



# St Paul's CE Academy Curriculum Map 2023-2024



## Year Four

Learning Journey Topic	How and why is my Local area changing?	Romans	How and why can we live more sustainably?	Normans	Why are jungles so wet and deserts so dry?	WW2
<b>WOW</b>	Local area walk/study.	Roman day	Beach clean – Museum Seaside	Battle Abbey	Wakehurst	Evacuee day – Bodiam?
<b>Finale</b>	Chocolate Tasting	Christingle	Sustainable solutions for school	Re-enact the battle	Rainforest exhibit	KS2 show
<b>Linked curriculum areas</b>	English, Geography	English, History	English, Geography	English, History	English, Geography	English, History
<b>Discrete subjects</b>	PE, RE, Music, Computing, Science, PSHE	PE, RE, Music, Computing, Science, PSHE	Computing, Music, French, Science, Art, PSHE,	Computing, PE, Music, French, Science, Art	Computing, PE, Music, French, Science, Art	Computing, PE, Music, French, Science
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Quality Texts</b>	Charlie and the Chocolate Factory- Roald Dahl  Variety of information leaflets about towns	Escape from Pompeii- Christina Balit  Newspaper reports- Boudicca	Varjak Paw- S.F Said  Variety of non-fiction texts.	Anglo-Saxon Boy- Tony Bradman  Information texts about 1066.	The Explorer- Katherine Rundell	The Lion and the Unicorn- Shirley Hughes  Anne Franks Diary
<b>English - Writing outcomes</b>	<b>Charlie and the Chocolate Factory- Character flaw.</b> <ul style="list-style-type: none"><li>Description</li><li>Setting</li><li>Characters</li></ul> <b>Variety of information leaflets about towns-</b> <ul style="list-style-type: none"><li>Write a leaflet about Hastings tourist guide</li></ul>	<b>Escape from Pompeii- Historical fiction</b> <ul style="list-style-type: none"><li>Suspense techniques.</li></ul> <b>Newspaper reports- Boudicca</b> <ul style="list-style-type: none"><li>Journalistic writing</li><li>Newspaper report about Boudicca</li></ul>	<b>Varjak Paw- Magical adventure</b> <ul style="list-style-type: none"><li>Action.</li></ul> <b>Variety of non-fiction texts.</b> <ul style="list-style-type: none"><li>Informative writing</li><li>Create class information book about animals.</li></ul>	<b>Anglo-Saxon Boy- Dilemma</b> <ul style="list-style-type: none"><li>Dialogue</li></ul> <b>Information texts about 1066.</b> <ul style="list-style-type: none"><li>Journalistic writing</li><li>Diary</li><li>Write newspaper report about the Battle of Hastings</li><li>Diary entry as a Norman</li></ul>	<b>The Explorer</b> <ul style="list-style-type: none"><li>Descriptive techniques</li><li>Persuasive instructions</li><li>Formal letters about saving the rainforest</li><li>Instructions about how to make a raft</li></ul>	<b>The lion and the unicorn- Historical Fiction</b> <ul style="list-style-type: none"><li>Action techniques.</li></ul> <b>Anne Franks Diary- Informative writing</b> <ul style="list-style-type: none"><li>Biography writing</li></ul>
<b>Handwriting and Presentation</b>	Year 3 and 4 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent.	Year 3 and 4 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Letter join - Easy letters/easy words 2-3 times a week Apply to no-nonsense spelling too!	Year 3 and 4 words and key vocabulary from quality text in every lesson Clear ascenders and descenders	Year 3 and 4 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Year 3 and 4 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent

Grammar		<p><b>Week 1 &amp; 2</b> Identify, select and effectively use pronouns.</p> <p><b>Week 3 &amp; 4</b> Possessive and plural apostrophe</p> <p><b>Week 5 &amp; 6</b> Explore, identify and use Standard English verb inflections in writing.</p>	<p><b>Week 1 &amp; 2</b> Create complex sentences with adverb starters.</p> <p>Week 3 &amp; 4 Create sentences with fronted adverbials for where.</p> <p>Week 5 &amp; 6 Use inverted commas and other punctuation to indicate direct speech.</p>	<p>Cursive style should be consistent</p> <p><b>Week 1 &amp; 2</b> Identify, select and effectively use pronouns</p> <p>Week 3 &amp; 4 Explore, identify, collect and use noun phrases.</p> <p>Week 5 &amp; 6 Use Standard English verb inflections for writing.</p>	<p><b>Week 1 &amp; 2</b> Create and use complex sentences with adverb starters in own writing.</p> <p>Week 3 &amp; 4 Create sentences with fronted adverbials for when and where.</p> <p>Week 5 &amp; 6 Use inverted commas and other punctuation to indicate direct speech.</p>	<p><b>Week 1 &amp; 2</b> Identify, select and effectively use pronouns. (First person)</p> <p>Week 3 &amp; 4 Explore, identify, collect and use noun phrases.</p>
Destination Reader	<p><b>Charlie and the Chocolate factory</b> Wk 1 - inference Wk 2 - questions Wk 3 - Evaluating Wk 4 - clarifying Wk 5 - Summarising Wk 6 - making connections. Wk 7 - Pira review.</p>	<p><b>Queen of Darkness</b></p> <p><b>Discrete strategies:</b> Questioning, Making Links, Evaluating and recapping on previous four stems.</p>	<p><b>Varjak Paw</b></p> <p><b>Combining strategies:</b> Recap Learning Behaviours Predicting and Inferring Inferring and Evaluating Questioning and Evaluating Clarifying and Summarising Predicting and Questioning</p>	<p><b>I was there 1066</b></p> <p><b>Combining strategies X 3 a week with a comprehension once a week.</b></p>	<p><b>The Explorer</b></p> <p><b>Combining strategies X 3 a week with a comprehension once a week.</b></p>	<p><b>Combining strategies X 3 a week with a comprehension once a week.</b></p>
MATHS	<p><b>Number - place value</b> Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations.</p>	<p><b>Addition and subtraction</b> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p> <p><b>Consolidation work</b></p>	<p><b>Multiplication and Division</b> Recall and use multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Multiply two digit and three digit numbers by a one digit number using formal written layout.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit</p>	<p><b>Fractions and Decimals</b> Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p>	<p><b>Length and perimeter</b> Convert between different units of measure eg kilometre to metre.</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m</p> <p><b>Area</b> Find the area of rectilinear shapes by counting squares.</p> <p><b>Shape</b> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p>	<p><b>Time</b> Convert between different units of measure eg hour to minute.</p> <p>Read, write &amp; convert time between analogue and digital 12 and 14 hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> <p><b>Consolidation and pre-teaching for Y5.</b></p>

