Nile so important to the Egyptians? Study the flooding of the Nile and Aswan Dam; Describe and understand key aspects of deserts and their location in the world. Human geography: Describe and understand types of settlements and land use, irrigation crops and harvest. Geographical skills and fieldwork: Use maps, atlases and globes to locate countries (Egypt) and describe features studied; Use the 8 points of a compass, grid references, symbols and keys to build knowledge of the UK and the wider world e.g. Egypt; Use letter/number co-ordinates to locate features on a map confidently; Ask and respond to questions and offer their own ideas.</p>	

<p>Art and Design</p>	<p>Roman Mosaics: Examine the style, designs, colours and materials of Roman mosaics, using them as inspiration to create own mosaics, e.g. Calendar for the next year; Improve their mastery of art and design techniques with a range of materials;</p> <p>Clay Modelling: Design and Sculpt Janus, the Roman God of New Beginnings and Roman Pots out of clay and then paint with increasing creativity, choosing paints and implements appropriately;</p> <p>Show increasing independence and creativity with the painting process;</p> <p>Book Making - Diary of a Roman Soldier: Plan, design, make and adapt models;</p> <p>Roman Villas and Roman Shields: Work on their own and collaboratively with others, on projects with 2 and 3 dimensions and on different scales by making Roman Villas individually and assembling them together around a courtyard; Show understanding of shape, space and form.</p>	<p>European Artists: (Da Vinci, Monet, Van Gogh) Learn about great artists, architects and designers in history, exploring the legacy of Roman art and architecture; Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures; Create sketchbooks to record observations and use them to review and revisit ideas;</p> <p>Island of Sicily Scene with Pastels: Explore relationships between line and tone, pattern and shape, line and texture;</p> <p>Monet’s Bridge Painting/ Drawing, Painting of Aqueduct: Alter and refine drawings, describing the changes using art vocabulary; Plan and create different effects and textures with paint including water colours, using more specific colour language – hint, tone, shade, hue; show increasing independence and creativity with the painting process.</p>	<p>Egyptian Art: Examine the style of Egyptian Art, their use of colour and available materials;</p> <p>Silhouette Art – Egyptian Pyramid Painting: Choose paints and implements appropriately; Make and match colours with increasing accuracy;</p> <p>Joseph’s Technicolour Dreamcoat: Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements; Research, create and refine a print using a variety of techniques; Question and make thoughtful observations about starting points and select ideas and processes to use in their work; Compare ideas, methods and approaches in their work and say what they think and feel about them; Adapt their work according to their views and describe how they might develop it further.</p>
<p>Design and Technology</p>	<p>Make Roman Villas, Shields, Roman Numerals Clock; Sukkah; Leaf Lanterns; Christingles: Develop their own design criteria and use these to inform their ideas; Make design decisions, taking account of the availability of resources; Share and clarify ideas through discussion; Select tools, equipment and materials suitable for the task; Explain their choices according to functional properties and aesthetic qualities; Measure, mark out, cut and shape materials and components with some accuracy; Assemble, join and combine materials and components with some accuracy; Apply a range of finishing techniques, using different materials and textures; Use a wide range of materials and components, including construction materials, textiles and food ingredients; Follow procedures for safety and hygiene;</p> <p>Make Coconut Barfi for Diwali.</p>	<p>Bridge Building: Understand how key events and individuals have helped shape the world e.g. Brunel (and Inventors associated with Electricity: Edison); Use sketches, drawings and diagrams to develop and communicate their ideas; Generate realistic ideas, focusing on the needs of the user; Share and clarify ideas through discussion; Apply understanding of how to strengthen, stiffen and reinforce more complex structures; Consider the views of others, including intended users, to improve their work; Describe the purpose of their products; Explain how particular parts of their product work; Identify the strengths and areas for development in their ideas and products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Use a wide range of materials and components, including mechanical components, electrical components and food ingredients;</p> <p>European Food Tasting; Melting and Freezing (Science); Prepare unleavened bread for Easter Service (RE)</p>	<p>Design and make a variety of models, structures and Egyptian items including: Egyptian jewellery; salt dough amulets; papyrus paper craft and hieroglyphs; pyramids and sarcophagus; shaduf; ancient burial masks; canopic jars; Examine the technology that the Ancient Egyptians used to build pyramids without wheels and pulleys; Gather information about the needs and wants of particular individuals and groups; Indicate the design features of their products that will appeal to intended users; Explain their choice of tools and equipment in relation to the skills and techniques they will be using; Select materials and components suitable for the task; Order the main stages of making; Work confidently within a range of contexts; Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>

