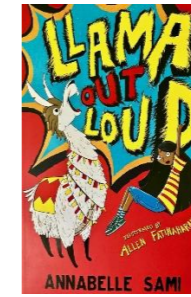

















Year 4 - Term 2 Explore and Enquire MTP

Reading for Pleasure Class Novel: Boy at the Back of The Class



Theme: Ancient Greece  
 Driver: History/Geography  
 The Big Question: What is the legacy of the Ancient Greeks?

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<b>Unit:</b> Instructions	<b>Unit:</b> Instructions	<b>Unit:</b> Recount	<b>Unit:</b> Recount	<b>Unit:</b> Character Description	<b>Unit:</b> Character Description		
	<b>Supporting Text:</b> Leo and the Gorgons Curse	<b>Supporting Text:</b> Leo and the Gorgons Curse	<b>Supporting Text:</b> Leo and the Gorgons Curse	<b>Supporting Text:</b> Leo and the Gorgons Curse	<b>Supporting Text:</b> Leo and the Gorgons Curse	<b>Supporting Text:</b> Leo and the Gorgons Curse	<b>Supporting Text:</b> Leo and the Gorgons Curse	
								
	To write a set of instructions.	To write a set of instructions.	To write a recount.	To write a recount.	To write a character description.	To write a character description.		
	<b>NC Link:</b> In non-narrative material, using simple organisational devices [for example, headings and sub-headings]	<b>NC Link:</b> In non-narrative material, using simple organisational devices [for example, headings and sub-headings]	<b>NC Link:</b> Organising paragraphs around a theme.	<b>NC Link:</b> Organising paragraphs around a theme.	<b>NC Link:</b> In narratives, creating settings, characters and plot.	<b>NC Link:</b> In narratives, creating settings, characters and plot.		
	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense	Using the present perfect form of verbs in contrast to the past tense	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.		
	Using commas after fronted adverbials.	Using commas after fronted adverbials.				 		
<b>Cross curricular – History – Ancient Greek myths (consequence &amp; legacy)</b>								

	<p><b>Enrichment</b></p> <p><b>Launch:</b> Magna Museum</p> <p><b>Key Questions:</b> How does sound travel?</p> <p><b>Media/Visual Literacy:</b></p> 						
	<p><b>SPAG Focus</b></p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using fronted adverbials.</p> <p>Learning the grammar for years 3 and 4 in English Appendix 2</p>	<p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using fronted adverbials.</p> <p>Learning the grammar for years 3 and 4 in English Appendix 2</p>	<p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using fronted adverbials.</p> <p>Learning the grammar for years 3 and 4 in English Appendix 2</p>	<p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using fronted adverbials.</p> <p>Learning the grammar for years 3 and 4 in English Appendix 2</p>	<p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using fronted adverbials.</p> <p>Learning the grammar for years 3 and 4 in English Appendix 2</p>	<p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using fronted adverbials.</p> <p>Learning the grammar for years 3 and 4 in English Appendix 2</p>	
<p><b>Visit to</b></p>	<p><b>Guided Reading</b></p> <p><b>Text:</b> Llama out loud by Anabelle Sami</p> <p><b>Focus:</b> Vocabulary, retrieval.</p> <p><b>NC Link:</b> Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p><b>Text:</b> Llama out loud by Anabelle Sami</p> <p><b>Focus:</b> Vocabulary, retrieval.</p> <p><b>NC Link:</b> Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> 	<p><b>Text:</b> Llama out loud by Anabelle Sami</p> <p><b>Focus:</b> Vocabulary, predict,</p> <p><b>NC Link:</b> Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p><b>Text:</b> Llama out loud by Anabelle Sami</p> <p><b>Focus:</b> Vocabulary, summarise.</p> <p><b>NC Link:</b> Using dictionaries to check the meaning of words that they have read.</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> 	<p><b>Text:</b> Llama out loud by Anabelle Sami</p> <p><b>Focus:</b> Vocabulary, summarise.</p> <p><b>NC Link:</b> Using dictionaries to check the meaning of words that they have read.</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> 	<p><b>Text:</b> Llama out loud by Anabelle Sami</p> <p><b>Focus:</b> Vocabulary, infer.</p> <p><b>NC Link:</b> Asking questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> 	

**Unit: Measurement Area/Multiplication and Division**

Lesson 10: Checking Strategies  
Lesson: Consolidation – Addition and Subtraction

Lesson 1: What is Area?  
Lesson 2: Count Squares  
Lesson 3: Make Shapes

**NC Link:**

measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

find the area of rectilinear shapes by counting squares



**Unit: Measurement Area/Multiplication and Division**

Lesson 4: Compare Areas  
Lesson: Consolidation – Area

Lesson 1: Multiples of 3  
Lesson 2: Multiply and divide by 6  
Lesson 3: 6 times tables and division facts

**NC Link:**

find the area of rectilinear shapes by counting squares  
recall multiplication and division facts for multiplication tables up to  $12 \times 12$

use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers

recognise and use factor pairs and commutativity in mental calculations

multiply two-digit and three-digit numbers by a one-digit number using formal written layout

solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects



**Unit: Multiplication and Division**

Lesson: 6 times table review  
Lesson 4: Multiply and divide by 9

Lesson 5: 9 time-tables and division facts  
Lesson: 9 times table review  
Lesson 6: The 3,6,9 time-tables

