

Ballifield Primary School Long Term Plan 2025-2026

Year 4

		Autumn		Spring		Summer	
English	Read	A range of short texts will be used to support and extend the children's wider curriculum knowledge. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c) • identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)	A range of short texts will be used to support and extend the children's wider curriculum knowledge. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c)	A range of short texts will be used to support and extend the children's wider curriculum knowledge. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c)	A range of short texts will be used to support and extend the children's wider curriculum knowledge. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c)	A range of short texts will be used to support and extend the children's wider curriculum knowledge. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • make developed inferences drawing on evidence from the text (2d)	A range of short texts will be used to support and extend the children's wider curriculum knowledge. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • make developed inferences drawing on evidence from the text (2d)

	Write	Iron Man Character description (explode a moment)– The Iron Man Balanced Argument Save or destroy the Iron Man	Poetry Practise and perform: From a railway carriage - <i>Stevenson</i> An emerald is as green as grass – <i>C.Rossetti</i> Bats – <i>M.Newsome</i> + short written response: favour poem & why Viking boy Diary Retell events + feelings Retell tell meeting with Odin scene To include dialogue	Kensuke's Kingdom Newspaper report about boy who sails around the world Setting description of Michael waking on the beach.	The Wolf's Secret Poetry – Cinquain for wolf See CLPE for syllable structure Retell the story as a narrative. Focus on setting description	Varjak Paw Setting Description Retell a scene for first and 3 rd person perspectives	The Highwayman Non-chron report highwaymen. Opportunity to build background knowledge. Ballad poem with rhyme. Write new verse – possibly end of part 1: Time leaves and tells Redcoats
	Spell	Y4 National Curriculum Spelling Shed	Y4 National Curriculum Spelling Shed	Y4 National Curriculum Spelling Shed	Y4 National Curriculum Spelling Shed	Y4 National Curriculum Spelling Shed	Y4 National Curriculum Spelling Shed
	Maths	Place Value and Number Step 1 Roman numerals to 1,000 Step 2 Numbers to 10,000 Step 3 Numbers to 100,000 Step 4 Numbers to 1,000,000 Step 5 Read and write numbers to 1,000,000 Step 6 Powers of 10 Step 7 10/100/1,000/10,000/100,000 more or less Step 8 Partition numbers to 1,000,000 Step 9 Number line to 1,000,000	Multiplication and Division (A) Step 1 Multiples Step 2 Common multiples Step 3 Factors Step 4 Common factors Step 5 Prime numbers Step 6 Square numbers Step 7 Cube numbers Step 8 Multiply by 10, 100 and 1,000 Step 9 Divide by 10, 100 and 1,000 Step 10 Multiples of 10, 100 and 1,000 Fractions (A)	Multiplication and Division (B) Step 1 Multiply up to a 4-digit number by a 1-digit number Step 2 Multiply a 2-digit number by a 2-digit number (area model) Step 3 Multiply a 2-digit number by a 2-digit number Step 4 Multiply a 3-digit number by a 2-digit number Step 5 Multiply a 4-digit number by a 2-digit number Step 6 Solve problems with multiplication	Measurement (Perimeter/Area) Step 1 Perimeter of rectangles Step 2 Perimeter of rectilinear shapes Step 3 Perimeter of polygons Step 4 Area of rectangles Step 5 Area of compound shapes Step 6 Estimate area Statistics Step 1 Draw line graphs Step 2 Read and interpret line graphs	Geometry (shape) Step 1 Understand and use degrees Step 2 Classify angles Step 3 Estimate angles Step 4 Measure angles up to 180° Step 5 Draw lines and angles accurately Step 6 Calculate angles around a point Step 7 Calculate angles on a straight line Step 8 Lengths and angles in shapes Step 9 Regular and irregular polygons Step 10 3-D shapes	Negative Numbers Step 1 Understand negative numbers Step 2 Count through zero in 1s Step 3 Count through zero in multiples Step 4 Compare and order negative numbers Step 5 Find the difference Measurement (Converting units) Step 1 Kilograms and kilometres Step 2 Millimetres and millilitres Step 3 Convert units of length

