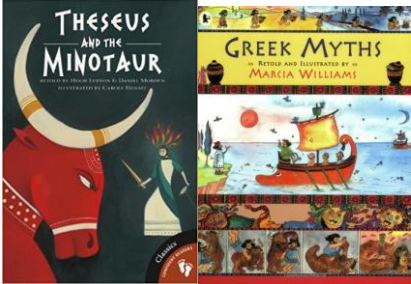


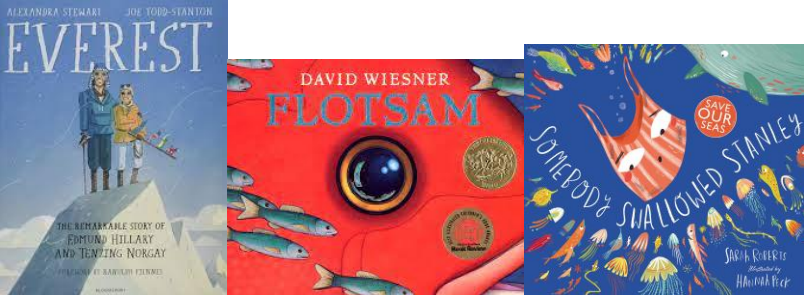



















# Year 4 Medium Term Plan







Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Wider Curriculum Offer</b>	Ancient Greeks		Roman Britain	Modern Europe	Residential Virtual field trip to Everest Base Camp	Geography fieldwork – local rivers study.
<b>OJS Passports</b>	<b>Moral</b> – create an online safety guide. <b>Spiritual</b> – examine the Hindu puja tray. <b>Cultural</b> – try Greek food.	<b>Cultural</b> – appreciate more of the British historical timeline and where our roots come from. <b>Cultural</b> – learn to play badminton	<b>Social</b> Take part in a TTRS Battle of the Bands	<b>Social</b> – present a book to the class <b>Cultural</b> – learn an instrument in music lessons.	<b>Social</b> - Use teamwork skills and help others to climb Jacob’s ladder. <b>Spiritual</b> – take part in a science walk, listening to the sounds of birds and animals	<b>Social</b> - With a partner, make a circuit using the correct components <b>Moral</b> - Encourage others to reduce, reuse and recycle for the environment. <b>Moral</b> - Go on a river walk and collect waste.
<b>Themed days and events</b>	<ul style="list-style-type: none"> <li><b>Anti-Bullying Week</b></li> <li><b>Macmillan Coffee Morning.</b> Charity event, Macmillan. Community links</li> <li><b>Harvest – Harrogate Homeless</b> The whole school donates to Harrogate Homeless, supporting our community and understanding privilege.</li> <li><b>National Poetry Day</b></li> <li><b>Black History Month 2023-</b> KS to plan EDI event – opportunity for workshops in to school which celebrates black culture and promote EDI.</li> </ul>	<b>Remembrance.</b> Charity event – British Legions Brigadier visits the school, opportunity to challenge stereotypes. <b>Anti-bullying Week</b> Annual awareness is raised around different types of bullying, how to be an ‘upstander’ as well as the school’s STOP acronym. <b>Children in Need.</b> Charity event – to change the lives of children and young people across the UK. <b>Fire Safety.</b> Annual awareness and challenging stereotypes (female firefighter). <b>Christmas Jumper Day.</b> Charity event, Save the Children.	<b>Chinese New Year.</b> EDI event <b>World Braille Day.</b> EDI event <b>NSPCC Number Day.</b> Annual awareness of the different types of child abuse and how children can report abuse. Charity event – prevention of cruelty to children. <b>Mental Health Awareness Week</b> <b>Safer Internet Day.</b> Annual awareness of online safety	<b>Comic Relief / Sports Relief.</b> Charity event – a just world, free from poverty. <b>World Book Day</b> <b>Decorated egg competition.</b> Annual community event. <b>British Science Week.</b> Annual event to raise awareness of science in the everyday world. Parents and carers invited into school to share expertise.	<b>French Week</b> Bi-annual celebration of French culture.	<b>Summer Fair.</b> Opportunity for Year 6 pupils to run their enterprise stall which the whole school will visit. <b>Walk to School Day.</b> <b>OJS Sports Afternoon</b>
<b>English</b>  <b>English is how we explore and express ourselves though reading, writing and speaking</b>  <b>Class Story</b>	 					
<b>Reading</b>	<b>Reading</b> Theseus and Minotaur – Hugh Lupton Myth and Legends – Marcia Williams (two myths) The Minotaur (poem) – Rachel Nicholas		<b>Reading</b> Charlie & the Chocolate Factory – Roald Dahl Escape from Pompeii – Christina Ballit Queen of Darkness – Tony Bradman Holiday Brochure (Sicily) - unknown author		<b>Reading</b> Everest – Alexandra Stewart and Joe Todd Stanton River – Hanako Clulow Flotsam – David Wiesner Somebody Swallowed Stanley – Sarah Roberts	

	<b>Key comprehension skills</b> – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval	<b>Key comprehension skills</b> – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval	Information Texts – various authors  <b>Key comprehension skills</b> – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval
<b>Writing Opportunities</b>	<b>Writing Outcomes</b>  Retell a myth ( <b>writing to entertain</b> ) <i>TWS Unit – Theseus and the Minotaur</i> Holiday Brochure ( <b>writing to persuade/writing inform</b> ) <i>TWS Unit – Holiday Brochure</i>	<b>Writing Outcomes</b>  Narrative ( <b>writing to entertain</b> ) <i>TWS Unit – Charlie and the Chocolate Factory</i> Roman Narrative ( <b>writing to entertain</b> ) <i>Own TWS unit – Queen of Darkness</i> Narrative ( <b>writing to entertain</b> ) <i>Own TWS unit – Escape from Pompeii</i>	<b>Writing Outcomes</b>  Biography Edmund Hillary/Tenzing Norgay ( <b>writing to inform</b> ) <i>Own TWS unit – Everest</i> River non-chronological report ( <b>writing to inform</b> ) <i>TWS unit – Earthquakes</i> Setting/Character Descriptions ( <b>writing to entertain</b> ) <i>Own TWS unit – Flotsam</i>
<b>Y4 EGPS Objectives to be covered in each unit:</b>	<b>Transcription</b> <ul style="list-style-type: none"><li>• use further prefixes and suffixes and understand how to add them</li><li>• spell further homophones</li><li>• spell words that are often misspelt</li><li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li><li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li><li>• write from memory simple sentences, dictated by the teacher, including words and punctuation taught so far</li></ul> <b>Y4 Read Write Inc Spelling Units –</b> The /ʌ/ sound spelt ou      More prefixes      The suffix –ly      Words with endings sounding like /ʒə/ or /tʃə/      The suffix –ous      Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian      Endings which sound like /ʒən/      Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)      Words with the /s/ sound spelt sc (Latin in origin) <ul style="list-style-type: none"><li>• Words with the /ei/ sound spelt ei, eigh, or ey      Possessive apostrophe with plural words      Homophones and near-homophones      Year 4 word list</li></ul>		
	<b>Retell a myth (writing to entertain)</b> <i>TWS Unit – Theseus and the Minotaur</i> <ul style="list-style-type: none"><li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li><li>• using the present perfect form of verbs in contrast to the past tense</li><li>• using adverbs and prepositions to express time and cause</li><li>• using and punctuating direct speech</li></ul>	<b>Narrative (writing to entertain)</b> <i>TWS Unit – Charlie and the Chocolate Factory</i> <ul style="list-style-type: none"><li>• using conjunctions, adverbs and prepositions to express time and cause</li><li>• using fronted adverbials</li><li>• using commas after fronted adverbials</li></ul> using and punctuating direct speech	<b>Biography Edmund Hillary/Tenzing Norgay (writing to inform)</b> <i>Own TWS unit – Everest</i> <ul style="list-style-type: none"><li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li><li>• using conjunctions, adverbs and prepositions to express time and cause</li><li>• using fronted adverbials, using commas after fronted adverbials</li><li>• indicating possession by using the possessive apostrophe with plural nouns</li></ul>
	<b>Holiday Brochure (writing to persuade/writing inform)</b> <ul style="list-style-type: none"><li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li><li>• using fronted adverbials</li><li>• using commas after fronted adverbials</li></ul>	<b>Roman Narrative (writing to entertain)</b> <i>Own TWS unit – Queen of Darkness</i> <ul style="list-style-type: none"><li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>• using fronted adverbials</li></ul> using commas after fronted adverbials	<b>Rivers (writing to inform)</b> <b>Vocabulary, grammar and punctuation</b> develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"><li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li></ul>