<p>Computing</p>	<p><u>Purple Mash Unit 4.1 - Coding</u> Review coding vocabulary; Use a sketch or storyboard to represent a program design and algorithm; Use the design to create a program; Introduce the if/else statement and use it in a program; Create a variable; Explore a flowchart design for a program with an if/else statement; Create a program which responds to the if/else command, using the value of the variable; Create a program with a character that repeats actions; Use the 'repeat until' command to make characters repeat actions; Program a character to respond to user keyboard input; Make timers and counting machines using variables to print a new number to the screen every second; Investigate control by creating a simulation; Know what decomposition and abstraction are in computer science; Take a real-life situation, decompose it and think about the level of abstraction; Design a decomposed feature of a real-life situation.</p> <p><u>Purple Mash Unit 4.2 - Online Safety</u> Be aware of the school Acceptable Use Policy and the SMART online rules: Safe/Meeting/Accepting/Reliable/Tell; Understand how children can protect themselves from online identity theft; Understand that information put online leaves a digital footprint or trail and that this can aid identity theft; Identify the risks and benefits of installing software including apps; Understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism; Identify appropriate behaviour when participating or contributing to collaborative online projects for learning; Identify the positive and negative influences of technology on health and the environment; Understand the importance of balancing game and screen time with other parts of their lives.</p>	<p><u>Purple Mash Unit 4.4 - Writing For Different Audiences:</u> Understand computer networks and how they provide communication opportunities:</p> <ul style="list-style-type: none"> • Word processing; • Blogging; • E-mailing (Tooth Fairy and each other); • Writing postcards from European countries; • Creating information leaflets and fact files of European countries and capital cities; <p>Share digital outcomes with a wider audience on the internet through a range of methods e.g. learning platform, blogs, Podcast;</p> <p>Use 2Type to practise typing skills, including correct sitting position/posture and correct position of hands on the keyboard, learning about the shift key, return key, delete, backspace, space bar, caps lock; Combine media from different digital sources, images and text, to create a final product; Use cut, copy, paste and delete to organise text; Resize images and experiment with text wrapping to position images effectively; Explore how font size and style can affect the impact of a text.</p> <p><u>Purple Mash Unit 4.7 - Effective Searching</u> Use search technologies effectively to find out information, appreciate how results are selected and ranked, and be discerning in evaluating digital content; Locate information on the search results page; Skim and scan search engine results and look at their web addresses to evaluate usefulness; Assess whether an information source is true and reliable.</p> <p><u>Purple Mash Unit 4.8 – Hardware Investigators</u> Understand the different parts that make up a computer.</p>	<p><u>Purple Mash Unit 4.3 - Spreadsheets</u> Use the number formatting tools within 2Calculate to appropriately format numbers; Add a formula to a cell to automatically make a calculation in that cell; Use the timer, random number and spin button tools; Use a series of data in a spreadsheet to create a line graph; Make practical use of a spreadsheet to help plan actions.</p> <p><u>Purple Mash Unit 4.5 – Logo</u> Learn the structure of the language of Logo; Input simple instructions in Logo; Use the 'repeat' function in Logo to create shapes; Use and build procedures in Logo.</p> <p><u>Purple Mash Unit 4.6 – Animation</u> Make use of effects including transitions and animations to enhance their digital texts; Import video and sound into editing software and combine clips to make longer sequences; Learn how animations are created by hand; Use the Onion Skin tool to create an animated image; Use backgrounds and sounds to make more complex and imaginative animations.</p>
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<p>Music</p>	<p>Explore and perform different types of accompaniment, creating an accompaniment to a known song, 'Just Like A Roman' (Sing Up) using ostinato patterns; Using BBC Schools Radio: Romans, sing unison songs with the range of an octave e.g. Boudicca, Roman Gods and Goddesses, expressively with awareness and control of the expressive elements: timbre, tempo, texture, dynamics; Sing Into the Arena, Make a Mosaic, The Strata of Society and create different vocal effects; Understand how mouth shapes can affect voice sounds; Perform with awareness of different parts, singing rounds and partner songs; Practise, rehearse and present performances with an awareness of the audience in the Harvest and Christmas (Christingle) Church Services. Link to RE: Religious Music and Spiritual Expression Explore and respond thoughtfully to examples of Christian music such as Christmas Carols and Songs, considering the meanings of words in musical worship.