



YEAR 4 LONG TERM PLAN 2020-21

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| ENGLISH | See English Long Term Plan | | | | | |
| MATHEMATICS | See Maths Long Term Plan | | | | | |
| SCIENCE | <p>Light (Lost Y3 Learning)</p> <p>a) Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>b) Notice that light is reflected from surfaces.</p> <p>c) Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>d) Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>e) Find patterns in the way that the size of shadows change. (GG4)</p> <p>Forces and Magnets</p> <p>a) compare how things move on different surfaces.</p> <p>b) Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>c) Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>d) Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>e) Describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other, depending on which poles are facing. (GG4)</p> | | <p>Animals, including humans</p> <p>a) Describe the simple functions of the basic parts of the digestive system in humans. AIH1 (GG14,15)</p> <p>b) Identify the different types of teeth in humans and their simple functions. AIH2 (GG14,15)</p> <p>c) Construct and interpret a variety of food chains, identifying producers, predators and prey. (GG14,15)</p> <p>Living things and their habitats</p> <p>a) Recognise that living things can be grouped in a variety of ways. (GG14,15)</p> <p>b) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. LTATH2 (GG14,15)</p> <p>c) Recognise that environments can change and that this can sometimes pose dangers to living things. LTATH3 (GG14,15)</p> <p>Sound</p> <p>a) Identify how sounds are made, associating some of them with something vibrating.</p> <p>b) Recognise that vibrations from sounds travel through a medium to the ear. S2</p> <p>c) Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>d) Find patterns between the volume of a sound and the strength of the vibrations that produced it. S4</p> <p>e) Recognise that sounds get fainter as the distance from the sound source increases. S5 (GG4)</p> | | <p>States of Matter</p> <p>a) Compare and group materials together, according to whether they are solids, liquids or gases. SOM1</p> <p>b) 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). SOM2</p> <p>c) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. SOM3 (GG4)</p> <p>Electricity</p> <p>a) Identify common appliances that run on electricity.</p> <p>b) Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. E2</p> <p>c) 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.</p> <p>d) Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>e) Recognise some common conductors and insulators, and associate metals with being good conductors. E5 (GG4)</p> | |
| RE | 3.5 Which rules should we follow? | 4.2 Christmas-symbolism | 4.3 Jesus son of God | 4.4 Exploring Easter – emotions, trust and betrayal | 4.5 Are all churches the same? | World Faith – rules and places of worship/5 Pillars of Islam |
| PSHE, CITIZENSHIP & RSE (inc | <p>Being Me in My World</p> <ul style="list-style-type: none"> I know my attitudes and actions make a difference | <p>Relationships</p> <ul style="list-style-type: none"> I can explain different points of view on animal rights issues. | <p>Celebrating Difference</p> <ul style="list-style-type: none"> I can tell you a time when my first impression of someone changed as I got | <p>Dreams & Goals</p> <ul style="list-style-type: none"> I know how to make a new plan and set new | <p>Healthy Me</p> <ul style="list-style-type: none"> I can recognise when people are putting me under | <p>Changing Me</p> <ul style="list-style-type: none"> I can identify what I am looking forward to when I am in Year 5. (GG3) (A2) |