	<ul style="list-style-type: none"><li>indicating possession by using the possessive apostrophe with plural nouns</li></ul>		<ul style="list-style-type: none"><li>indicating possession by using the possessive apostrophe with plural nouns</li></ul> using and punctuating direct speech		<ul style="list-style-type: none"><li>using the present perfect form of verbs in contrast to the past tense</li></ul> using conjunctions, adverbs and prepositions to express time and cause	
			<b>Narrative (writing to inform)</b> <i>Own TWS unit – Escape from Pompeii</i> <ul style="list-style-type: none"><li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li><li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>using conjunctions, adverbs and prepositions to express time and cause</li><li>indicating possession by using the possessive apostrophe with plural nouns</li></ul>		<b>Setting/Character Descriptions (writing to entertain)</b> <i>Own TWS unit – Flotsam</i> <ul style="list-style-type: none"><li>using conjunctions, adverbs and prepositions to express time and cause</li><li>using fronted adverbials</li><li>using commas after fronted adverbials</li><li>using and punctuating direct speech</li></ul>	
<b>Creative writing journal</b>	<b>Creative writing journal</b> Story inspired by a short film (Literacy Shed +) Character description of the Minotaur (writing to entertain)		<b>Creative writing journal</b> Dearne Valley Diary Story inspired by a short film (Literacy Shed +)		<b>Creative writing journal</b> Biography about Rebecca Stephens (first woman to ascend Everest) – writing to inform Diary Entry of a Turtle (from turtle video) – writing to persuade/entertain	
<b>Maths</b>  <b>Maths is the poetry of logical ideas</b>	<b>Key Learning:</b> <b>Number:</b> <b>Place Value</b> <ul style="list-style-type: none"><li>count in multiples of 6, 7, 9, 25 and 1000</li><li>find 1000 more or less than a given number</li><li>count backwards through zero to include negative numbers</li><li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li><li>order and compare numbers beyond 1000</li><li>identify, represent, and estimate numbers using different representations</li><li>round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all</li></ul>	<b>Key Learning:</b> <b>Number:</b> <b>Multiplication and Division</b> <ul style="list-style-type: none"><li>recall multiplication and division facts for multiplication tables up to 12 × 12</li><li>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</li><li>recognise and use factor pairs and commutativity in mental calculations</li><li>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li><li>solve problems involving multiplying and adding,</li></ul>	<b>Key Learning:</b> <b>Number:</b> <b>Fractions</b> <ul style="list-style-type: none"><li>recognise and show, using diagrams, families of common equivalent fractions</li><li>count and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li><li>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</li></ul>	<b>Key Learning:</b> <b>Decimals</b> <ul style="list-style-type: none"><li>round decimals with one decimal place to the nearest whole number</li><li>compare numbers with the same number of decimal places up to two decimal places</li><li>solve simple measure and money problems involving fractions and decimals to two decimal places.</li></ul> <b>Measurement: Correspondence and Scaling problems</b> <ul style="list-style-type: none"><li>Convert between different units of measure [for example, kilometer to meter, hour to minute]</li><li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimeters and meters</li></ul>	<b>Key Learning:</b> <b>Geometry – Position and Direction</b> <ul style="list-style-type: none"><li>describe positions on a 2-D grid as coordinates in the first quadrant</li><li>describe movements between positions as translations of a given unit to the left/right and up/down</li><li>plot specified points and draw sides to complete a given polygon</li></ul> <b>Geometry - Shape</b> <ul style="list-style-type: none"><li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li></ul>	<b>Key Learning:</b> <b>Calculation problem solving</b> <ul style="list-style-type: none"><li>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.</li><li>solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li></ul>













	<p>the above and with increasingly large positive numbers</p> <ul style="list-style-type: none"><li>• 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.</li></ul> <p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"><li>• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li><li>• 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.</li></ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>• From OJS key vocabulary for subject.</li></ul> <p><b>Wider Offer</b> Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month</p> <p><b>Curriculum Threads</b></p>  <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p>	<p>including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p><b>Measures:</b></p> <p><b>Statistics</b></p> <ul style="list-style-type: none"><li>• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li><li>• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables, and other graphs.</li></ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>• From OJS key vocabulary for subject.</li></ul> <p><b>Wider Offer</b> Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month</p> <p><b>Curriculum Threads</b></p>  <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p> 	<ul style="list-style-type: none"><li>• add and subtract fractions with the same denominator</li><li>• recognise and write decimal equivalents of any number of tenths or hundredths</li><li>• recognise and write decimal equivalents to 4 1, 2 1, 4 3</li><li>• find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths, and hundredths</li></ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>• From OJS key vocabulary for subject.</li></ul> <p><b>Wider Offer</b> Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month, NSPCC Number Day 2023</p> <p><b>Curriculum Threads</b></p>  <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p> 	<ul style="list-style-type: none"><li>• find the area of rectilinear shapes by counting squares estimate, compare, and calculate different measures, including money in pounds and pence</li></ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>• From OJS key vocabulary for subject.</li></ul> <p><b>Wider Offer</b> Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month</p> <p><b>Curriculum Threads</b></p>  <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p>  <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p>	<ul style="list-style-type: none"><li>• identify acute and obtuse angles and compare and order angles up to two right angles by size</li><li>• identify lines of symmetry in 2-D shapes presented in different orientations</li><li>• complete a simple symmetric figure with respect to a specific line of symmetry.</li></ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>• From OJS key vocabulary for subject.</li></ul> <p><b>Wider Offer</b> Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month</p> <p><b>Curriculum Threads</b></p>  <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p>  <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p>	<p><b>Measurement: Time</b></p> <ul style="list-style-type: none"><li>• read, write, and convert time between analogue and digital 12- and 24-hour clocks</li><li>• solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li></ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>• From OJS key vocabulary for subject.</li></ul> <p><b>Wider Offer</b> Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month</p> <p><b>Curriculum Threads</b></p>  <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p>  <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p>
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	 <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p>	 <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p>				
<b>Science</b>  <b>Science is using enquiry to explain the physical and natural world</b>	<p><b><u>Where does all that food go?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Oesophagus</li> <li>Small intestine</li> <li>Large intestine</li> <li>Rectum</li> <li>Anus</li> <li>Digestion</li> <li>Canine</li> <li>Incisor</li> <li>Premolar</li> <li>Molar</li> <li>Consumer</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Handling of animal skulls and teeth.</li> </ul> <p><b>Curriculum Threads</b></p>  <p>All lessons are question-led. Pupils consider their own dietary needs and processes, as well as those of others, and explore the role their teeth play in the digestion of food.</p>	<p><b><u>Good vibrations</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Volume</li> <li>Low pitch</li> <li>High pitch</li> <li>Vibrate</li> <li>Vibration</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Cross-curricular application of scientific learning in in-school and peripatetic music lessons.</li> </ul>	<p><b><u>In a state</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Solid</li> <li>Liquid</li> <li>Gas</li> <li>Viscous</li> <li>Melt</li> <li>Freeze</li> <li>Boiling point</li> <li>Water cycle</li> <li>Evaporate</li> <li>Condense</li> </ul>	<p><b><u>Switched on</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>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</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Mains</li> <li>Battery</li> <li>Circuit</li> <li>Cell</li> <li>Complete circuit</li> <li>Short circuit</li> <li>Conductor</li> <li>Insulator</li> <li>Terminal</li> <li>Electron</li> <li>Filament</li> </ul>	<p><b><u>Classification</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Classifying</li> <li>vertebrates</li> <li>invertebrates</li> <li>habitat</li> <li>environment</li> <li>characteristics</li> <li>organism</li> <li>Life processes</li> <li>Endangered species</li> <li>Pollution</li> <li>Habitat change</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Children classify wildlife in the school grounds.</li> </ul> <p><b>Curriculum Threads</b></p>  <p>Lessons are investigation-led. Pupils ask questions about their own impact on the local</p>	<p><b><u>Human impact</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Conservation</li> <li>Deforestation</li> <li>Biodiversity</li> <li>Habitat</li> <li>Local</li> <li>Global</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Children explore their local environment and investigate the impact of human activity upon this.</li> </ul> <p><b>Curriculum Threads</b></p>  <p>Lessons are investigation-led. Pupils ask questions about their own impact on the local and global environment and explore ways in which to ensure positive outcomes of these.</p> 