</p> <p>Appreciate and understand a range of music drawn from different traditions and from great composers and musicians by listening to Gustav Holst's Planet Suite (Link with Roman Gods), exploring orchestral instruments and sections of the orchestra; Understand how (and learn the vocabulary of) the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory; Recognise that repeated patterns are often used in music e.g. Beethoven's Fifth Symphony; Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians, especially from Europe, using BBC Ten Pieces e.g. Mozart, Bach, Strauss; Listen to Strauss: Blue Danube (link to Rivers Topic) using the music as stimulus for composing 4 beat word rhythms and selecting instruments to describe visual images; Play 4 parts together, with awareness of what others are playing, keeping to a steady beat and identifying static and moving parts; Analyse and comment on how sounds are used to create different moods, creating music that describes contrasting moods and emotions; Explore developing knowledge of musical components by composing music to create a specific mood; Recognise how music can reflect different intentions; Describe, analyse and compare different kinds of music using a musical vocabulary; Discuss and compare some European National Anthems e.g. G.B., Italy, France, Germany, Spain, Netherlands.</p> <p>Religious Music and Spiritual Expression. Link to RE: 'Christianity, music and worship: what can we learn?' Listen to/compare/sing examples of music from Christianity including Easter Hymns and Songs (See RE Curriculum) Consider why music matters in religious life and human life. Link English/PSHE: 'The Song For Everyone' by Lucy Morris</p>	<p>Sound: Link with Science Topic Identify how sounds are made, associating some of them with something vibrating; Recognise that vibrations from sound travel through a medium to the ear; Find patterns between the volume of a sound and the strength of the vibrations that produced it; Explore and identify the way sound is made through vibration in a range of different musical instruments from around the world including Ancient Egypt; Find patterns between the pitch of a sound and features of the object that produced it; Recognise and explore different combinations of pitch sounds; Find out how the pitch and volume of sounds can be changed in a variety of ways; Make and play own instruments (e.g. Egyptian Sistrum) by using what they have found out about pitch, vibration and volume; Use instruments to accompany songs: 'Tutankhamun' (Sing Up) and BBC Schools Radio: Ancient Egypt e.g. River Nile; Build That Pyramid; Amulets and Hieroglyphs.</p> <p>Sounds of Nature (Learning Outside the Classroom) Investigate 'nature's orchestra' by listening to the sounds around them in outdoor soundscapes, imitating what they have heard and compose their own music inspired by the sounds of nature, through the 'garden of sound'; Explore sounds that can be created using natural and man-made objects, including recycled junk; Perform in an outdoor music festival: 'The Wild Side'.</p>
<p>Languages</p>	<p>German: Hobbies and Home Listen attentively to spoken language and show understanding by joining in and responding; Explore the patterns and sounds of language through songs and rhymes; Appreciate stories, songs, poems/ rhymes in the language.</p>	<p>German: Food and Cafe Engage in conversations; ask and answer questions; express opinions and respond to those of others; Present ideas and information orally to a range of audiences; Describe people, places, things/ actions orally/in writing.</p>	<p>German: Translation Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material.</p>
<p>Learning Outside The Classroom</p>	<p>Collect natural materials for Roman Numerals Clock (twigs/sticks) Sukkah (leaves/branches) Leaf Lanterns; Investigate and sketch woodland habitats and food chains; Make and use simple guides or keys to explore and identify local living things in the woodland; Collect ideas and inspiration for Poetry, reading poems and performing plays (Rama and Sita) in the Amphitheatre; Paint shields and perform Roman shield formations; Living History Trip to Roman Fort at Murton Park in York.</p>	<p>Use the local environment throughout the year to raise and answer questions that help to identify and study plants and animals in their habitat; Identify how the habitat changes throughout the year; Explore possible ways of grouping a wide selection of living things that include animals (vertebrates and invertebrates) and flowering plants (including grasses) and non-flowering plants (ferns or mosses); Conduct experiments and measure temperature outside.</p>	<p>Create timeline of Egyptian (and Roman) periods; Investigate 'nature's orchestra' by listening to the sounds around them in outdoor soundscapes, imitating what they have heard and compose their own music inspired by the sounds of nature, in the 'garden of sound'; Explore sounds that can be created using natural and man-made objects, including recycled junk; Perform in an outdoor music festival in the amphitheatre: 'The Wild Side'.</p>