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| <p>MH&WB)</p> | <p>to the class team. (GG16) (FBV: Individual Liberty)</p> <ul style="list-style-type: none"> I understand how democracy works through the school council and how having a voice benefits the school community. (GG16) (FBV: The Rule of Law) | <p>(A2,13,14)</p> <ul style="list-style-type: none"> I can express my own opinion and feelings on this topic. (E&D) (GG5) (A2,13,14) | <p>to know them. (E&D: sexual orientation, religion, disability, race, gender assignment) (GG5) (A2)</p> <ul style="list-style-type: none"> I can explain why it is good to accept people for who they are. (E&D: sexual orientation, religion, disability, race, gender assignment) (GG5) (A2) (FBV: Tolerance of Different Cultures and Religions) | <p>goals even if I have been disappointed. (GG5) (A2) V</p> <ul style="list-style-type: none"> I know what it means to be resilient and to have a positive attitude. (E&D) (GG5) (A2) (FBV: Individual Liberty) | <p>pressures and can explain ways to resist this when I want to. (E&D) (GG5) (A2)</p> <ul style="list-style-type: none"> I can identify feelings of anxiety and fear associated with peer pressure. (E&D) (GG5) (A2) | <p>(FBV: Individual Liberty)</p> <ul style="list-style-type: none"> I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this. (GG3) (A2) (FBV: Individual Liberty) |
| <p>COMPUTING</p> | <p>Unit 3.3 Spreadsheets</p> <ul style="list-style-type: none"> Children can create a table of data on a spreadsheet. Children can use a spreadsheet program to automatically create charts and graphs from data. Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations. Children can use the 'spin' tool to count through times tables. Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. Children can find specified locations in a spreadsheet. (GG4) <p>Unit 3.4 Touch Typing</p> <ul style="list-style-type: none"> To understand the names of the fingers. To understand what is meant by – home, bottom, and top rows. Developed ability to touch type the home, bottom, and top rows. I can use two hands to type the letters on the keyboard I can touch type using my | <p>Unit 3.5 Email</p> <ul style="list-style-type: none"> Children can list a range of different ways to communicate. Children can use Connect to highlight the strengths and weaknesses of each method. Children can open an email and respond to it. Children have sent emails to other children in the class. Children have written rules about how to stay safe using email. Children have contributed to classmates' rules. Children have created a quiz about email safety which explores scenarios that they could come across in the future Children can attach work to an email. Children know what CC means and how to use it. Children can read and respond to a series of email communications. Children can attach files appropriately and use email | <p>Unit 4.1 Coding</p> <ul style="list-style-type: none"> Children can use sketching to design a program and reflect upon their design. Children can create code that conforms to their design. Children can create an 'if/else' statement. Children understand what a variable is in programming. Children can set/change the variable values appropriately. Children can interpret a flowchart that depicts an if/else flowchart. Children can show how a character repeats an action and explain how they caused it to do so. Children can make a character respond to user keyboard input. Children can explain what a variable is when used in programming. Children can create a timer that prints a new number to the screen every second. Children can explain how they made their program change the number every second. Children can create an algorithm modelling the sequence of a simple event. | <p>Unit 4.3 Spreadsheets</p> <ul style="list-style-type: none"> Children can use the number formatting tools within Calculate to appropriately format numbers. Children can add a formula to a cell to automatically make a calculation in that cell. Children can use the timer, random number and spin button tools. Children can combine tools to make fun ways to explore number. Children can use a series of data in a spreadsheet to create a line graph. Children can use a line graph to find out when the temperature in the playground will reach 20°C. Children can make practical use of a spreadsheet to help them plan actions. Children can use the currency formatting in Calculate. Children can allocate values to images and use these to explore place value. Children can use a spreadsheet made in | <p>Unit 4.5 Logo</p> <ul style="list-style-type: none"> Children know what the common instructions are in Logo and how to type them. Children can follow simple Logo instructions to create shapes on paper. Children can follow simple instructions to create shapes in Logo Children can create Logo instructions to draw patterns of increasing complexity. Children understand the pu and pd commands. Children can write Logo instructions for a word of four letters. Children can follow Logo code to predict the outcome. Children can create shapes using the Repeat function. Children can find the most efficient way to draw shapes. Children can use the Procedure feature. Children can create 'flowers' or 'crystals' using Logo. (GG4) <p>Unit 4.6 Animation</p> <ul style="list-style-type: none"> Children have put together a simple animation using paper to create a flick book. Children have an | <p>Unit 4.7 Effective Search</p> <ul style="list-style-type: none"> Children can structure search queries to locate specific information. Children have used search to answer a series of questions. Children have written search questions for a friend to solve Children can analyse the contents of a web page for clues about the credibility of the information. (GG4) <p>Unit 4.8 Hardware Investigators</p> <ul style="list-style-type: none"> Children can name the different parts of a desktop computer. Children know what the function of the different parts of a computer is. Children have created a leaflet to show the function of computer parts. (GG4) |