	Step 10 Compare and order numbers to 100,000 Step 11 Compare and order numbers to 1,000,000 Step 12 Round to the nearest 10, 100 or 1,000 Step 13 Round within 100,000 Step 14 Round within 1,000,000	Step 1 Find fractions equivalent to a unit fraction Step 2 Find fractions equivalent to a non-unit fraction Step 3 Recognise equivalent fractions Step 4 Convert improper fractions to mixed numbers Step 5 Convert mixed numbers to improper fractions Step 6 Compare fractions less than 1 Step 7 Order fractions less than 1 Step 8 Compare and order fractions greater than 1 Step 9 Add and subtract fractions with the same denominator Step 10 Add fractions within 1 Step 11 Add fractions with total greater than 1 Step 12 Add to a mixed number Step 13 Add two mixed numbers Step 14 Subtract fractions Step 15 Subtract from a mixed number	Step 7 Short division Step 8 Divide a 4-digit number by a 1-digit number Step 9 Divide with remainders Step 10 Efficient division Step 11 Solve problems with multiplication and division Fractions (B) Step 1 Multiply a unit fraction by an integer Step 2 Multiply a non-unit fraction by an integer Step 3 Multiply a mixed number by an integer Step 4 Calculate a fraction of a quantity Step 5 Fraction of an amount Step 6 Find the whole Step 7 Use fractions as operators Decimals and Percentages Step 1 Decimals up to 2 decimal places Step 2 Equivalent fractions and decimals (tenths) Step 3 Equivalent fractions and decimals (hundredths)	Step 3 Read and interpret tables Step 4 Two-way tables Step 5 Read and interpret timetables	Geometry: Position and Direction Step 1 Read and plot coordinates Step 2 Problem solving with coordinates Step 3 Translation Step 4 Translation with coordinates Step 5 Lines of symmetry Step 6 Reflection in horizontal and vertical lines Decimals Step 1 Use known facts to add and subtract decimals within 1 Step 2 Complements to 1 Step 3 Add and subtract decimals across 1 Step 4 Add decimals with the same number of decimal places Step 5 Subtract decimals with the same number of decimal places Step 6 Add decimals with different numbers of decimal places Step 7 Subtract decimals with different numbers of decimal places	Step 4 Convert between metric and imperial units Step 5 Convert units of time Step 6 Calculate with timetables Volume Step 1 Cubic centimetres Step 2 Compare volume Step 3 Estimate volume Step 4 Estimate capacity
	Addition and Subtraction Step 1 Mental strategies Step 2 Add whole numbers with more than four digits Step 3 Subtract whole numbers with more than four digits Step 4 Round to check answers Step 5 Inverse operations (addition and subtraction) Step 6 Multi-step addition and subtraction problems Step 7 Compare calculations Step 8 Find missing numbers					

		Step 16 Subtract from a mixed number – breaking the whole Step 17 Subtract two mixed numbers	Step 4 Equivalent fractions and decimals Step 5 Thousandths as fractions Step 6 Thousandths as decimals Step 7 Thousandths on a place value chart Step 8 Order and compare decimals (same number of decimal places) Step 9 Order and compare any decimals with up to 3 decimal places Step 10 Round to the nearest whole number Step 11 Round to 1 decimal place Step 12 Understand percentages Step 13 Percentages as fractions Step 14 Percentages as decimals Step 15 Equivalent fractions, decimals and percentages		Step 8 Efficient strategies for adding and subtracting decimals Step 9 Decimal sequences Step 10 Multiply by 10, 100 and 1,000 Step 11 Divide by 10, 100 and 1,000 Step 12 Multiply and divide decimals – missing values	
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Science	<u>Group and Classify living things</u> We will: Recognise that living things can be grouped in a variety of ways	<u>States of matter</u> We will: Compare and group materials together, according to whether they are solids, liquids or gases	<u>Sound</u> We will: Identify how sounds are made, associating some of them with something vibrating	<u>Electricity</u> We will: Identify common appliances that run on electricity Construct a simple series electrical circuit,	<u>Data collection C</u>	<u>The Digestive System</u> We will: Describe the simple functions of the basic parts of the digestive system in humans
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	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)	Recognise that vibrations from a sound travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it	identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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		Identify the different types of teeth in humans and their simple functions Health Process Classify Variation
	Growth Adaptation Variation Observe Identify Classify	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Cause & effect Observe Identify Classify Investigate Predict	Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. Energy Cause and effect Observe	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and	Habitats We will: Recognise that environments can change and that this can sometimes pose dangers to living things. Growth Adaptation Variation Observe Identify Classify	Food Chains We will: Construct and interpret a variety of food chains, identifying producers, predators and prey. Health Process Classify Variation