<p>R.E.</p>	<p>4.4 Religion, Family, Community, Worship, Celebration, Ways of Living Enquiry question ‘How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?’ Learn about Festivals, including Harvest, Sukkot and Thanksgiving; and Festivals of Light, including Diwali, Hannukah and Advent/Christingle (Perform in the Christingle Celebration); Describe links between Hindu stories and celebrations, e.g. Rama and Sita, using different literary approaches to the characters and meanings of the stories (Perform in a Play); Explore the themes of light/darkness, goodness/evil, honesty, trust, collaboration, co-operation, patience and devotion in relation to stories told at festivals (Link PSHE); Make connections to their own lives and celebrations, including non-religious festivals such as New Year; Explain similarities and differences between Hindu festivals and a ‘big day’ they celebrate (may be Christmas Day.) (Religions: Hinduism, Judaism, Christianity)</p> <p>4.3 Spiritual Expression Enquiry question ‘Christianity, music and worship: what can we learn?’ Explore and respond thoughtfully to examples of Christian music such as Christmas Carols (Perform in the Christingle); Consider the meanings of words used in musical worship.</p> <p>Roman Gods and beliefs and links to Early Christianity.</p>	<p>4.2 Symbols & Religious Expression Enquiry Question ‘How do people express their religious and spiritual ideas on pilgrimages/religious journeys?’ Consider the purposes of going on a pilgrimage (including the Holy Land at Easter) and think about why they would choose their own kind of spiritual journey if they could; Explore the value of belonging to a community (Link PSHE) and expressing spirituality in the memories, rituals, emotions, experiences, stories and music of pilgrimages. (Religions: Christianity, Islam, Hinduism, Humanism)</p> <p>4.3 Spiritual Expression Enquiry question ‘Christianity, music and worship: what can we learn?’ Listen to/compare/sing examples of music from Christianity including Easter Hymns and Songs e.g. ‘Christ the Lord is Risen Today’ and ‘The Lord’s Evening Meal’, culminating in a simple Easter Service, including preparing (Link DT)/ sharing bread; Explain similarities and differences between examples of the music Christians use from the past/ contemporary worship; Describe the impact of examples of religious music on those who sing or play it, exploring spiritual ideas and questions: does music create calm, excitement, worship or a sense of the presence of God and express reasons why particular pieces of music are spiritual for them (consider the idea of being ‘spiritual but non-religious’) identifying pieces of music that make them feel calm, excited, peaceful, joyful; Show an understanding of how and why Christians use music to express beliefs about God and devotion to God; Consider why music matters in religious life and human life. Link English/PSHE: ‘The Song For Everyone’ by Lucy Morris.</p>	<p>4.1 The Journey of Life & Death Enquiry Question ‘Why do some people think life is like a journey? Where do we go? What do different people think about life after death?’ Learn about key ways in which Christians, Hindus and Muslims see life as a journey and how key moments (life’s milestones) are marked by celebrations, rituals and ceremonies for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals; Learn about different concepts of an afterlife such as Muslim Paradise; Christian Heaven; Hindu Reincarnation and Moksha; non-religious views e.g. Humanist commitment to ‘the one life we have’; Understand the link between religious ideas about ‘destiny’ or ‘destinations’ at the end of life and the ways religious people live now; Consider similarities and differences between questions about life’s meaning and the possibility of a next life. Link to History: Egyptian tombs and mummification.</p> <p>(Religions: Christianity, Hinduism, Islam, Judaism, Humanism)</p> <p>Joseph and the Israelites; Moses and the Exodus from Egypt, including Passover.</p>
<p>PSHE and Citizenship</p>	<p>Topic TEAM: Health and Wellbeing Mental Health H18 Learn about everyday things that affect feelings and the importance of expressing feelings. H19 Learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. H24 Learn problem solving strategies for dealing with emotions, challenges and change.</p> <p>Topic TEAM: Relationships Friendships Learn about the importance of friendships; learn strategies</p> <p style="text-align: right;">R10</p>	<p>Topic Diverse Britain: Health and Wellbeing Ourselves, growing and changing H25 Learn about personal identity; what contributes to who we are (ethnicity, family, gender, faith, culture, hobbies, likes/dislikes.)</p> <p>Topic Diverse Britain: Relationships Managing hurtful behaviour and bullying R21 Learn about discrimination: what it means and how to challenge it.</p>	<p>Topic Safety First: Health and Wellbeing Ourselves, growing and changing H35 Learn about the new opportunities and responsibilities that increasing independence may bring. H36 Learn strategies to manage transitions between classes.</p> <p>Keeping safe H37 Learn about the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television</p>