	<div data-bbox="344 218 424 289"></div> <p>Pupils consider whether biological sex and age impacts dietary requirements and processing.</p> <div data-bbox="344 445 424 529"></div> <p>Children learn the importance of good nutrition, including effective sources of required food groups and how to maintain dental health through hygiene.</p> <p><b>Fundamental British Values</b> The idea of <b>Individual Liberty</b> is raised when pupils consider the ways in which they choose to maintain digestive and oral health.</p>	<p><b>Curriculum Threads</b></p> <div data-bbox="834 260 914 342"></div> <p>Lessons begin with a question that supports child-led investigation. Children apply their knowledge of sound to identify patterns and suggest real-life applications of their learning.</p> <div data-bbox="834 611 914 693"></div> <p>Pupils consider the different ways in which living beings experience sound, including people of varied biological sex and age.</p> <div data-bbox="834 854 914 936"></div> <p>Children discover the potentially negative effects upon hearing of exposure to high pitches and volumes.</p> <p>Pupils explore ways in which sound can be generated, providing them with the requisite knowledge to be able to create audible alerts in a time of need.</p> <p><b>Fundamental British Values</b> <b>Respect and Tolerance</b> are considered when exploring the different ways in which people may experience sound, or may not experience sound at all.</p>	<p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>Visit from Yorkshire Water to complement learning about the water cycle and human acquisition of tap water.</li></ul> <p><b>Curriculum Threads</b></p> <div data-bbox="1276 554 1356 636"></div> <p>All lessons begin with a question that prompts child-led investigation of a variety of substances, their properties and the ways in which these can be altered.</p> <div data-bbox="1276 900 1356 972"></div> <p>Children appreciate the necessity of access to clean water and explore ways in which equitable access to this vital amenity could be ensured.</p> <div data-bbox="1276 1236 1356 1318"></div> <p>Children explore the journey of water from natural sources to our taps and describe the positive effects of water on our health and environment and negative effects of wasting water.</p> <p>Pupils suggest how water wastage might be minimised.</p> <p><b>Fundamental British Values</b> Discussion around <b>Respect and Tolerance</b> when grouping materials based upon shared properties.</p>	<p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>Safe handling of electrical items and creation of own simple, functioning circuits.</li></ul> <p><b>Curriculum Threads</b></p> <div data-bbox="1670 409 1751 489"></div> <p>All lessons are question-led. Pupils consider the way in which circuits can be both made and broken as well as exactly why and how electricity has become an essential element of our daily lives.</p> <div data-bbox="1670 758 1751 842"></div> <p>Children learn about the dangers associated with electricity and learn how to protect themselves when using electrical equipment.</p> <p><b>Fundamental British Values</b> Identifying the number of items reliant upon electricity allows for conversations about <b>Respect</b> for our planet and <b>Individual Liberty</b> in choosing whether or not these objects are essential to our lives.</p>	<p>and global environment and explore ways in which to ensure positive outcomes of these.</p> <div data-bbox="2157 401 2237 472"></div> <p>Children explore different uses of land both locally and globally and explain why these may vary between regions and countries.</p> <p>Pupils identify similar and different attributes of living things and consider alternative ways in which these can be used to group and classify.</p> <p>Children recognise that all humans must work together to ensure the continued vitality of our shared environment.</p> <div data-bbox="2157 1176 2237 1257"></div> <p>Children investigate the impact of their own actions upon our local environment and explore ways in which to minimize harmful consequences.</p> <p><b>Fundamental British Values</b> Conversations around the role of governments in selecting land use and promoting or inhibiting impactful events such as deforestation contribute to a greater understanding of <b>Democracy</b> and the <b>Rule of Law</b>.</p>	<p>Children explore different uses of land both locally and globally and explain why these may vary between regions and countries.</p> <p>Pupils identify similar and different attributes of living things and consider alternative ways in which these can be used to group and classify.</p> <p>Children recognise that all humans must work together to ensure the continued vitality of our shared environment.</p> <div data-bbox="2561 882 2641 963"></div> <p>Children investigate the impact of their own actions upon our local environment and explore ways in which to minimize harmful consequences.</p> <p><b>Fundamental British Values</b> Conversations around the role of governments in selecting land use and promoting or inhibiting impactful events such as deforestation contribute to a greater understanding of <b>Democracy</b> and the <b>Rule of Law</b>.</p> <p><b>Respect and Tolerance</b> form part of discussions about human impact on the environment and the need to respect all living things in order to maintain a viable and healthy planet.</p>
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					<b>Respect and Tolerance</b> form part of discussions about human impact on the environment and the need to respect all living things in order to maintain a viable and healthy planet.	
<b>History and Geography</b>  <b>History is the study of people and change over time</b>  <b>Geography is the study of people and places</b>	<p style="text-align: center;"><b><u>The Ancient Greeks</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"><li>• Say when the Ancient Greek people lived and order events that children have learned about so far in chronological order.</li><li>• Describe some key facts about the Battle of Marathon and put forward ideas for why the historical accounts vary.</li><li>• Be able to confidently explain how the political system worked and compare this to our own.</li></ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>• Causation</li><li>• Myth</li><li>• Consequence</li><li>• Democracy</li><li>• Government</li><li>• Trade</li><li>• Invade</li></ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>• Replica handling vases</li></ul> <p><b>Curriculum Threads</b></p> <div></div> <p>Pupils will learn about democracy and how the political process is fairer today.</p> <div></div> <p>Pupils will be introduced to a variety of evidence and consider their validity (especially during the Battle of Marathon.) Weighing the evidence in sources is an important skill when assessing news reports and social media claims.</p> <div></div>	<p style="text-align: center;"><b><u>Modern Europe</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"><li>• Understand the human and physical geography of Greece, Italy and one other European Country.</li><li>• Use a variety of maps to research the human and physical geography of Greece, Italy and one other European country.</li></ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>• European Union</li><li>• Mediterranean</li><li>• Euros</li><li>• Trade</li><li>• Travel</li></ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>• Virtual fieldtrip</li></ul> <p><b>Curriculum Threads</b></p> <div></div> <p>Pupils will listen to the stories of people and places in Europe by engaging and understanding alternative perspectives.</p> <div></div> <p>Pupils will know and use different map</p>	<p style="text-align: center;"><b><u>The Romans</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"><li>• the Roman Empire and its impact on Britain</li><li>• Explain why the evidence we have from the Romans about Boudica might be unreliable.</li></ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>• Empire</li><li>• Emperor</li><li>• Tax</li><li>• Peasants</li><li>• Invasion</li><li>• Motives</li></ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>• Replica handling objects</li></ul> <p><b>Curriculum Threads</b></p> <div></div> <p>Pupils will consider how and why the Roman Emperors wanted to invade Britain.</p> <div></div> <p>Pupils will learn about Bangle Lady in a Roman grave. How the Roman empire held lots of people and being black and female didn't make you a slave or poor.</p> <p><b>Fundamental British Values</b></p> <p>Introduction of <b>Rule of Law</b> by the Romans and the legacy this left on Britain.</p>	<p style="text-align: center;"><b><u>Mountains, Rivers and Coasts</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"><li>• Know the structure of the earth and understand the different ways in which mountains are formed.</li><li>• Know the physical and human geography of Mount Everest and the UK three peaks.</li><li>• Describe the features of a river and understand a river's journey from source to sea.</li><li>• Know the physical and human geography of one world river.</li><li>• Understand the impact of river pollution and flooding on humans and the environment.</li><li>• Understand different types of coast.</li><li>• Describe and understand the features of the water cycle.</li></ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>• Topography</li><li>• Estuary</li><li>• Meander</li><li>• Tributary</li><li>• Tectonic plates</li><li>• Fold, dome and fault block mountains.</li></ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>• Local River Fieldwork Study</li><li>• Virtual Mount Everest Fieldtrip</li><li>• Kingswood Dearne Valley residential</li></ul> <p><b>Curriculum Threads</b></p> <div></div> <p>Pupils will listen to the stories of people and places in the Himalayas by engaging and understanding alternative perspectives.</p>		