**NC Link:** recall multiplication and division facts for multiplication tables up to  $12 \times 12$

use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers

recognise and use factor pairs and commutativity in mental calculations

multiply two-digit and three-digit numbers by a one-digit number using formal written layout

solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

**Unit: Multiplication and Division**

Lesson 7: Multiply and divide by 7

Lesson 8: 7 time-tables and division facts  
Lesson: 7 times tables review  
Lesson 9: 11 time-tables and division facts  
Lesson: 11 times table review

**NC Link:** recall multiplication and division facts for multiplication tables up to  $12 \times 12$

use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers

recognise and use factor pairs and commutativity in mental calculations

multiply two-digit and three-digit numbers by a one-digit number using formal written layout

solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects



**Unit: Multiplication and Division**

Lesson 10: 12 time-table and division facts

Lesson: 12 times tables review  
Lesson 11: Multiply by 1 and 0  
Lesson 12: Divide by 1 and itself

**NC Link:** recall multiplication and division facts for multiplication tables up to  $12 \times 12$

use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers

recognise and use factor pairs and commutativity in mental calculations

multiply two-digit and three-digit numbers by a one-digit number using formal written layout

solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

**Unit: Multiplication and Division**

Lesson 13: Multiply three numbers  
Lesson: Consolidation for Autumn 2.

**NC Link:** recall multiplication and division facts for multiplication tables up to  $12 \times 12$















use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers



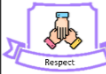





recognise and use factor pairs and commutativity in mental calculations




multiply two-digit and three-digit numbers by a one-digit number using formal written layout




solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects



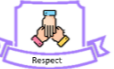




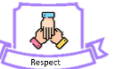


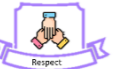






Science	<p><b>Unit:</b> Electricity</p> <p><u>Lesson:</u> Can you identify common appliances that run on electricity?</p> <p><b>NC Link:</b> Identify common appliances that run on electricity.</p> 	<p><b>Unit:</b> Electricity</p> <p><u>Lesson:</u> How is a simple electrical circuit constructed?</p> <p><b>NC Link:</b> Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p>	<p><b>Unit:</b> Electricity</p> <p><u>Lesson:</u> How does a lamp and switch work?</p>  <p><b>NC Link:</b> Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p>	<p><b>Unit:</b> Electricity</p> <p><u>Lesson:</u> How can I write a set of instructions about my circuit?</p> <p><b>NC Link:</b> Recognise some common conductors and insulators, and associate metals with being good conductors.</p>  <p><b>Cross Curricula – English – Writing Instructions</b></p>	<p><b>Unit:</b> Electricity</p> <p><u>Lesson:</u> What is a conductor and insulator?</p> <p><b>NC Link:</b> Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><b>Unit:</b> Electricity</p> <p><u>Lesson:</u> How is electricity generated?</p>  <p><b>NC Link:</b> Ask relevant questions and using different types of scientific enquiries to answer them.</p>	
Computing	<p><b>Unit:</b> Teach Computing – Audio Production</p> <p><u>Lesson:</u> Digital Recording</p> <p><b>NC Link:</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>  	<p><b>Unit:</b> Teach Computing – Audio Production</p> <p><u>Lesson:</u> Recording Sounds</p> <p><b>NC Link:</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Cross Curricular: Science – Sound.</b></p>	<p><b>Unit:</b> Teach Computing – Audio Production</p> <p><u>Lesson:</u> Creating a Podcast</p>  <p><b>NC Link:</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> 	<p><b>Unit:</b> Teach Computing – Audio Production</p> <p><u>Lesson:</u> Editing Digital Recordings</p> <p><b>NC Link:</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Unit:</b> Teach Computing – Audio Production</p> <p><u>Lesson:</u> Combining Audio</p>  <p><b>NC Link:</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Unit:</b> Teach Computing – Audio Production</p> <p><u>Lesson:</u> Evaluating Podcasts</p> <p><b>NC Link:</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Cross curricular – music – evaluating sound</b></p>	
Art & Design				<p><b>Unit:</b> Basquiat</p> <p><u>Lesson:</u> Line and Shape</p> <p><b>NC Link:</b> To create sketch books to record their observations.</p>  <p><b>Cross curricular – maths - shapes</b></p>	<p><b>Unit:</b> Basquiat</p> <p><u>Lesson:</u> Line and Shape</p> <p><b>NC Link:</b> To create sketch books to record their observations and use them to review and revisit ideas.</p> 	<p><b>Unit:</b> Basquiat</p> <p><u>Lesson:</u> Line and Shape</p> <p><b>NC Link:</b> 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.</p> 	<p><b>Unit:</b> Basquiat</p> <p><u>Lesson:</u> Line and Shape</p> <p><b>NC Link:</b> 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, painting and sculpture with clay.</p>  