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| | <ul style="list-style-type: none"> left hand I can touch type using my right hand (GG4) | <p>communication to explore ideas. (GG4)</p> <p>Unit 3.6</p> <p>Branching Databases</p> <ul style="list-style-type: none"> Children understand how YES/NO questions are structured and answered. Children have used YES/NO questioning to play a simple game with a friend. Children have contributed to a class branching database about fruit. Children have completed a branching database about vegetables. Children can choose a suitable topic for a branching database. Children can select and save appropriate images. Children can create a branching database. Children know how to use and debug their own branching database. (GG4) | <ul style="list-style-type: none"> Children can manipulate graphics in the design view to achieve the desired look for the program. Children can use an algorithm when making a simulation of an event on the computer. Children can make good attempts to break down their aims for a coding task into smaller achievable steps. Children recognise the need to start coding at a basic level of abstraction to remove superfluous details from their program that do not contribute to the aim of the task. (GG4) <p>Unit 4.2</p> <p>Online Safety</p> <ul style="list-style-type: none"> Children know that security symbols such as a padlock protect their identity online. (FBV: Individual Liberty) Children know the meaning of the term 'phishing' and are aware of the existence of scam websites. (FBV: Individual Liberty) Children can explain what a digital footprint is and how it relates to identity theft. Children can give examples of things that they wouldn't want to be in their digital footprint. (FBV: Individual Liberty) Children can identify possible risks of installing free and paid for software. Children know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer. (FBV: Individual Liberty) Children know what a | <p>2Calculate to check their understanding of a mathematical concept.</p> <p>Unit 4.4</p> <p>Writing for Different Audiences</p> <ul style="list-style-type: none"> Children have looked at and discussed a variety of written material where the font size and type are tailored to the purpose of the text. Children have used text formatting to make a piece of writing fit for its audience and purpose. Children have role-played the job of a journalist in a newsroom. Children have interpreted a variety of incoming communications and used these to build up the details of a story. Children have used the incoming information to write their own newspaper report. Children have used 2Connect to mind-map ideas for a community campaign. Children have used these ideas to write a persuasive letter or poster as part of the campaign. Children have assessed their texts using criteria to judge their suitability for the intended audience. (GG4) | <p>understanding of animation frames.</p> <ul style="list-style-type: none"> Children have made a simple animation using 2Animate. Children know what the Onion Skin tool does in animation. Children can use the Onion Skin tool to create an animated image. Children can use backgrounds and sounds to make more complex and imaginative animations. Children know what 'stop motion' animation is and how it is created. Children have used ideas from existing 'stop motion' films to recreate their own animation. Children have shared their animations and commented on each other's work using display boards and blogs in Purple Mash. (GG4) | |
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| | | | <p>computer virus is.</p> <ul style="list-style-type: none"> • Children are able to determine whether activities that they undertake online, infringe another's' copyright. They know the difference between researching and using information and copying it (FBV: Individual Liberty) • Children know about citing sources that they have used. • Children are able to take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities. (FBV: Individual Liberty) • Children can give reasons for limiting screen time. (GG4) | | | |
| <p>LUNAR: HISTORY</p> | <p style="text-align: center;">The Romans</p> <ul style="list-style-type: none"> • I can explain that the Celts lived in England before the Roman invasion. (FBV: Democracy) • I know what year the Romans first invaded England. • I understand what a Celt is. (FBV: Tolerance of Different Cultures and Religions) • I understand what Celt life was like. (FBV: Democracy) • I understand how Celts lived in village settlements near rivers and woodlands which were called round houses. • I understand what a Celt village looked like. • I understand what a Celt looked like, including what a torc is and who wore one. • I understand the difference between how a Celt lived to how we live today. (FBV: Democracy) • I understand and can use Roman Numerals to 100. • I can use maps to locate Roman towns. • I can explain the Roman legacy and the Romanisation' of Britain: The building of the roads, aqueducts, baths, towns, houses, town names, Hadrian's wall. • I understand and can explain how the Romans lived, including their food, clothes and entertainment. • I understand Julius Caesar's attempted invasion in 55-54 BC, how many times he attempted and why he was unsuccessful in his attempts. • I know when the Roman's left England and how long they were in England. • I can plot Claudius' invasion on a time line at 43AD. | <p style="text-align: center;">Monarchs</p> <ul style="list-style-type: none"> • I can give the name of the king who reigned in England before William the Conqueror. (FBV: Democracy) • I can name where and when William the Conqueror was crowned. • I know different names that William was referred to as. • I can give one reason why William succeeded in becoming king. • I can ask questions about life in Norman England. (FBV: Democracy) • I know what happened at the Battle of Stamford Bridge (Who, What, Where, When, Why). • I know what happened at the Battle of Hastings (Who, What, Where, When, Why). • I can children infer how the three men may have been feeling at different points. • I can list some of William's problems that he faced following the Battle and explain how he solved them. • I can explain what the English people thought of William as king. • I can explain one reason why William thought he should be king. (FBV: Democracy) • I can understand why King John is an important king in English history. (FBV: Democracy) | | | | |