	<p>Round any number to the nearest 10, 100 or 1000.</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p>		<p>numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p>Add and subtract fractions with the same denominator</p> <p><b>Consolidation work</b></p>	<p>Identify lines of symmetry in 2D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><b>Position and direction</b> Describe positions on a 2D grid as coordinates in the first quadrant.</p> <p>Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p> <p>Plot specified points and draw sides to complete a given polygon.</p>	
<p><b>Science</b> Scheme and lesson plans saved on staff drive</p>	<p><b>Human Nutrition</b></p> <p><b>Current Scientist:</b> Dr Gulin Guler-Gane</p> <p><b>Historical scientist-</b> Joseph Lister (Discovered Antiseptics)</p> <p>Identify human teeth and their functions.</p>	<p><b>Materials States of Matter and Changes</b></p> <p><b>Historical scientist-</b> Amadeo Avagadro</p> <p><b>Anders Celsius-</b> (Celsius Temperature Scale)</p> <p><b>Daniel Fahrenheit-</b> (Fahrenheit Temperature Scale / Invention of the Thermometer)</p> <p>To compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>To observe that some materials change state when they are heated or cooled.</p> <p>To identify the part that evaporation and condensation takes in the water cycle.</p>	<p><b>Sound</b></p> <p><b>Historical Scientist:</b> Guglielmo Marconi</p> <p><b>John Logie Baird</b></p> <p><b>Alexander Graham Bell</b> (Invented the Telephone)</p> <p>To identify how sounds are made linking to vibrations.</p> <p>To find patterns between the pitch of a sound and features of the object that produce it.</p> <p>To recognise that sound gets fainter as the distance from the object gets longer.</p>	<p><b>Electricity</b></p> <p><b>Historical Scientist:</b> Thomas Edison</p> <p><b>Joseph Swan</b> (Incandescent Light Bulb)</p> <p><b>Edison or Swan?</b></p> <p>To identify common appliances which run on electricity.</p> <p>To construct a simple series electrical circuit using buzzers, cells and lamps.</p> <p>To recognise that a switch opens and closes a circuit and whether a lamp will shine or not.</p>	<p><b>Outdoor learning (T5 &amp; 6)</b></p> <p>Living things and their habitats - grouping living things, environmental factors</p> <p><b>Current Scientist:</b> Robyn Grant</p> <p>Historical Scientist: <b>Jaques Cousteau</b> (Marine Biologist)</p> <p>To recognise that living things can be grouped in a variety of ways.</p> <p>To recognise that environments can change and this can pose dangers and have impacts on living things.</p>	<p><b>A minimum of three outdoor learning sessions</b></p> <p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p>

						<p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>
<b>Computing</b>	<p>Computing systems and networks</p> <p>The internet.</p> <p>To describe how networks physically connect to other networks</p> <p>To recognise how networked devices make up the internet</p> <p>To outline how information can be shared via the World Wide Web (WWW)</p> <p>To describe how content can be added and accessed on the WWW</p>	<p>Creating media</p> <p>Audio editing</p>	<p>Programming A</p> <p>Repetition in shapes</p>	<p>Data Logging</p> <p>To be able to collect, analyse and answer questions on data.</p>	<p>Creating media (images)</p> <p>To be able to clone, crop, change colours and edit photos.</p>	<p>Programming games</p> <p>To be able to create a game using modifying techniques, repeating images and sprites.</p>

	To recognise how the content of the World Wide Web is created by people  To evaluate the reliability of content and the consequences of unreliable content					
<b>ICT Skills</b>			To test algorithms. To debug a programme so it runs smoothly.	To sort data to find information. To collect data over a period of time.	To edit a photo to improve the image. To crop part of an image using editing software.	To create a game where more than 1 process happens at a time.