	<p>Pupils will consider a variety of reasons Athens became so powerful.</p> <p><b>Fundamental British Values</b> Introduction of <b>Democracy</b> by the Ancient Greeks and comparison to modern day democracy in Britain.</p>		<p>representations; in Year 4 pupils will use the Robinson and Mercator projections. Pupils will also study the modern Greece and Italy, learning about the cultural of those who live there.</p> <p><b>Fundamental British Values</b> <b>Democracy and tolerance and respect</b> by comparing democracy in modern Greece and Italy and tolerance and respect in comparison of Greek and Italian beliefs and values with those in Britain</p>		<div></div> <p>Pupils will know and use different map representations; in Year 4 pupils will use the Robinson, Dymaxion and Mercator projections. Pupils will also study Nepal and the Sherpa community, learning about the cultural of those who live there.</p> <div></div> <p>During fieldwork studies, pupils understand the aspects needed to carry out a safe investigation within the local area.</p> <p><b>Fundamental British Values</b> Discussions around <b>Tolerance</b> when learning about the Sherpa community and traditions they hold.</p>	
<p><b>Music</b></p> <p><b>Music is expressing ourselves using instruments, singing, rhythms and melodies</b></p>	<p><b>This little light of mine</b></p> <p><b>Key learning objectives:</b></p> <ul style="list-style-type: none"><li>• Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</li><li>• Sing in a Gospel style with expression and dynamics.</li><li>• Play a bass part and rhythm ostinato along with This little light of mine.</li><li>• Sing Part 1 of a partner song rhythmically.</li><li>• Listen and move in time to songs in a Gospel style.</li></ul> <p><b>Key Vocabulary</b> Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response</p> <p><b>Wider Offer</b> -Choir -Individual Peripatetic lessons</p> <p><b>Curriculum Threads</b></p>	<p><b>The Pink Panther theme</b></p> <p><b>Composing with colour</b></p> <p><b>Key learning objectives:</b></p> <ul style="list-style-type: none"><li>•Improvise and compose, creating atmospheric music for a scene with a given set of instruments.</li><li>• Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm.</li><li>• Talk about the effect of particular instrument sounds (timbre</li></ul> <ul style="list-style-type: none"><li>•Create short sounds inspired by colours and shapes.</li><li>• Structure musical ideas into a composition.</li><li>• Create and read graphic scores.</li><li>• Understand that instruments can be used individually and in combination to create different effects of timbre and texture.</li></ul> <p><b>Key Vocabulary</b> Timbre, tempo, rhythm, dynamics, atmosphere rhythm, texture, suite, graphic score.</p>	<p><b>The doot doot song (Classroom percussion)</b></p> <p><b>Key learning objectives:</b></p> <ul style="list-style-type: none"><li>• ‘Doodle’ with voices over the chords in the song.</li><li>• Sing swung rhythms lightly and accurately.</li><li>• Learn a part on tuned percussion and play as part of a whole-class performance.</li><li>• Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.</li><li>• Listen and identify similarities and differences between acoustic guitar styles</li></ul> <p><b>Key Vocabulary</b> Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases.</p> <p><b>Wider Offer</b> -Choir -Individual Peripatetic lessons</p>	<p><b>Fanfare for the common man</b></p> <p><b>Spain</b></p> <p><b>Key learning objectives:</b></p> <ul style="list-style-type: none"><li>•Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.</li><li>• Compose a fanfare using a small set of notes, and short, repeated rhythms.</li><li>• Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.</li></ul> <ul style="list-style-type: none"><li>• Invent a melody.</li><li>• Fit two patterns together.</li><li>• Structure musical ideas into compositions.</li><li>• Play repeating rhythmic patterns.</li><li>• Count musically</li></ul> <p><b>Key Vocabulary</b> Fanfare, timbre, dynamics, texture, silence. habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.</p> <p><b>Wider Offer</b></p>	<p><b>Global pentatonics</b></p> <p><b>The horse in motion</b></p> <p><b>Key learning objectives:</b></p> <ul style="list-style-type: none"><li>• Compose a pentatonic melody.</li><li>• Improvise and create pentatonic patterns.</li><li>• Use notation to represent musical ideas.</li><li>• Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</li></ul> <p><b>Key Vocabulary</b> Pentatonic scale, different music traditions and cultures, graphic/dot notation. Graphic score, orchestration, ostinatos, dynamics</p> <p><b>Wider Offer</b> -Choir -Individual Peripatetic lessons</p> <p><b>Curriculum Threads</b></p>	<p><b>Favourite song (Classroom percussion)</b></p> <p><b>Key learning objectives:</b></p> <ul style="list-style-type: none"><li>•Sing with expression and a sense of the style of the music.</li><li>• Understand triads and play C, F, G major, and A minor.</li><li>• Play an instrumental part as part of a whole-class performance.</li><li>• Sing a part in a partner song, rhythmically and from memory.</li><li>• Identify similarities and differences between pieces of music in a folk/folk-rock style.</li></ul> <p><b>Key Vocabulary</b> Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.</p> <p><b>Wider Offer</b> -Choir -Individual Peripatetic lessons -Performance opportunities in summer assemblies</p> <p><b>Curriculum Threads</b></p>




