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| | <ul style="list-style-type: none"> I can explain the successful invasion of England by Claudius and his conquest and how his army travelled and fought battles. I know how Claudius and his army invaded England. I know how the army used formation in their attacks and the name given to this. I can plot Boudicca on a time line at 60AD. I understand the power of Boudicca the Iceni Queen. I can explain the battle between Boudicca (Celts) and the Roman army. I understand the Boudicca rebellion and how she fought against the Romans. I know the countries that the Romans invaded across Europe and England. I know why the Romans used Mosaics and how to make a mosaic. I can explain local history through Chester and the impact that Romans had on the city. I can explain the meaning of power. I can explain the change in power through the Roman period. I know what the Romans brought to England. (FBV: Tolerance of Different Cultures and Religions) (GG4) | <ul style="list-style-type: none"> I understand what the Magna Carta symbolises, the changes it had and when it was signed. I can use adjectives to describe what historians think of King John. I can reason as to why King John has a bad reputation. I can explain why the English people decided to revolt. I can name the important document that King John signed. I can understand why King John is an important king in English history. I can name adjectives to describe Henry VIII. I can explain why Henry VIII needed a son, who provided him with one and his name. I can name all of Henry VIII's wives and how they died. I can explain what a Tudor monarch might look for in a marriage. I understand some of the reasons why King Henry VIII caused the English Reformation. I can identify the problems King Henry VIII faced in 1533. I can categorise the problems Henry faced. I can explain how Henry's reformation still has consequences in England today. I understand the role of a monarch. I understand the impact the monarchs had upon society. I can compare different monarchs I can explain the difference between shared power and absolute power. <p>(GG4)</p> | |
| <p>LUNAR: GEOGRAPHY</p> | | | <p style="text-align: center;">Coasts</p> <ul style="list-style-type: none"> I can explain what a coastline is. I can name, locate and describe characteristics of key coastlines in the UK. I can describe key features of a coastline. I can name and locate key topographical features. I can explain different coastal landforms and how they are formed. I can describe the process of erosion, why it happens, what rock type it effects and its impact on people and places. (GG13) I can use fieldwork to observe, measure and record some of the features of the coastline. I can consider how and why the coastline might have changed over time and compare different coastlines. (GG13) I can identify what difficulties coastal plants and animals may need to overcome. I can identify the impact of humans on the coastal landscape. (GG13) I can describe physical features on the coast and how they have changed over time. |