<p><b>Online Safety</b> Lesson plans saved on planning</p>	<p><b>Self-Image, Identity &amp; Online Reputation</b></p> <p>I can explain how my online identity can be different to the identity I present in 'real life'.</p> <p>Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.</p> <p>I can describe how others can find out information about me by looking online.</p> <p>I can explain ways that some of the information about me online could have been created, copied or shared by others.</p>	<p><b>Online Relationships</b></p> <p>I can describe strategies for safe and fun experiences in a range of online social environments.</p> <p>I can give examples of how to be respectful to others online.</p>	<p><b>Online Bullying</b></p> <p>I can identify some online technologies where bullying might take place.</p> <p>I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>	<p><b>Managing Online Information</b></p> <p>I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'.</p> <p>I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; <b>in-app purchases</b>, pop-ups) and can recognise some of these when they appear online.</p> <p>I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p>	<p><b>Health, Well-being and Lifestyle</b></p> <p>I can explain how using technology can distract me from other things I might do or should be doing.</p> <p>I can identify times or situations when I might need to limit the amount of time I use technology.</p> <p>I can suggest strategies to help me limit this time.</p>	<p><b>Privacy &amp; Security and Copyright &amp; Ownership</b></p> <p>I can explain what a strong password is.</p> <p>I can describe strategies for keeping my personal information private, depending on context.</p> <p>I can explain that others online can pretend to be me or other people, including my friends.</p> <p>I can suggest reasons why they might do this.</p> <p>I can explain how internet use can be monitored.</p> <p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples.</p>
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History	N/A	The Romans	N/A	The Norman Invasion	N/A	WW2
Geography	<p>How and why is my local area changing?</p> <p>Identify, describe and give reasons for why environments change. Explain with examples how some environmental change may be the result of natural events whilst other change maybe the result of deliberate human activity to improve the quality of life.</p>	N/A	<p>How can we live more sustainably?</p> <p>Describe and explain using examples what living sustainably means?</p> <p>Identify, describe and explain the differences between renewal and non-renewal resources.</p>	N/A	<p>Why are jungles so wet and deserts so dry?</p> <p>Observe, describe and explain the pattern of climate in the UK.</p> <p>Compare and contrast the temp and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world.</p>	N/A
Art	<p><u>Charlie and the Chocolate Factory</u></p> <p><b>Collages</b></p> <p><b>Drawing - Roald Dahl</b></p>	<p><u>Romans</u></p> <p><b>-SCULPTURE</b></p> <p>Picasso introduction</p> <p>Mosaic.</p> <p>Coil pot</p> <p>Use sketch books to record observations; to review and revisit work</p> <p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within the work.</p> <p>Evaluate work against the intended outcome</p>	<p><u>Sustainability</u></p> <p>Printing- lettering</p>	<p><u>Normans</u></p> <p>Textiles?*</p>	<p><u>Rainforests</u></p> <p>Painting- *</p>	<p><u>WW2</u></p> <p>Drawing WW11 Artists</p>
Design Technology	<p><b>Storage solutions</b></p> <p>To develop 3D form from 2D sheets using nets.</p>	N/A	<p><b>Pop-up Book</b></p> <p>To understand how different card mechanisms create different sorts of movement.</p>	N/A	N/A	<p><b>Making a pastry</b></p>



	To use scissors, safety ruler, staples, adhesive tape and PVA glue to construct simple 3D forms from thin card.		To match card mechanisms to the movements they want to achieve in their book.			
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<b>Music</b>	<b>Recorders</b>  To play and perform in solo or ensemble contexts with increasing confidence. To develop an understanding of formal, written notation which includes minims and quavers. To be able to use a number of notes to create a tune. To confidently recognise and explore a range of musical styles and traditions and know their basic style indicators Composition To sing as part of an ensemble with confidence and precision. Performance To be able to use percussion to accompany a sung piece. Performance					
<b>Religious Education</b>	<b>What is it like for someone to follow God?</b> <ul style="list-style-type: none"> <li>• Make links between the story of Noah and how we live in school and the wider world.</li> <li>• Make clear links between the story of Noah and the ideas of covenant.</li> <li>• Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</li> </ul>	<b>How do festivals and worship show what matters to a Muslim?</b> <ul style="list-style-type: none"> <li>• Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.</li> <li>• Make links between the Muslim idea of harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</li> <li>• Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean.</li> <li>• Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).</li> <li>• Give examples of ibadah (worship) in Islam (e.g. praying, fasting, celebrating)</li> </ul>	<b>What does it mean to be a Hindu in Britain today?</b> <ul style="list-style-type: none"> <li>• Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</li> <li>• Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean.</li> <li>• Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).</li> <li>• Describe how Hindus show their faith within their families in Britain today (e.g. home puja).</li> <li>• Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</li> <li>• Identify some different ways in which Hindus show their faith (e.g. between</li> </ul>	<b>For Christians, what is the impact of Pentecost?</b> <ul style="list-style-type: none"> <li>• Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</li> <li>• Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth.</li> <li>• Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.</li> <li>• Give examples of what Pentecost means to some Christians now.</li> <li>• Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now.</li> <li>• Describe how Christians show their beliefs about the Holy Spirit in worship</li> </ul>	<b>How and why do people mark the significant events of life?</b> <ul style="list-style-type: none"> <li>• Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestone.</li> <li>• Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</li> <li>• Give good reasons why they think ceremonies of commitment are or are not valuable today.</li> <li>• Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</li> <li>• Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</li> <li>• Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.</li> <li>• Make simple links between beliefs about love and commitment and how people</li> </ul>	<b>How and why do people try to make the world a better place?</b> <ul style="list-style-type: none"> <li>• Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better.</li> <li>• Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas.</li> <li>• Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</li> <li>• Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</li> <li>• Make links between religious beliefs and teachings and why people try to live and make the world a better place.</li> <li>• Make simple links between teachings about how to live and ways in which people try to make the world a better</li> </ul>

