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| | | creating layered and constructed images | peers from short poses | shape, colour, texture and meaning | | articulate how I feel about the journey and outcome | of a peers work to mine | | |
| PE & Sport | Netball To apply the fundamental skills and to develop an understanding of the rules and tactics of the game | Bench ball - stance balance skills (Unit 3) Stand on a line/low beam: - raise alternate knee to opposite elbow - catch large ball at knee, above head and away from body - catch small ball thrown close to and away from the body | Individual ball skills (Unit 1): move ball around eggs in figure of 8 To be able to land a jump 1 foot, then the other I can pivot on either leg | Individual ball skills (Unit 1): - move ball around waist into figure of 8 around legs To send and receive a chest, bounce and shoulder pass I can catch the ball whilst in the air, then pivot to pass | Individual ball skills (Unit 1): move ball around waist then alternate legs To be able to shoot at a target (netball nets) | Individual ball skills (Unit 1): criss crosses with and without a bounce To be able to mark and defend a goal and intercept the ball I can work as a team in formation (positions for high 5 netball) | To be able to use and apply learnt skills and attacking and defending tactics appropriately in a high 5 netball game | | Apply learnt skills and simple tactics in small game situations |
| PE & Sport | Rugby To apply the fundamental skills and to develop an understanding of the rules and tactics of the game | To be able to move with the ball with accuracy, confidence and control To be able to find and use space | To be able to send and receive the ball accurately and laterally at chest height | To be able to perform skills of passing with speed and accuracy To be able to work together with others to invade space | To be able to use specific modes of attack (formations) To be able to defend to deny opposition space | To be able to use attacking and defending skills To be able to combine and perform skills with control in a variety of situations | To be able to apply learnt skills and tactics in small tag rugby game situations | | Apply learnt skills and tactics in small tag rugby game situations |
| Music | To build on prior learning and be able to play a melodic instrument with increased skill as a class. | To be able to recall chord boxes: c, am, f and g7, introduce d7 and g. | To be able to change chords and play along with a number of different tunes | To understand time signatures: $\frac{3}{4}$ and $\frac{4}{4}$, and the difference between straight and 'swung' rhythms. Play with different rhythms to accompany tunes. | To be able to create melody lines when plucking | To understand how to practise a skill in order to improve own performance. | To perform and record a piece on the ukulele to share on Soundcloud. | | Develop own levels of expertise in playing the ukulele. |

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| French: | In this unit the children will learn how to: Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. To understand better how to change a singular noun to plural form. | To be able to recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé | To be able to understand better how to make nouns plural in French. | To improve knowledge of French currency. | | | | | To be able to order food and drink in French through role-play |
| RE: Why do Hindus want to be good? | Prior learning - Year 3: Unit L2.7 What do Hindus believe God is like? To make connections between Hindu beliefs studied and explain how and why they are important to Hindus. | To be able to recall past learning from U2.7L (Y3). Set out new learning about Hindu beliefs. | To be able to recognise and label a range of Hindu images. | To be able to use correct vocabulary to express views about Hindu belief in Brahman. | To be able to understand, identify and explain Hindu belief about atman. | To be able to explain how the story of 'The Man in The Well' relates to Hindu beliefs about samsara. | To be able to understand Hindu beliefs about karma and dharma. | To be able to make connections between karma, dharma and samsara, and explain why they are important to Hindus. | Understand and be able to discuss key concepts in Hindu beliefs of the best way to live a good life. |
| RSHE: Healthy and Happy Friendships | Understanding Relationships and Feelings | To be able to demonstrate ways of resisting pressure that threatens personal safety and to demonstrate skills to help us be assertive against pressure to take risks | To consider the benefits and costs of trusting other people. | To be able to describe ways that change can affect our friendship and to identify ways that our feelings may change towards others | To identify our values around relationships | To be able to explain why we might feel a range of mixed emotions and that this happens to everyone | To be able to talk about different situations which could make us feel different things and respond in a particular way. | | Know how relationships evolve as we grow, and how to cope with a wider range of emotions |
| Reading Opportunities | | | | | Personal Development | | | | |
| | | | | | Healthy Eating; Drugs, alcohol & tobacco Science: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function First Aid Physical Health: make a 999 call; concepts of basic first-aid | | | | |