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| | | | | | <ul style="list-style-type: none"> I can use maps, atlases and digital mapping to locate features of coasts. I can describe ways to prevent or slow down coastal erosion and give examples from within the UK. I can state 'Human Uses of the Coast'. (GG13) I understand that coasts have a range of habitats that support a range of wildlife. I can explain which animals and plants live on the coastline. (GG14,15) I can identify how and why animals and plants have adapted to their coastal environment due to their habitats being in danger. (GG14,15) I can describe animal and plant adaptations have evolved. (GG14,15) I can link my learning to local history (Liverpool/Crosby beach). To use a map to pull out human and physical features of an area. (GG4) | |
| ART & DESIGN | TBC | | | | | |
| DESIGN & TECHNOLOGY | <p>Enterprise Project: Design</p> <ul style="list-style-type: none"> I take the views of users' into account when designing my products. I persuade others to take an interest in my product by using my persuasive writing skills that describe the qualities of my product. My product is fit for purpose and I improve it in response to a user's point of view. (GG9) <p>Make</p> <ul style="list-style-type: none"> My products have an awareness of commercial appeal. (GG11) <p>Evaluate</p> <ul style="list-style-type: none"> I reflect on my designs and develop them bearing in mind how they look and the way they will be used. I identify what is working well and what can be improved. I have considered how I will check if my design is successful. <p>Technical Knowledge.</p> <ul style="list-style-type: none"> I have chosen components that can be controlled by switches. My product is improved after testing. I can explore ways to add a circuit in order to improve my product. I use my science skills (resistance, batteries in series or parallel, variable resistance to dim lights or control speed) to alter the way my electrical products behave. I can think of ways to add a circuit in order to improve my product. I use precise electrical connections. (GG4) | <p>DT Project: Design</p> <ul style="list-style-type: none"> I generate two or more ideas by collecting and using information. I produce step-by-step plans. I communicate alternative ideas using words, labelled sketches and models showing that I am aware of the constraints of my design. <p>Make</p> <ul style="list-style-type: none"> I take time to ensure my finished product is of a high standard. I show a good level of skill when using different tools. I measure using mm and then use scoring, and folding to shape materials accurately with a focus on precision. I apply a high quality finish (e.g. using carving, paint, glaze, varnish or other finishes). I choose an appropriate method to make my product strong. I ensure that edges are finished by sometimes adding other materials. (e.g. edging strips) My methods of working are precise so that products have a high quality finish. <p>Evaluate</p> <ul style="list-style-type: none"> I reflect on my designs and develop them bearing in mind how they look and the way they will be used. I identify what is working well and what can be improved. I have considered how I will check if my design is successful. (GG4) <p>Technical Knowledge</p> | <p>Cooking & Nutrition</p> <ul style="list-style-type: none"> I select ingredients for my food product. (GG3) My food product uses a selection of ingredients to meet an identified need (e.g. low gluten) (GG3) (GG4) | | | |
| PE | Gymnastics | Tag Rugby | Dance | Cricket | Athletics | Dodgeball |
| | <ul style="list-style-type: none"> To develop individual and | <ul style="list-style-type: none"> To develop ball | <ul style="list-style-type: none"> To copy and create actions | <ul style="list-style-type: none"> To develop overarm | <ul style="list-style-type: none"> To develop stamina and an | <ul style="list-style-type: none"> To learn the rules of |