		<p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>-Choir</li><li>-Individual Peripatetic lessons</li><li>-Opportunities to perform in Christmas music assembly</li></ul> <p><b>Curriculum Threads</b></p>	<p><b>Curriculum Threads</b></p>	<p>-Choir</p> <p>-Individual Peripatetic lessons</p> <p>-Performance opportunities at Harrogate Competitive Festival</p>		<div></div> <p><b>Fundamental British Values</b></p> <p>Discussions around <b>The Rule of Law</b>, learning about the role of the conductor who ensures that everyone plays their part and checks if everyone follows the rules.</p>
<p><b>MFL</b></p> <p><b>MFL is the study of language and cultures</b></p>	<p><u><b>Les Monstres (Body Parts)</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"><li>• Learn the names for the main parts of the body</li><li>• Revise numbers to 10</li></ul>	<p><u><b>Le Calendrier des fêtes</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"><li>• Learn the months and dates in French</li><li>• Count to 31</li></ul>	<p><u><b>Les Animaux</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"><li>• Learn the names for some pet animals</li><li>• Learn to talk about their pets</li></ul>	<p><u><b>Les Animaux</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"><li>• Learn the names for some pet animals</li><li>• Learn to talk about their pets</li><li>• Learn to write simple/complex sentences about their pets.</li></ul>	<p><u><b>Au Marche</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"><li>• Compare shopping in French markets with their own experiences</li><li>• Learn names for vegetables in French</li></ul>	<p><u><b>Je suis un musicien</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"><li>• Learn to say which instrument they play</li></ul>





	<ul style="list-style-type: none"> <li>Use newly learnt vocabulary to describe themselves and others</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Qu'est-ce que c'est?</li> <li>C'est la/le/les...</li> <li>La tete/la jambe etc.</li> <li>0-10</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Register language - French</li> </ul> <p><b>Curriculum Threads</b></p>  <p><b>British Values</b> Respect and Tolerance Describe yourself and others with respect and celebrate the differences between each other.</p>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Les mois</li> <li>Aujourd'hui</li> <li>Hier/demain</li> <li>Quelle est la date de ton anniversaire?</li> <li>11-31</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Register language</li> </ul> <p><b>Curriculum Threads</b></p>  <p><b>British Values</b> Respect and Tolerance Discuss how Christmas is celebrated in France and how this compares to Britain.</p>	<ul style="list-style-type: none"> <li>Learn to write simple/complex sentences about their pets.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>As-tu un animal?</li> <li>J'ai un/e...</li> <li>Je n'ai pas d'animal</li> <li>Le chien etc.</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Register language</li> </ul> <p><b>Curriculum Threads</b></p>  <p><b>British Values</b> Respect and Tolerance</p>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>As-tu un animal?</li> <li>J'ai un/e...</li> <li>Je n'ai pas d'animal</li> <li>Le chien etc.</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Register language</li> <li>French week (biannual)</li> </ul> <p><b>Curriculum Threads</b></p>  <p>During French week, children discuss safe research.</p> <p><b>British Values</b> Respect and Tolerance Understand Individual Liberty Expression of choice for pet preferences.</p>	<ul style="list-style-type: none"> <li>Learn how to buy some vegetables</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Je voudrais..</li> <li>C'est combine?</li> <li>Voila!</li> <li>Les legumes</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Register language</li> </ul> <p><b>Curriculum Threads</b></p>  <p><b>British Values</b> Respect and Tolerance Understand how French meals compare to British meals.</p>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Qu'est-ce que tu joues?</li> <li>Je joue de...</li> <li>Les instruments</li> <li>La musique pop etc.</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Register language</li> </ul> <p><b>Curriculum Threads</b></p>  <p><b>British Values</b> Respect and Tolerance Individual Liberty Understanding of choice to play different instruments and being able to express through music. Support to music lessons includes include equal opportunity for access.</p>
<p><b>P.E</b></p> <p><b>PE is engaging in physical activity, competitive sport and learning how to live healthy lives</b></p>	<p><u><b>Developing basic skills using netball and basketball</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Know and demonstrate the correct technique for passing and catching a netball</li> <li>Explain and demonstrate adhering to the footwork and travelling rule</li> </ul>	<p><u><b>Developing basic foot-eye co-ordination skills using football and hockey</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Demonstrate the correct technique for dribbling while changing speed and direction with their feet and a stick</li> </ul>	<p><u><b>Developing basic skills using gymnastics</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Know and safely demonstrate different balances with quality</li> <li>Demonstrate the difference between matching and</li> </ul>	<p><u><b>Learning about healthy active lifestyles using fitness</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>I can measure my pulse</li> <li>I can work out my heart rate and define what heart rate is</li> <li>I can test my fitness levels and train to improve these in lessons</li> </ul>	<p><u><b>Developing fundamental movement skills using athletics</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>I can run at a speed appropriate to the distance I am running and can maintain this</li> </ul>	<p><u><b>Developing hand-eye co-ordination skills using striking and fielding games</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>I can throw underarm and overarm to a target over varying distances.</li> </ul>