			Investigate Predict	associate metals with being good conductors. Cause & Effect Observe Investigate Predict	<u>Deforestation</u>	
	<u>Data collection A</u>		<u>Data collection B</u>	<u>Energy</u>		
Geography	Cities, Counties and Regions Investigating the UK The children will learn more about the country where they live. They will use maps to identify landmark cities and investigate human and physical features of the UK. They will begin to learn about the regions of the UK and be able to name some of the counties of the UK and locate on a map. Place knowledge and locational knowledge Pupils to name and locate counties, cities and regions of the UK. Pupils identify human and physical characteristics of the UK. Geographical Skills and Field Work		Amazon adventure The World The children will begin to find out more about the Amazon rainforest in this topic. They will initially investigate the country of Brazil and find out about the contrasting places within his country, including life in a favela. The children will locate the Amazon rainforest, observe its features and discover how people live in the rainforest. Place knowledge and locational knowledge Pupils recognise and describe the structure and diversity of the rainforest. Geographical Skills and Field Work		Water Human and physical processes. The children will begin to consider the importance of water in our lives. They will consider the human and physical processes that are needed to provide us with water. They will conduct studies around school and investigate where water comes from. Place knowledge and locational knowledge Pupils understand the distribution of water resources in the UK. Geographical Skills and Field Work Pupils use atlases and maps to locate areas of water supply and demand in the UK.	

	Pupils use maps, atlases globes and Digi-maps to locate places. Understanding Pupils understand that the UK is made up of many cities, counties and regions. Pupils recognise our own place within this wider picture (Sheffield > South Yorkshire > Yorkshire > North of England). Key objectives To name and locate UK cities. To name and locate UK countries. To name and locate some physical and human features of the UK. To name and locate Geographical regions of the UK. To investigate land use patterns. To describe a UK landscape. Key concepts Sustainability Place Space Scale Environment Interconnections Physical processes Human process	Pupils locate the main areas of the rainforests using maps, atlases and globes. Understanding Pupils begin to understand how some of the ways which the rainforests are linked to people in the UK. Pupils explain their views using evidence about controversial rainforest issues. Key objectives To know that Brazil is part of South America. To learn about the size and location of Brazil and locate on a map. To recognise that settlements are different all over Brazil. To recognise that there are similarities and differences in the way people live in Brazil. To appreciate what a rainforest is like. To identify the key features of a rainforest. To describe what it is like to live in a rainforest. To identify food products from the rainforest. To recognise the importance of World trade. To recognise that settlements and lifestyles differ all over Brazil.	Pupils use fieldwork to observe, measure and present information using a range of methods including sketch and OS maps, graphs and digital technologies. Understanding Pupils understand key aspects of the water cycle. Pupils understand how water is used and distributed around school. Pupils know what happens to rainwater/ waste water. Pupils know who owns water and why do we have to pay for it. Pupils understand the need to conserve water. Key objectives To identify different bodies of water on our Earth. To understand and sequence the components of the water cycle. To find out about how water is prepared for us to drink. To understand how rainwater and waste water drain away. To understand how waste water is treated and managed. To understand how water is distributed and accessed in some
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		To recognise the impacts of global change and how it affects all of us. Key concepts Place Space Scale Environment Physical and human processes	parts of the world. To consider ways that I can conserve water. Key concepts Place Space Scale Environment Physical and human processes
History	Anglo-Saxons and Scots Children will explore what happened in Britain after the Romans left. They will find out why the Anglo-Saxons and Scots came to Britain, where they settled and how they lived. They will compare life in Anglo-Saxon villages to earlier periods, and explore how beliefs changed over time. Using local history, including the Benty Grange helmet found near Sheffield, they will investigate how artefacts help us understand the past. They will finish the unit by learning how Christianity spread and changed life across Britain. CONCEPTS Achievements Power (monarchy, government and empire) Invasion, settlement and migration Civilisation (social and cultural) Local History KNOWLEDGE Know when the Romans left and what changed in Britain afterward Know who the Anglo-Saxons and Scots were and where they came from	Vikings Children will explore who the Vikings were, where they came from, and why they travelled to Britain. They will learn about Viking longships, raids on monasteries like Lindisfarne, and how the Vikings settled and farmed in parts of Britain known as the Danelaw. The unit will focus on how Viking beliefs, daily life and leadership were different from and similar to those of the Anglo-Saxons. Children will investigate how the conflict between Anglo-Saxons and Vikings led to change, including how King Alfred resisted Viking invasions. They will also learn about the significance of Viking achievements, including exploration, craftsmanship and trade. CONCEPTS Achievements Power (monarchy, government and empire) Invasion, settlement and migration Civilisation (social and cultural) KNOWLEDGE Know who the Vikings were and where they came from	Ancient Greece Children will learn about the location of Greece and where it fits on a timeline with other civilisations studied. They will look at artefacts, archaeological sites, myths and legends to find out about the lives of the ancient Greeks and will evaluate the importance of different sources of evidence. They will find out about Alexander the Great and decide which his greatest achievements were. They will investigate schools, language, buildings, government and the Olympics and see the impact that the Greeks still have in modern life. CONCEPTS Society Myths KNOWLEDGE Knowledge about the lives of Ancient Greeks: schools, buildings, democracy, language, Olympics Achievements of Alexander the Great Know a range of Greek myths and legends SKILLS