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| | <p>partner balances.</p> <ul style="list-style-type: none"> To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements. To be able to explore pathways and travelling movements. To be able to create a sequence to include apparatus and inverted movements. To be able to create a partner sequence to include apparatus <p>(GG3) (A31) (GG4)</p> | <p>handling skills demonstrating increasing control and accuracy.</p> <ul style="list-style-type: none"> To develop throwing, catching and running with the ball. To develop an understanding of tagging rules. To begin to use the 'forward pass' and 'off side' rule. To be able to support a teammate when attacking. To be able to dodge a defender and move into space when running towards the goal. To develop defending skills and use them in a game situation. To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament. (GG3) (A31) <p style="text-align: center;">Football</p> <ul style="list-style-type: none"> To develop control whilst dribbling the ball. To develop controlling the ball and dribbling under pressure. To develop passing to a teammate. To develop passing and moving. To be able to control the ball with different parts of the body. To develop changing direction with the ball using an inside and outside hook. To be able to jockey / track an opponent. To be able to apply the | <p>in response to an idea.</p> <ul style="list-style-type: none"> To use changes of space to adapt the set material. To choose actions which relate to the theme. To work with a partner to show action and reaction. To use actions, dynamics, spacing and timing to represent a state of matter. To use actions, dynamics, spacing and timing to represent a state of matter. To remember and repeat actions and create dance ideas in response to a stimulus. To use action and reaction when creating ideas with a partner. To remember, repeat and create actions to represent an idea. To use choreographing ideas to change how actions are performed. (GG3) (GG4) (A31) | <p>throwing and catching.</p> <ul style="list-style-type: none"> To develop underarm bowling. To learn how to grip the bat and develop batting technique. To develop the batting technique. To be able to field a ball using a two handed pick up and a short barrier. To develop overarm bowling technique. To be able to play the role of bowler, batter, wicket keeper and fielder in a game. To play apply skills learnt to mini cricket. (GG3) (GG4) (A31) <p style="text-align: center;">Basketball</p> <ul style="list-style-type: none"> To develop the attacking skill of dribbling. To be able to use protective dribbling against an opponent. To develop the bounce and chest pass and begin to recognise when to use them. To be able to perform a jump stop and pivot. To be able to lose a defender. To develop tracking and defending an opponent. To develop the technique for the set shot. To be able to apply the skills, rules and tactics you have learnt to a mini tournament. (GG3) (GG4) (A31) | <p>understanding of speed and pace in relation to distance.</p> <ul style="list-style-type: none"> To develop power and speed in the sprinting technique. To develop communication skills and technique in relays. To develop technique when jumping for distance. To develop fluency and technique in the vertical jump. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. (GG3) (GG4) (A31) <p style="text-align: center;">Tennis</p> <ul style="list-style-type: none"> To develop underarm feeding. To use the ready position. To develop ball control using a tennis racket. To develop hitting the ball using a forehand. To develop returning the ball using a forehand. To develop the backhand and understand when to use it. To work cooperatively with a partner to keep a continuous rally going. To use simple tactics in a game to outwit an opponent. To demonstrate honesty and fair play when competing against others. (GG3) (GG4) (A31) | <p>dodgeball.</p> <ul style="list-style-type: none"> To be able to play in a mini dodgeball game. To develop throwing towards a target. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit. To develop catching a dodgeball at different heights. To use your whole body to catch a dodgeball. To learn how to block using the ball. To understand the rules of dodgeball and use them to play in a tournament. (GG3) (GG4) (A31) <p style="text-align: center;">OAA</p> <ul style="list-style-type: none"> To develop cooperation and teamwork skills. To develop communication skills and work effectively with partner. To develop trust and team work. To be able to follow and give instructions. To work effectively in small groups. To develop planning and problem solving skills. To involve all team members in an activity and work towards a collective goal. To develop trust and accept support. To be able to listen to others and follow instructions. To be able to identify objects on a map. To be able to draw and follow a simple map. To draw a route using directions. |