	<ul style="list-style-type: none"><li>• Demonstrate dribbling with speed and control</li><li>• Describe how to make successful interceptions and demonstrate this in drills and games</li></ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>• Footwork</li><li>• Interception</li><li>• Consistency</li><li>• Accuracy</li><li>• Contact</li><li>• Obstruction</li><li>• Stage 1 / Man to Man marking</li></ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>• Weekly netball clubs for Year 3/4 and 5/6 all of Autumn Term</li><li>• Competing in netball tournaments</li><li>• Students told about local clubs</li></ul> <p><b>Curriculum Threads</b> Pupils will consider how the technique of the different skills link with each other, when they should be used in a game (and how to decide), and how the technique can link with skills in other sports.</p>  <p>Netball is being offered as a mixed sport for both boys and girls. Children will be prompted to think about the popularity of women’s netball in comparison to men’s sports like football despite the successes of our women’s netball team - televised, role models, pay, media, etc.</p> 	<ul style="list-style-type: none"><li>• Demonstrate the correct technique for passing with power and accuracy, and receiving, with their feet and a stick</li><li>• Demonstrate safe and correct tackling technique with feet and a stick</li><li>• Demonstrate the correct shooting technique with feet and a stick</li><li>• Explain what foot-eye co-ordination is and how skills link between football, hockey, and other sports</li></ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>• Dribbling</li><li>• Handball</li><li>• Contact</li><li>• Accuracy</li><li>• Consistency</li><li>• Shooting</li><li>• Stick tackle</li></ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>• A football club offered for Year 3/4 and 5/6 all of Spring Term</li><li>• Competing in football and hockey tournaments</li><li>• Students told about local clubs</li><li>• Working with Harrogate Town FC to do physical activity competitions between local schools such as the October Challenge</li></ul> <p><b>Curriculum Threads</b> There is a large emphasis in this unit of work on the links between hockey and football, and what foot-eye co-ordination is. Pupils</p>	<p>mirroring partner balances</p> <ul style="list-style-type: none"><li>• Describe and demonstrate the different methods of travelling in gymnastics</li><li>• Safely demonstrate jumping and rolling with fluidity</li></ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>• Tension</li><li>• Extension</li><li>• Point / Patch</li><li>• Matching / Mirroring</li><li>• Canon / Unison</li><li>• Choreograph</li></ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>• Students told about local clubs</li><li>• Competing in gymnastics festivals and competitions</li></ul> <p><b>Curriculum Threads</b> Pupils will consider how the different components of fitness required for gymnastics (balance, flexibility, strength, muscular endurance) of the different skills in gymnastics how these components can be linked to, and are useful for, other sports.</p>  <p>Safety will be a large emphasis in every gymnastics lesson. Pupils will be taught how to set out mats safely, perform different skills</p>	<ul style="list-style-type: none"><li>• I demonstrate the ability to train continuously, in circuits, and at intervals</li><li>• I can identify the body’s responses to exercise</li></ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>• Pulse</li><li>• Heart rate</li><li>• Oxygen</li><li>• Responses to exercise</li><li>• Breathing</li><li>• Blood</li><li>• Temperature</li><li>• Muscles</li><li>• Stretch</li><li>• Warm up</li><li>• Cool down</li><li>• Train</li><li>• Circuit training</li><li>• Continuous training</li><li>• Interval training</li><li>• Strength</li><li>• Endurance</li><li>• Speed</li></ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>• Links to science lessons when the focus is biology</li><li>• Disability in Sport week</li></ul> <p><b>Curriculum Threads</b> Pupils will participate in a Disability in Sport week in the final week of half-term. They will have a talk from a Commonwealth / Invictus / Paralympic athlete who will do an assembly on their disability, their sport, etc to raise awareness. They will also participate in disability sports in their PPA PE lessons this week.</p>  <p>Pupils will be learning about the human body and its responses to</p>	<p>for the duration of the run.</p> <ul style="list-style-type: none"><li>• I can jump for distance from a standing position and from a run up.</li><li>• I can throw a variety of objects in one hand for distance with good technique.</li></ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>• Jog</li><li>• Run</li><li>• Sprint</li><li>• Throw</li><li>• Jump</li><li>• Land</li><li>• Record</li><li>• Measure</li><li>• Personal best</li></ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>• Participating in athletics festivals, events and competitions</li><li>• Participating in cross country meets</li><li>• Promoting local clubs e.g. Harrogate Harriers</li><li>• Sports Afternoons</li></ul> <p><b>Curriculum Threads</b> Pupils will consider how the technique of the different fundamental skills can link with skills in other sports. They will explore when those FMS are used in other sports and activities (running, throwing, jumping).</p> 	<ul style="list-style-type: none"><li>• I can catch a small ball two handed at different heights and speeds.</li><li>• I can hit a ball with a bat with control and increasing accuracy.</li></ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>• Catching</li><li>• Underarm</li><li>• Overarm</li><li>• Accuracy</li><li>• Consistency</li><li>• Batting</li><li>• Fielding</li><li>• Bowler</li><li>• Innings</li><li>• Stance</li></ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>• After school clubs for Year 3/4 and 5/6 for striking and fielding in Summer term</li><li>• Competing in cricket and rounders tournaments</li></ul> <p><b>Curriculum Threads</b> There is a large emphasis in this unit of work on the links between cricket and rounders, and what hand-eye co-ordination is. Pupils will be questioned on how technique of skills, rules and tactics are similar and differ. Other sports (e.g. net/wall) will also be considered to draw links.</p>  <p>Promotion of women’s cricket through mixed gender PE lessons and promotion of clubs</p>
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	<p>Pupils will learn some of the rules of netball to allow them to play safely (contact), and how to also behave safely within the lesson in different drills and games (e.g. reminders of how hard to pass the ball depending on the distance and how to catch properly).</p> 	<p>will be questioned on how technique of skills, rules and tactics are similar and differ. Other sports (particularly invasion games) will also be considered.</p>  <p>Football and hockey are being offered as a mixed sport for both boys and girls. Children will be prompted to think about the popularity of women's football in comparison to men's sports like football despite the successes of our women's team - televised, role models, pay, media, etc. Promotion of girls' football through mixed gender PE and promotion of clubs / competing in girls' football competitions.</p>  <p>Pupils will be taught how to safely perform skills in these sports. A particular safety focus will take place within hockey lessons, where students will be taught how to use the equipment (mainly the stick) safely.</p> 	<p>safely, and how to work safely on equipment.</p> 	<p>exercise. They will be taught basic biology of what happens in your body when you exercise. Because of this, lots of questioning will be used and class discussions to impart and consolidate this knowledge.</p>  <p>Pupils will be taught how to warm up and cool down safely and effectively to prevent injury. They will learn the importance of this. They will also be taught the correct techniques for exercises, so they can complete them safely in the lesson and in their own time.</p> 	<p>Pupils will be taught how to safely perform skills in these lessons. A particular safety focus will take place when throwing and jumping is introduced, where students will be taught how to use the equipment (mainly the different types of bats) safely and land safely. Soft equipment will be used.</p> 	<p>/ competing in girls' cricket competitions.</p>  <p>Pupils will be taught how to safely perform skills in these lessons. A particular safety focus will take place when batting is introduced, where students will be taught how to use the equipment (mainly the different types of bats) safely. Soft balls and plastic bats/equipment will be used.</p> 
<p><b>ART and DT</b></p> <p><b>Art is Expressing feelings and ideas creatively.</b></p> <p><b>DT is planning, designing and creating products</b></p>	<p><b><u>Abstract and Realism – Collaborative Practice</u></b></p> <p><b>Key Learning Objectives</b></p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing and painting with a range of</p>	<p><b><u>Textiles – Design and Make an Applique cushion.</u></b></p> <p>=</p> <p><b><u>Mechanical Systems – Moving Story Book</u></b></p> <p><b>Key Learning Objectives</b></p> <p>Research, design and make a cross stitch and applique cushion. Develop technical knowledge of</p>	<p><b><u>Ceramics - Sculptures</u></b></p> <p><b>Key Learning Objectives</b></p> <p>Ceramics &amp; Sculpture - Romans.</p> <p>Look at great artists through history into the current day.</p> <p>Explore different clays, (earthenware, stoneware, air dry clay, hand building clay, porcelain,)), their properties and uses. Design and make a Roman inspired coil or pinch pot using red earthenware. These will be fired at 1120.</p>		<p><b><u>Structures – Building Castles</u></b></p> <p>=</p> <p><b><u>Digital world and Food – Product design and packaging</u></b></p> <p><b>Key Learning Objectives</b></p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Research and design a new healthy food product from a given brief. Research ingredients and develop a recipe. Design</p>	