	Describe what daily life was like in an Anglo-Saxon village Know that the Benty Grange helmet shows a mix of pagan and Christian beliefs Know that Christianity spread across Britain and changed culture and religion SKILLS Use a timeline to sequence key events Explain why people migrate and what the consequences are Compare homes and communities across different time periods Use artefacts to make inferences about beliefs and ways of life Explain how significant people or events changed the past VOCABULARY Anglo-Saxon, Scots, migration, settlement, invasion, kingdom, chieftain, longhouse, wattle and daub, monastery, Christianity, belief, conversion, artefact, evidence, Benty Grange helmet	Know why the Vikings raided and settled in Britain Know what the Danelaw was and where it was located Describe how Viking daily life, beliefs and homes were similar to and different from Anglo-Saxons Know how King Alfred responded to the Viking threat Know that Vikings were not just raiders – they also farmed, traded and crafted SKILLS Place key Viking events on a timeline and sequence them with the Anglo-Saxon period Use historical sources to infer how Vikings lived and what they believed Explain reasons for Viking raids and migration Compare Anglo-Saxon and Viking leadership, homes and religion Describe how conflict and cultural exchange shaped Britain VOCABULARY Viking, Scandinavia, raid, monastery, Lindisfarne, settlement, longship, Danelaw, invasion, chieftain, pagan, Norse gods, Odin, Valhalla, conversion, King Alfred, treaty, trade, craftsmanship, saga, rune, legacy	Place current study on time line in relation to other studies Begin to evaluate the usefulness of different sources Ask a variety of questions and suggest ways to find answers Use evidence to build up a picture of a past event Use the library and internet for research Use terms related to the period and begin to date events Use evidence to reconstruct life in Greece Distinguish between different sources – compare different versions of the same story Place events from period studied on time line Look at the evidence available Choose relevant material to present a picture of one aspect of life in time past Identify key features and events of time studied Use relevant historical vocabulary Look for links and effects in time studied Offer a reasonable explanation for some events Closely compare individual aspects of life today with life in the past Answer questions by bringing together knowledge from several sources VOCABULARY ancient, modern, civilisation, citizens, democracy, Athens, Sparta
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Art	<u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing. Disciplines: Drawing, Sketchbooks Key Concepts: That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to develop evocative and characterful imagery.	<u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work Disciplines: Painting, Drawing, Collage, Sketchbooks, Relief Key Concepts: That when artists make work in response to static objects around them it is called still life. That still life has been a genre for many hundreds of years, and is it still relevant today. That when artists work with still life, they bring their own comments and meaning to the objects they portray. That we can make a still life creative response in many media: drawing, painting, collage, relief... That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.	<u>Sculpture, Structure, Inventiveness & Determination</u> What can artists learn from nature? Nurture personality traits as well as technical skills. Disciplines: Drawing, Sketchbooks, Sculpture Key Concepts: That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world. That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. That we can express our personality through the art we make. That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.
DT	Mechanisms & Levers NC: Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Investigate, disassembly, evaluate Investigate a variety of familiar objects that use a lever or linkage mechanism to make them work	Electrical Systems NC: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Investigate, disassembly, evaluate Look at a variety of light up equipment. How does it work?	Food Technology NC: Understand and apply the principles of a healthy and varied diet. Investigate, disassembly, evaluate Explore and evaluate a range of existing products in the context of comparing different salads to understand where foods come from.