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| | | rules and tactics you have learnt to play in a football tournament. (GG3) (GG4) (A31) | | | | <ul style="list-style-type: none"> To be able to orientate a map and navigate around a grid. (GG3) (GG4) (A31) |
| MUSIC | Here's Your Instrument To learn with and develop their musical knowledge, building on prior learning. To begin to explore the instrument and various techniques they will need in order to play with some control. | Reading Music To further develop their instrumental technique To introduce pitch and rhythm notation. To play simple pieces of music using notation. | Reaching New Heights Introduced to a large compass of notes. | Make it Your Own! To focus on ensemble skills and the children will create a class orchestra. To use two or three part pieces and playing in a round. To further develop use of instrumental skills | Fantastic 5s To focus on composition and improvisation using a pentatonic scale. To explore structure and texture within this and using their instruments be able to maintain a part in a class performance. | Time to Shine To prepare for a class concert. To rehearse as a class and individually and put together a programme to perform. |
| MODERN FOREIGN LANGUAGE | Welcome to school Content <ul style="list-style-type: none"> Asking who someone is. Asking someone's age. Have you...? I have... Numbers 0 – 31. Classroom objects. Phonics <ul style="list-style-type: none"> Key listen out activity based on: numbers and colours. oi/eu/ou Grammar <ul style="list-style-type: none"> Exploration of nouns: masculine/feminine. (FBV: Tolerance of Different Cultures and Religions) (GG4) | My Local Area Content <ul style="list-style-type: none"> Where is...? Here is... Left/Right/Straight ahead / There is / There are. Phonics <ul style="list-style-type: none"> Key listen out activity based on: shop nouns. ou/ch. Grammar <ul style="list-style-type: none"> Exploration of recognising and using commands such as there is / are. (FBV: Tolerance of Different Cultures and Religions) (GG4) | Family Tree and Faces Content <ul style="list-style-type: none"> Asking who someone is. This is mum/brother/sister/ Dad/grandma/grandad /friend. Who are you? Parts of the face I have. Giving hair and eye colour. Phonics <ul style="list-style-type: none"> Key listen out activity based on: numbers. Grammar <ul style="list-style-type: none"> Exploration of language which are adjectives, including 'I have'. (FBV: Tolerance of Different Cultures and Religions) (GG4) | Celebrating Carnival and Body Parts Content <ul style="list-style-type: none"> Parts of the body and simple descriptions, Colour/small/big. Asking have you...? I have There is / There are. Phonics <ul style="list-style-type: none"> Key listen out activity based on: parts of the body. e/ou.oi Grammar <ul style="list-style-type: none"> Exploration of identifying and producing singular and plural forms of nouns. Identifying parts of language which adjectives. (FBV: Tolerance of Different Cultures and Religions) (GG4) | Feeling Unwell and Jungle Animals Content <ul style="list-style-type: none"> How are you feeling? Simple everyday illnesses. Jungle animals. Using body part nouns and colours in simple sentences (noun, verb, adjective). Phonics <ul style="list-style-type: none"> Key listen out activity based on: illnesses. en Grammar <ul style="list-style-type: none"> Exploration of identifying and producing singular and plural and masculine and feminine nouns. (FBV: Tolerance of Different Cultures and Religions) (GG4) | Summer Time Content <ul style="list-style-type: none"> Asking / answering simple weather phrases. Ice creams – asking for a flavour. Asking the price. Asking politely for an item. Instructions to make a fantastical ice cream. Phonics <ul style="list-style-type: none"> Key listen out activity based on: ice creams ch/en/on Grammar <ul style="list-style-type: none"> Exploration and identifying verbs in simple present tense sentences. Polite requests – I would like.... (FBV: Tolerance of Different Cultures and Religions) (GG4) |
| DRAMA | Script Work <ul style="list-style-type: none"> Church Service (FBV: Tolerance of Different Cultures and Religions) (A14) | Script Work <ul style="list-style-type: none"> Church Service (FBV: Tolerance of Different Cultures and Religions) (A14) | Devising <ul style="list-style-type: none"> Family Service (FBV: Tolerance of Different Cultures and Religions) (A14) | Devising <ul style="list-style-type: none"> Family Service (FBV: Tolerance of Different Cultures and Religions) (A14) | Improvisation <ul style="list-style-type: none"> Taught through English work | Role Play <ul style="list-style-type: none"> Taught through English work |

For objectives taught within each unit of work, please refer to individual subject Long Term Plans

<https://www.rainhillstanns.co.uk/page/?title=Curriculum&pid=7>

Links

FBV: Fundamental British Value

E&D: Equality & Diversity

GG: Global Goal

A??: UNICEF Article