	<p>materials including pencil, charcoal, paint.</p> <p>Learn about great artists</p> <p>Drawing and painting Skills - Elements of art. Develop mark making and observational drawings, still life and portraits including light and shadow.</p> <p>Use different mediums including collage, a range of pencils, paints, charcoal, ink, oil pastels, coffee and tea stains, and using a variety of applicators including sticks, feathers, paintbrushes, etc to make a wide range of marks. Work on a collaborative piece of artwork. Create mini concertina sketchbooks from these explorations.</p> <p>Develop personal sketchbooks.</p> <p><b>Key Vocabulary</b> Collaboration, exploratory, quality of line, line weight, medium, composition, reflect, respond, articulate, juxtaposition, arrangement.</p> <p><b>Curriculum Threads</b></p> <div></div> <p>Analyse a range of artists work from around the world, both current and historical. Working with other who may have different ideas.</p>	<p>joining fabrics and attaching detailing.</p> <p>- Mechanical Systems.</p> <p>Research, design and make an interactive, moving story book, (Rainforests). Include sliders, levers, wheels and axles. Evaluate and explain how their product can move.</p> <p><b>Key Vocabulary</b> Design, product, purpose, function, design criteria, annotate, aesthetic, fabric, applique, embellish, evaluate - Sliders, levers, cams, system, components, strength, linkages</p> <p><b>Curriculum Threads</b></p> <div></div> <p>Look at a range of designers/makers.</p> <div></div> <p>Explore how mechanical systems work / fabrics are joined.</p> <p>Using resources including split pins, needles, fabric scissors and pins safely.</p>	<p>Design and make a sculpture to reflect their own interests and creativity; taking inspiration from other artists to feed into their own work. Develop joining and finishing techniques.</p> <p>Develop personal sketchbooks.</p> <p><b>Key Vocabulary</b> Character, personality, construct, prototype, analyse, fastening, joining, structure, sculpture,</p> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>Using a kiln to fire their work</li></ul> <p><b>Curriculum Threads</b></p> <div></div> <p>Exploring different clays – firing process transforming clay into pottery.</p> <p>Use tools safely to sculpt and manipulate clay</p> <p><b>British Values</b></p> <p><b>Individual liberty</b> through the multiple personal choices that is essential to creativity and design</p>	<p>appropriate packaging and develop a unique logo for their product before preparing and cooking their product.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>Food, hygiene, ingredients, recipe, healthy, unhealthy, harvest, seasonal, grow, produce, logo, unique, packaging, nutritional information, computer aided design (CAD).</li></ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>Visitor – What makes a new product desirable?</li></ul> <p><b>Curriculum Threads</b></p> <div></div> <p>Explore diverse eating choices/religious requirements including vegetarian/vegan/halal/etc</p> <p>Visitor – What makes a new product desirable?</p> <p>e-safety / using a kitchen and preparing food safely. Safe use of tools.</p> <p><b>British Values</b></p> <p><b>Individual liberty</b> through the multiple personal choices that is essential to creativity</p> <p><b>Rule of law</b> – discussions about the laws of food preparation, allergies and selling produce to the public.</p>
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	 <p>Explore a range of mediums following their own curiosities and give time to explore their own creative ideas</p> <p><b>British Values</b></p> <p><b>Individual liberty</b> through the multiple personal choices that is essential to creativity and design</p>	<p><b>British Values</b></p> <p><b>Individual liberty</b> through the multiple personal choices that is essential to creativity and design</p>				
<p><b>Computing</b></p> <p><b>Computing is the safe use of technology to enhance our lives</b></p>	<p><b>Online Safety Coding</b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>-Understand selection in computer programming.</li> <li>-Understand how an IF statement works.</li> <li>-Understand how to use co-ordinates in computer programming. - Understand the 'repeat until' command. -Understand how an IF/ELSE statement works.</li> <li>-Understand what a variable is in programming.</li> <li>-Use a number variable.</li> <li>-Create a playable game.</li> </ul> <p><b>Key Vocabulary</b></p> <p>Adfly, attachment, collaborate, cookies, copyright, data analysis, digital footprint, malware, phishing, plagiarism, ransomware, report, SMART, software, spam, virus, watermark</p> <p>Code blocks, execute, 'if' statement, 'if/else' statement, input, nest, prompt, implement, predict, repeat until, selection, sequence, variable</p> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Writing for Different Audiences</b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>-Explore how font size and style can affect the impact of a text.</li> <li>-Use a simulated scenario to produce a news report.</li> <li>-Use a simulated scenario to write for a community campaign.</li> </ul> <p><b>Key Vocabulary</b></p> <p>Campaign, format, font, genre, opinion, reporter, viewpoint</p> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>• Hour of the Code (December)</li> </ul> <p><b>Curriculum Threads</b></p>  <p>Use a story to inspire computing work. Link to English learning.</p>	<p><b>Logo</b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>-Learn the structure of the coding language of Logo.</li> <li>-Input simple instructions in Logo.</li> <li>-Use 2Logo to create letter shapes.</li> <li>-Use the Repeat function in Logo to create shapes.</li> <li>-Use and build procedures in Logo.</li> </ul> <p><b>Key Vocabulary</b></p> <p>Grid, logo commands, multi line mode, pen down, pen up, procedure, run speed, SETPC, SETPS</p> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>• Safer Internet Day (February)</li> </ul> <p><b>Curriculum Threads</b></p>  <p>Create a logo for a purpose.</p>	<p><b>Animations</b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>-Discuss what makes a good animated film or cartoon.</li> <li>-Learn how animations are created by hand.</li> <li>-Find out how animation can be created in a similar way using the computer.</li> <li>-Learn about onion skinning in animation.</li> <li>-Add backgrounds and sounds to animations.</li> <li>-Be introduced to 'stop motion' animation.</li> <li>-Share animation on the class display board and by blogging.</li> </ul> <p><b>Key Vocabulary</b></p> <p>Frame per second, onion skinning, pause, stop motion</p> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Curriculum Threads</b></p>  <p>Link to Science learning.</p>	<p><b>Effective Search Hardware Investigators</b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>-Locate information on the search results page.</li> <li>-Use search effectively to find out information.</li> <li>-Assess whether an information source is true and reliable.</li> <li>-Understand the different parts that make up a computer.</li> <li>-Recall the different parts that make up a computer.</li> </ul> <p><b>Key Vocabulary</b></p> <p>Balanced view, Easter eggs, reliability, key words, search engine, results page</p> <p>Components, CPU, graphics card, hard drive, hardware, input, motherboard, network card, output, peripherals, RAM, software</p> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Spreadsheets</b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>-Format cells as currency, percentage, decimal to different decimal places or fraction.</li> <li>-Use the formula wizard to calculate averages.</li> <li>-Combine tools to make spreadsheet activities such as timed times tables tests.</li> <li>-Use a spreadsheet to model a real- life situation.</li> <li>-Add a formula to a cell to automatically make a calculation in that cell.</li> </ul> <p><b>Key Vocabulary</b></p> <p>Average, budget, calculations, decimal place, equals to tool, format cell, formula Wizard, line graph, percentage, random number tool, resize, set image, timer, totals</p> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Curriculum Threads</b></p>



	<p><b>Curriculum Threads</b></p>  Use the internet safely. <p><b>Fundamental British Values</b>  <b>Rule of Law</b> through discussions about privacy and personal information.  <b>Respect and Tolerance</b> through discussion of respect online.</p>				<p><b>Curriculum Threads</b></p>  Use the internet safely when carrying out searches.  Create a spreadsheet to present information about our class/ community.
<p>RE</p> <p>RE is understanding beliefs across the world</p>	<p><b><u>What does it mean to be a Hindu in Britain today?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1)</li> <li>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</li> <li>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> <li>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Brahman</li> <li>Moksha</li> <li>Karma</li> <li>Dharma</li> <li>Mandir</li> <li>Puja</li> <li>Murti</li> </ul>	<p><b><u>What can we learn from religions about deciding what is right and wrong?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</li> <li>Make connections between stories of temptation and why people can find it difficult to be good (A2).</li> <li>Give examples of ways in which some inspirational people have been guided by their religion (B1).</li> <li>Discuss their own and others ideas about how people decide right and wrong (C3).</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>The Ten Commandments</li> <li>‘The Golden Rule’</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Assemblies led by Church leader – John Bentley.</li> </ul> <p><b>Curriculum Threads</b></p> <p>Pupils will explore key figures and how their faith influenced their decisions.</p>	<p><b><u>Why is Jesus inspiring to some people?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Make connections between some of Jesus’ teachings and the way Christians live today (A1).</li> <li>Describe how Christians celebrate the Holy Week and Easter Sundays (A1).</li> <li>Identify the most important parts of Easter for Christians and say why they are important (B1).</li> <li>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate then with events from Holy Week and Easter (A2).</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Holy Spirit</li> <li>Holy Week</li> <li>Maundy Thursday, Palm Sunday, Good Friday.</li> </ul> <p><b>Wider Offer</b></p> <p><b>Curriculum Threads</b></p>	<p><b><u>Why are festival important to religious communities? (Hindu and Judaism focus)</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Make connections between stories, symbols, and beliefs with what happens in at least two festivals (A2).</li> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid)(B2).</li> <li>Identify similarities and differences in the way festivals are celebrated within and between religions.</li> </ul> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Passover</li> <li>Seder Plate</li> <li>Hanukkah</li> <li>Diwali</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Use of artefacts for all of the religions studied.</li> <li>Create rangoli patterns.</li> </ul>	<p><b><u>Why do some people think that life is like a journey and what significant experiences mark this?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</li> <li>Describe what happens in Christian, Jewish and or Hindu ceremonies of commitment and say what these rituals mean (A3).</li> <li>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</li> <li>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</li> </ul> <p><b>Wider Offer</b></p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Bar/bat mitzvah</li> <li>Reincarnation</li> <li>Confirmation</li> </ul> <p><b>Curriculum Threads</b></p> <p>Pupils will look at two religions side by side to compare similarities and differences. </p> <p>Pupils will compare how different religions celebrate a variety of milestones</p>