	<p>for building positive friendships; learn how positive friendships support wellbeing.</p> <p>R11 Learn what constitutes a positive, healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); learn that the same principles apply to online friendships as to face-to-face relationships.</p> <p>R13 Learn about the importance of seeking support if feeling lonely or excluded.</p> <p>R14 Learn that healthy friendships make people feel included; learn to recognise when others may feel lonely or excluded; learn strategies for how to include them.</p> <p>R15 Learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; recognise the effect of online action on others.</p> <p>R16 Learn how friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>R17 Learn that friendships have ups and downs; learn strategies to resolve disputes and reconcile differences positively and safely.</p> <p>R18 Learn to recognise if a friendship (online or offline) is making them feel uncomfortable; learn how to manage this and ask for support if necessary.</p> <p>Respecting self and others</p> <p>R30 Learn that personal behaviour can affect other people; learn to recognise and model respectful behaviour online.</p> <p>Topic TEAM: Living in the Wider World</p> <p>Communities</p> <p>L6 Learn about the different groups that make up their community; learn about what living in a community means.</p> <p>L7 Learn to value the different contributions that people and groups make to the community.</p> <p>Economic wellbeing: Aspirations, work and career</p> <p>L30 Learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p> <p>Topic Digital Wellbeing: Health and Wellbeing</p> <p>Healthy lifestyles (physical wellbeing)</p> <p>Learn about the benefits of the internet; learn about the importance of balancing time online with other activities; learn strategies for managing time online.</p>	<p>Respecting self and others</p> <p>R30 Learn that personal behaviour can affect other people; learn to recognise and model respectful behaviour online.</p> <p>R31/32 Learn to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; learn that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; learn strategies to improve or support courteous, respectful relationships.</p> <p>R33 Learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>R34 Learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>Topic Diverse Britain: Living in the Wider World</p> <p>Shared Responsibilities</p> <p>L1 Learn to recognise reasons for rules and laws; learn the consequences of not adhering to rules and laws.</p> <p>L2 Learn to recognise there are human rights that are there to protect everyone.</p> <p>L3 Learn about the relationship between rights and responsibilities.</p> <p>L4 Learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; learn how to show care and concern for others.</p> <p>L5 Learn about ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>Communities</p> <p>L6 Learn about the different groups that make up their community; what living in a community means.</p> <p>L7 Learn to value the different contributions that people and groups make to the community.</p> <p>L8 Learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>L9 Learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; learn strategies for challenging stereotypes.</p>	<p>programmes, films, games and online gaming.</p> <p>H38 Learn how to predict, assess and manage risk in different situations.</p> <p>H39 Learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. (Link Science: Electricity)</p> <p>H40 Learn about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully.)</p> <p>H41 Learn strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; learn about the safe use of digital devices when out and about.</p> <p>H43 Learn about what is meant by first aid; learn basic techniques for dealing with common injuries.</p> <p>H44 Learn how to respond and react in an emergency situation; learn how to identify situations that may require the emergency services; know how to contact them and what to say.</p> <p>Drugs, alcohol and tobacco</p> <p>H46 Learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>H47 Learn to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>H48 Learn about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H49 Learn about the mixed messages in the media about drugs, including alcohol and smoking/vaping.</p> <p>H50 Learn about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; learn about the people they can talk to if they have concerns.</p> <p>Topic Safety First: Relationships</p> <p>Families and close positive relationships</p> <p>R9 Learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p>Friendships</p> <p>R18 Learn to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; learn how to manage this and ask for support if necessary.</p>
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	<p>Keeping safe H37 Learn reasons for following and complying with regulations and restrictions (including age restrictions); learn how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. H42 Learn about the importance of keeping personal information private; learn strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; learn what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>Topic Digital Wellbeing: Relationships Friendships R12 Learn to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; learn about the risks of communicating online with others not known face-to-face. R15 Learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; learn to recognise the effect of online action on others. Managing hurtful behaviour and bullying R19 Learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R20 Learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); learn