	Think of objects that use a lever/linkage to make them work, Examine, sketch, label and/or describe a variety of these kinds of objects. Focus Practical tasks: Demonstrate a range of lever and linkage mechanisms to the children using prepared teaching aids. Use questions to develop children's understanding e.g. <i>Which card strip is the lever? Which card strip is acting as the linkage? Which part of the system is the input and which part the output? What does the type of movement remind you of? Which are the fixed pivots and which are the loose pivots?</i> Demonstrate the correct and accurate use of measuring, marking out, cutting, joining and finishing skills and techniques. Designing Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. Making Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.	Investigate torches. Disassemble one to look at its component parts Discuss purposes of lights and investigate different types/styles of lights/torches Focus Practical tasks: Recap with the children how to make manually controlled, simple series circuits with batteries and different types of switches, bulbs and buzzers. Discuss which of the components in the circuit are input devices e.g. switches, and which are output devices e.g. bulbs and buzzers. Demonstrate how to find a fault in a simple circuit and correct it, giving pupils opportunities to practise. Look at and identify scientific representation of circuit components Make a simple switch using metal components Designing Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. Making Order the main stages of making. Select from and use tools and equipment to cut, shape, join and finish with some accuracy.	Use the basic principles of a healthy and varied diet in the context of comparing different ingredients in salads, linking to food groups. Focus Practical tasks Cutting and slicing different food stuff Tasting different food stuff Investigating a healthy diet - that a healthy diet is made up from a variety of different food and drink, as depicted in The Eat well Plate. Measure and weigh ingredients appropriately. Follow a recipe. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, chopping, grating, slicing etc.) Children will measure, mark out and assemble components with more accuracy. Designing • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. Making • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, and shape and assemble with some accuracy.
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	Explain their choice of materials according to functional properties and aesthetic qualities. Use finishing techniques suitable for the product they are creating. Evaluating Investigate and evaluate a range of existing shell		Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. Evaluating		• Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. Evaluating • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.	
PSHE	Recap M1 M1) How do I manage my feelings? M2) Are we happy all the time? Os5) Digital media (N1) Consent KS2 Giving and seeking permission British Values Introduction	Recap Fa2 Fa2) Are all families like mine? Fa3) Are boys and girls the same? Os6) Verifying content and echo chambers (N3) Racism Lesson 3: Redefining racism British Values Rule of Law	Recap Fr1 and 2 Fr1) What makes a good friend? Fr2) Are all friends the same? Fr3) Are friendships always fun? Fr4) What is sexism? Os) Passwords C5 * Consent KS2 Personal boundaries British Values Democracy	Recap C2 C2) Where do you feel like you belong? C3) How can we help the people around us? Os) Media Bias N2 * H47. 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 Racism Lesson 4: Understanding racial socialisation and stereotypes British Values Individual Liberty	P3) How do I stop getting ill? Os) Copyright C3 * H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping Consent KS2 Appropriate and inappropriate touch British Values Respect and Tolerance	Os) Advertising C1 * First Aid – Asthma British Values Summary / Evaluation