	<p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Visit to a Mandir (in person or virtual).</li> </ul> <p><b>Curriculum Threads</b> Pupils will look closely at how religions (Hinduism) operate in Britain today.</p>  <p>Pupils will look in depth in a religion that the majority of our pupils do not follow.</p>  <p>Pupils will understand what Hinduism looks like in Britain today, and what is considered as respectful to followers of the faith.</p>  <p><b>Fundamental British Values</b> British Values – respect and tolerance of a faith children are developing their knowledge in.</p>	 <p>Pupils will make connections between stories and what followers believe</p>  <p>Pupils will learn how to be respectful of others' views</p>  <p><b>Fundamental British Values</b> British Values – Rule of Law. Learning that fundamental values of right and wrong such as not hurting others, are inherent in faiths and societal law.</p>	<p>Pupils will understand how to talk about Christians views respectfully.</p>  <p><b>Fundamental British Values</b> British Values – Individual liberty. Understanding that some people choose to follow a faith, or not.</p>	<p><b>Curriculum Threads</b> Pupils will make connections between a variety of religious festivals across a variety of religions.</p>  <p>Pupils will understand the reasoning behind festivals and how they are celebrated in religious communities.</p>  <p><b>Fundamental British Values</b> British Values – respect and tolerance. A deepening appreciation and interest in festivals, especially recognizing public events and being linked to festivals.</p>	 <p><b>Fundamental British Values</b> British Values – respect and tolerance. A deepening appreciation and interest in why life stages are marked and how.</p>	
<p>PSHE</p> <p><b>PSHE is learning about ourselves and others</b></p>	<p><b><u>Being Me In My World</u></b> <b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Know attitudes and actions make a difference to the class team.</li> <li>Understand who is in the school community, the roles they play and how I fit in</li> <li>Understand how democracy works through the School Council, how groups come together to make decisions and how having a voice benefits the school community.</li> </ul>	<p><b><u>Celebrating Difference</u></b> <b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Understand that, sometimes, we make assumptions based on what people look like</li> <li>Question why they think what they do about other people.</li> <li>Consider how it might feel to be a witness to and a target of bullying</li> <li>Problem-solve a bullying situation with others.</li> </ul>	<p><b><u>Dreams and Goals</u></b> <b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Know how it feels to have hopes and dreams.</li> <li>Understand that sometimes hopes and dreams do not come true and that this can hurt.</li> <li>Know how to cope with disappointment and how to help others.</li> <li>Make a new plan and set new goals.</li> </ul>	<p><b><u>Healthy me</u></b> <b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Recognise how different friendship groups are formed, how they fit into them and the friends they value the most.</li> <li>Recognise how different people and groups impact on them.</li> <li>Understand the facts about smoking and drinking alcohol and its effects on health, and also some of the reasons some people start to smoke/drink.</li> </ul>	<p><b><u>Relationships</u></b> <b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Identify feelings and situations associated with jealousy.</li> <li>Identify someone they love and express why they are special to them.</li> <li>Understand that we can remember people even if we no longer see them.</li> <li>Recognise how friendships change, know</li> </ul>	<p><b><u>Changing Me</u></b> <b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Correctly name and label male and female body parts and consolidate which parts should be private.</li> <li>Consider how their bodies have already changed from when they were babies.</li> <li>Identify external physical body changes that will take</li> </ul>

	<ul style="list-style-type: none"> <li>Understand that actions affect themselves and others</li> <li>Empathise with others.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Wider Offer</b> British Values – Individual Liberties</p> <p><b>Curriculum Threads</b> <u>Thread 1</u>  Children problem solve and offer different solutions to help my team/class/school be more democratic.</p> <p><u>Thread 3</u> Children will discuss how it feels to be part of a positive school community and to be listened to. Ground rules/expectations agreed and set through class charter.</p>	<ul style="list-style-type: none"> <li>Like and respect the unique features of their physical appearance.</li> <li>Explain why it is good to accept people for who they are.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Wider Offer</b> British Values – Respect and Tolerance</p> <p><b>Curriculum Threads</b> <u>Thread 1</u>  Children consider why it is good to accept themselves and others for who we are. <u>Thread 2</u>  Real-life first impressions considered. <u>Thread 3</u>  Children look at bullying might be difficult to spot and what to do about it if they are not sure.</p>	<ul style="list-style-type: none"> <li>Work out the steps needed to take to achieve a goal.</li> <li>Identify contributions made by each other to achieve success.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Wider Offer</b> British Values – Individual Liberties</p> <p><b>Curriculum Threads</b> <u>Thread 1</u>  Children explain being resilient /having a positive attitude contributes to having greater chance of success. <u>Thread 2</u>  Children consider that realistically some hopes and dreams do not come true and that this can cause disappointment. <u>Thread 3</u>  Children think how to plan and set new goals even after a disappointment.</p>	<ul style="list-style-type: none"> <li>Identify feelings of anxiety and fear associated with peer pressure.</li> <li>Develop a clear picture of what they believe is right and wrong.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Wider Offer</b> British Values - Rule of Law</p> <p><b>Curriculum Threads</b> <u>Thread 2</u>  Children problem solve and identify a variety of strategies in different situations where they may experience peer pressure <u>Thread 3</u> Time spent on identifying feelings of anxiety and fear associated with peer pressure and how to manage these to help make safe and healthy choices</p>	<p>how to make new friends and how to manage when they fall out with friends.</p> <ul style="list-style-type: none"> <li>Consider what having a boyfriend/ girlfriend in the future might mean.</li> <li>Think about how to show love and appreciation to the people and animals who are special to them.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Wider Offer</b> British Values – Individual Liberties</p> <p><b>Curriculum Threads</b> <u>Thread 1</u>  Investigate feelings of jealousy and special relationships <u>Thread 2</u>  Using real-life scenarios, children offer and evaluate solutions to help manage personal loss <u>Thread 3</u> recognise how people are feeling when they miss a special person or animal. </p>	<p>place to both boys and girls as they grow older.</p> <ul style="list-style-type: none"> <li>Describe how a girl's body changes during puberty and that menstruation/periods are a natural part of this change.</li> <li>Identify changes that have been and may continue to be outside of their control and think about how to accept them.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Wider Offer</b> British Values – Respect and Tolerance</p> <p><b>Curriculum Threads</b> <u>Thread 1</u>  Children discuss how their bodies have already changed since being a baby and how they will continue to change as they approach/during puberty. <u>Thread 3</u> Children look at their body belongs to them and that they should tell someone they trust if anything makes them feel upset or worried</p>
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