how to report concerns and get support. R21 Learn about discrimination: what it means and how to challenge it. Safe relationships R22 Learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) R23 Learn about why someone may behave differently online, including pretending to be someone they are not; learn strategies for recognising risks, harmful content and contact; learn how to report concerns. R24 Learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p>	<p>L10 Learn about prejudice; how to recognise behaviours/actions which discriminate against others; learn ways of responding to it if witnessed or experienced. Topic One World: Relationships Respecting self and others R30 Learn that personal behaviour can affect other people; learn to recognise and model respectful behaviour online. R31/32 Learn to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; learn that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; learn strategies to improve or support courteous, respectful relationships. R33 Learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. R34 Learn how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with.</p> <p>Topic One World: Living in the Wider World Shared Responsibilities L1 Learn to recognise reasons for rules and laws; learn about consequences of not adhering to rules and laws. L2 Learn to recognise there are human rights that are there to protect everyone. L3 Learn about the relationship between rights and responsibilities. L4 Learn about the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. L5 Learn about ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) Communities L6 Learn about the different groups that make up their community; what living in a community means. L7 Learn to value the different contributions that people and groups make to the community. L8 Learn about diversity: what it means; the benefits of living in a diverse community; learn about valuing diversity within communities.</p>	<p>Safe Relationships R24 Learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. R28 Learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and learn strategies for managing this. R29 Learn where to get advice and report concerns if worried about their own or someone else’s personal safety (including online).</p> <p>Topic Growing Up: Health and Wellbeing Mental Health H17 Learn to recognise that feelings can change over time and range in intensity. H18 Learn about everyday things that affect feelings and the importance of expressing feelings. H19 Learn a varied vocabulary to use when talking about feelings; learn about how to express feelings in different ways. H20 Learn strategies to respond to feelings, including intense or conflicting feelings; learn how to manage and respond to feelings appropriately and proportionately in different situations. Ourselves, growing and changing H25 Learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes.) H26 Learn that for some people gender identity does not correspond with their biological sex. H30 Learn to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. H31 Learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams. H32 Learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. H33 Learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. H34 Learn about where to get information, help and advice about growing and changing, especially about puberty.</p>
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PE	<p>Swimming and Water Safety: until February Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively; Perform safe self-rescue in different water-based situations.</p> <p>Cross Country: Pupils will learn the correct ways to run for a long distance event such as cross country, focusing on their breathing and maintaining a level of pace for a lengthy run.</p> <p>Football: Pupils will all be able to explain the rules of the game; Pupils will be coached in their dribbling, passing and shooting skills before being put into small sided games following FA guidelines to put the skills into practice; Pupils who excel will choose the most appropriate tactics to use in a game and also work alone or as part of a team to regain possession of the ball.</p>	<p>Tag rugby: Pupils will learn to develop their handling, tackling, attacking and defending skills through drills; Pupils will then extend this into small sided games; Pupils who excel will demonstrate appropriate positioning and tactics to cause a problem for the opposition.</p> <p>Netball: Pupils will be drilled in different passing and shooting techniques; They will then look to bring these into free role game scenarios; Pupils who excel will continue and develop positioning skills; Pupils will be coached in moving the ball swiftly as this will cause a problem for the opposition in games.</p>	<p>Kwik Cricket: Pupils will learn how to bat, bowl and field through various drills following ECB guidelines as well as the basic rules for scoring; They will then look at implementing this into different cricket games such as French Cricket and 'Caterpillar' Cricket.</p> <p>Rounders: Pupils will learn the basic rules of the game and will be coached in batting and fielding skills; Pupils will then be introduced to playing games of Rounders with games such as 10 base Rounders (to develop their fielding skills) and home run Rounders (to develop their running in between bases.)</p>