		<p>and describe what they involve.</p> <ul style="list-style-type: none"> <li>• Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).</li> </ul>	<p>different communities in Britain, or between Britain and parts of India)</p>		<p>in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals).</p> <ul style="list-style-type: none"> <li>• Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).</li> </ul>	<p>place (e.g. tikkun olam and the charity Tzedek)</p> <ul style="list-style-type: none"> <li>• Describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>• Identify some differences in how people put their beliefs into action.</li> </ul>
<b>PE</b>	<p>Teacher led lessons: <b>OAA (Handball)</b></p> <p><i>To work well in a team or group within defined and understood roles.</i> <i>To plan and refine strategies to solve problems.</i> <i>To identify the relevance of and use maps, compass and symbols.</i> <i>To identify what they do well and suggest what they could do to improve.</i></p> <p><i>To develop the 3 step rule incorporating bounce.</i> <i>To defend and stop attacks by intercepting and blocking.</i> <i>To pass and move the ball to set up attacks.</i> <i>To demonstrate and implement the rules of handball.</i></p> <p><u>SMcG - enrichment PE lessons:</u></p> <p>Climbing wall incorporated into each session where possible.</p> <ul style="list-style-type: none"> <li>• Football</li> </ul>	<p>Teacher led lessons: <b>Gymnastics</b></p> <p><i>To become increasingly competent and confident to perform skills more consistently.</i> <i>To be able to perform in time with a partner and group.</i> <i>To use compositional ideas in sequence such as changes of height, speed and direction.</i></p> <p><u>SmCG- enrichment PE lessons:</u> Climbing wall incorporated into each session where possible</p>	<p>Teacher led lessons: <b>Dance</b></p> <p><i>To think about character and narrative and respond through movement.</i></p> <p><i>To experiment with a range of actions, varying speeds, tension and continuity.</i></p> <p><i>To create a dance sequence in pairs, groups and individually. Using a variety of techniques - cannons, mirroring etc.</i></p> <p><i>To critically assess a piece of work and suggest suitable improvements.</i></p> <p><u>SmCG- enrichment PE lessons:</u> Climbing wall incorporated into each session where possible</p> <ul style="list-style-type: none"> <li>• Gymnastics</li> </ul>	<p>Teacher led lessons: <b>Netball</b></p> <p><i>To introduce high - 5 netball positions.</i> <i>To acquire and apply basic shooting techniques.</i> <i>To demonstrate and implement some basic rules of high five.</i> <i>To develop netball skills such as marking and footwork.</i> <i>To introduce the concept of preliminary moves.</i></p> <p>SmCG- enrichment PE lessons: Climbing wall incorporated into each session where possible.</p> <ul style="list-style-type: none"> <li>• Tri-golf</li> </ul>	<p>Teacher led lessons: <b>Athletics</b></p> <p><i>To show control when using a range of basic jumping, running and throwing skills.</i> <i>To throw with accuracy into a target area.</i> <i>To be able to pace a run depending on the distance covered.</i> <i>To be able to perform a jump using the specific skills taught.</i></p> <p><u>SmCG- enrichment PE lessons:</u> Climbing wall incorporated into each session where possible</p> <ul style="list-style-type: none"> <li>• Athletics</li> </ul>	<p>Teacher led lessons: <b>Tennis</b></p> <p>To explore different shots (forehand, backhand) To work on returning a serve. To demonstrate different court positions in gameplay.</p> <p><u>SmCG- enrichment PE lessons:</u> Climbing wall incorporated into each session where possible</p> <ul style="list-style-type: none"> <li>• Rounders</li> </ul>
<b>RSE</b>	<p>To recognise and respond to a wide range of emotions in ourselves and others, and ways to respond.</p>	<p>To understand how our bodies will/ are changing due to puberty.</p>	<p>To judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p>	<p>To recognise differences and similarities between people arise from a number of factors including family and personal identity.</p>	<p>To know that a marriage is a commitment freely entered into by both people.</p>	<p>To correctly label the internal and external parts of male and female bodies that are necessary for making a baby. To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p>