PE	Hockey Children will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Children will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Children will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. Swimming Children will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence.	Dance Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Children will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. Swimming Children focus on swimming more fluently and with increased confidence and control. Children work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Children have to keep	Gymnastics Children create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Children are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, children develop performance skills considering the quality and control of their actions. Tag Rugby Children will learn to keep possession of	Fitness Children will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Children will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Children are asked to recognise areas for improvement and suggest activities that they could do to do this. Children will be encouraged to work safely and with control when performing new tasks. They will be able to explain what happens to their body when they exercise and how this helps to make them	Football Children will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Children will be given opportunities to select and apply tactics to outwit the opposition Tennis Children will be introduced to the basic skills required in tennis. Children will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will	Athletics Children will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. In this unit children are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin. Swimming Children focus on swimming more fluently and with increased confidence and control. Children work to improve their swimming strokes, learn personal survival techniques and how to
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	They will learn and use different kicking and arm actions. Children will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.	afloat and propel themselves through the water.	the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Children will understand the importance of playing fairly and keeping to the rules. Children will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.	healthy. They will learn that there are different areas of fitness and that each area challenges their body differently. They will share ideas and work with others to manage activities. Netball Pupils will develop key skills of netball and principles such as defending, attacking, throwing, catching and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.	learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	stay safe around water. Children have to keep afloat and propel themselves through the water.
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Computing	Computer Systems and Networks - The Internet To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web To describe how content can be added and accessed on the World Wide Web To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content	Creating Media – Photo Editing To identify that sound can be digitally recorded To use a digital device to record sound To explain that a digital recording is stored as a file To explain that audio can be changed through editing To show that different types of audio can be combined and played together To evaluate editing choices made	Programming A – Repetition in Shapes To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a program into parts To create a program that uses count-controlled loops to produce a given outcome	Data and Information – Data Logging To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To use data collected over a long duration to find information To identify the data needed to answer questions To use collected data to answer questions	Creating Media – Audio Editing To identify that sound can be digitally recorded To use a digital device to record sound To explain that a digital recording is stored as a file To explain that audio can be changed through editing To show that different types of audio can be combined and played together To evaluate editing choices made	Programming B – Repetition in Games To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count controlled loops To develop a design which includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition
Music	Charanga Unit - Mamma Mia Unit theme – Mamma Mia by ABBA Genre – Pop Listen and Appraise songs: Mamma Mia by Abba Dancing Queen by Abba The Winner Takes It All by Abba	Charanga Unit - Glockenspiel 1 (Year 3 – Autumn 2) Unit theme - Exploring and developing playing skills Genre - Learning basic instrumental skills by playing tunes in varying styles	Charanga Unit - Stop! Unit theme – Grime/Bullying Genre - Grime, Classical, Bhangra, Tango, Latin Fusion Listen and Appraise songs: Stop! - Grime	Charanga Unit - Lean On Me Unit theme – Soul/ Gospel music and helping each other Genre – Gospel Listen and Appraise songs: Lean On Me by Bill Withers	Charanga Unit - Blackbird Unit theme – The Beatles, equality and the civil rights movement Genre - The Beatles/Pop Listen and Appraise songs:	Charanga Unit - Reflect, Rewind and Replay Unit theme – Classical Genre - Western Classical music and your choice from Year 4 Listen and Appraise songs:

	Waterloo by Abba Super Trouper by Abba Thank You For The Music by Abba Unit song: Mamma Mia by Abba Musical activities: Learn and/or build on knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song Perform the Song	The children: Learn to play and read the notes C, D, E + F. Learn to play these tunes: Easy E Strictly D Play Your Music Drive Dee Cee's Blues What's Up D-E-F-inately Roundabout March of the Golden Guards Portsmouth Improvise with Dee Cee's Blues using the notes C + D. Compose using the notes C, D, E + F. Perform & Share The performance will include one or more of the following: Improvisations instrumental performances Compositions	Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky March by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop with soul, funk and disco influence) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop) Unit song: Stop! Musical activities: Learn and/or build on knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing/Rap the Song d. Compose your own lyrics with the Song Perform the Song	He Still Loves Me by Walter Williams and Beyoncé Shackles by Mary Mary Amazing Grace by Elvis Ode To Joy Symphony No 9 by Beethoven Lean On Me by The ACM Gospel Choir Unit song: Lean on me – Bill Withers Musical activities: Learn and/or build on knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing/Rap the Song d. Compose your own lyrics with the Song 2. Perform the Song.	Blackbird by The Beatles Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles Unit song: Blackbird by The Beatles Musical activities: Learn and/or build on knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song Perform the Song	La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba - Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal March/Chorus by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary) Musical activities: • A composition activity using the Music Explorer resource • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year Perform and Share Replay Prepare for a performance of songs and activities from the year.
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R.E.	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
MFL	Phonetics lesson 2 (C) & Presenting Myself (I)	Family (I)	Goldilocks (I)	Habitats (I)	Classroom (I)	My Home (I)