<p><b>PSHE</b></p>	<p><u>Becoming a class team</u> I know my attitudes and actions make a difference to the class team</p> <p><u>Being a school citizen</u> I understand who is in my school community, the roles they play and how I fit</p> <p><u>Rights and responsibilities and democracy</u> I understand how democracy works through the school council</p> <p><u>Rewards and consequences</u> I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p><u>Our learning charter</u> I understand how groups come together to make decisions</p> <p><u>Owning a learning charter</u> I understand how democracy and having a voice benefits the school community</p>	<p><b>Judging by appearances</b> I understand that, sometimes, we make assumptions based on what people look like</p> <p><b>Understanding influences</b> I understand what influences me to make assumptions based on how people look</p> <p><b>Understanding bullying</b> I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p> <p><b>Problem solving</b> I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> <p><b>Special me</b> I can identify what is special about me and value the ways in which I am unique</p> <p><b>Celebrating difference - how we look?</b> I can tell you a time when my first impression of someone changed when I got to know them</p>	<p><b>Hopes and dreams</b> I can tell you about some of my hopes and dreams</p> <p><b>Broken dreams</b> I understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p><b>Overcoming disappointment</b> I know that reflecting on positive and happy experiences can help me to counteract disappointment</p> <p><b>Creating new dreams</b> I know how to make a new plan and set new goals even if I have been disappointed</p> <p><b>Achieving Goals</b> I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p> <p><b>We did it!</b> I can identify the contributions made by myself and others to the group's achievement</p>	<p><b>My friends and me</b> I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p><b>Group dynamics</b> I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations</p> <p><b>Smoking</b> I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p><b>Alcohol</b> I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p><b>Healthy relationships</b> I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p><b>Celebrating my inner strength and assertiveness</b> I know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p><b>Relationship web</b> I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant</p> <p><b>Love and loss</b> I can identify someone I love and can express why they are special to me</p> <p><b>Memories</b> I can tell you about someone I know that I no longer see</p> <p><b>Are animals special?</b> I can explain different points of view on an animal rights issue</p> <p><b>Special pets</b> I understand how people feel when they love a special pet</p> <p><b>Celebrating my relationships with people and animals.</b> I know how to show love and appreciation to the people and animals who are special to me</p>	<p><b>Unique me</b> I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p><b>Having a baby</b> I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p><b>Girls and puberty</b> I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p><b>Circles of change</b> I know how the circle of change works and can apply it to changes I want to make in my life</p> <p><b>Accepting change</b> I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p><b>Looking ahead</b> I can identify what I am looking forward to when I am in Year 5</p>
<p><b>Community links</b> Wider community</p>	<p>Geography field trip</p>			<p>Battle Abbey</p>	<p>Wakehurst trip</p>	

<b>Languages</b>	<b>All About Me</b>	<b>Animals</b>	<b>Weather/Seasons</b>	<b>School</b>	<b>Food and drink</b> To be able to identify meals of the day. Identify new foods and drinks.	<b>Sport</b> To be able to ask and answer "What is your favourite sports" To be able to identify and reason. Introducing 'because'
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