Design & Technology	<p><b>Unit: Olympics Bag</b></p> <p><u>Lesson: Make</u></p> <p><b>NC Link:</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> 	<p><b>Unit: Olympics Bag</b></p> <p><u>Lesson: Make</u></p> <p><b>NC Link:</b> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p><b>Unit: Olympics Bag</b></p> <p><u>Lesson: Evaluate</u></p> <p><b>NC Link:</b> Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> 				
Geography		<p><b>Unit: Greece</b></p> <p><u>Human Knowledge</u></p> <p><u>Lesson:</u> What are the human features of Greece?</p> <p><b>NC Link:</b> Locate the world's countries, using maps to focus on the world concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>  			<p><b>Unit: Greece</b></p> <p><u>Geographical skills and field work</u></p> <p><u>Lesson:</u> Can I find my way around mainland Greece to the islands?</p> <p><b>NC Link:</b> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> 	<p><b>Unit: Greece</b></p> <p><u>Human and Physical Knowledge</u></p> <p><u>Lesson:</u> What similarities and differences between Greece and the United Kingdom?</p> <p><b>NC Link:</b> Construct and interpret a variety of food chains.</p> <p>Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>   	

	<p><b>History</b></p> <p><b>Unit:</b> Ancient Greece</p> <p><u>Lesson:</u> Significant People and Impact</p> <p>How did the Olympics start?</p> <p><b>NC Link:</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>  <p><b>Cross Curricular – PE - athletics</b></p>		<p><b>Unit:</b> Ancient Greece</p> <p><u>Lesson:</u> Childhood</p> <p>What was life like for children in Ancient Greece?</p> <p><b>NC Link:</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> 	<p><b>Unit:</b> Ancient Greece</p> <p><u>Lesson:</u> Life and Death</p> <p>Who did the Ancient Greeks worship?</p> <p><b>NC Link:</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>  <p><b>Cross Curricular – RE - place of worship</b></p>			
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<b>MFL</b>	<p><b>Unit:</b> My Body</p> <p><u>Lesson:</u> Classroom Instructions</p> <p><b>NC Link:</b> Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p> 	<p><b>Unit:</b> My Body</p> <p><u>Lesson:</u> Parts of the body</p> <p>Location, countries, physical features, culture, nationality, number, belonging.</p> <p><b>NC Link:</b> Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p> <p><b>Cross curricular – science – the body</b></p>	<p><b>Unit:</b> My Body</p> <p><u>Lesson:</u> Actions</p> <p>Location, countries, physical features, culture, nationality, number, belonging.</p> <p><b>NC Link:</b> Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p>	<p><b>Unit:</b> My Body</p> <p><u>Lesson:</u> Colours</p> <p>Location, countries, physical features, culture, nationality, number, belonging.</p> <p><b>NC Link:</b> Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p> 	<p><b>Unit:</b> My Body</p> <p><u>Lesson:</u> Clothes: What’s in my wardrobe?</p> <p>Location, countries, physical features, culture, nationality, number, belonging.</p> <p><b>NC Link:</b> Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p>	<p><b>Unit:</b> My Body</p> <p><u>Lesson:</u> Clothes: What are you wearing?</p> <p>Location, countries, physical features, culture, nationality, number, belonging.</p> <p><b>NC Link:</b> Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p> 	
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Music	<p><b>Inspire Music:</b> Guitar</p> <p>To confidently identify and move to the pulse.</p> <p><b>NC Link:</b> improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> 	<p><b>Inspire Music:</b> Guitar</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p><b>NC Link:</b> improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b>Inspire Music:</b> Guitar</p> <p>Talk about the music and how it makes them feel.</p> <p><b>NC Link:</b> improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> 	<p><b>Inspire Music:</b> Guitar</p> <p>Listen carefully and respectfully to other people's thoughts about the music</p> <p><b>NC Link:</b> improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> 	<p><b>Inspire Music:</b> Guitar</p> <p>When you talk try to use musical words.</p> <p><b>NC Link:</b> improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b>Inspire Music:</b> Guitar</p> <p>When you talk try to use musical words.</p> <p><b>NC Link:</b> improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>		
	PE	<p><b>Unit:</b> Developing Invasion Games</p> <p><b>Lesson:</b> Handball</p> <p><b>NC Link:</b> Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> 	<p><b>Unit:</b> Developing Invasion Games</p> <p><b>Lesson:</b> Handball</p> <p><b>NC Link:</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>Unit:</b> Developing Invasion Games</p> <p><b>Lesson:</b> Handball</p> <p><b>NC Link:</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> 	<p><b>Unit:</b> Developing Invasion Games</p> <p><b>Lesson:</b> Handball</p> <p><b>NC Link:</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> 	<p><b>Unit:</b> Developing Invasion Games</p> <p><b>Lesson:</b> Handball</p> <p><b>NC Link:</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> 	<p><b>Unit:</b> Developing Invasion Games</p> <p><b>Lesson:</b> Handball</p> <p><b>NC Link:</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p>	
	RE	<p><b>Unit:</b> Christianity – What are the key aspects of the Christian Faith?</p> <p><b>Lesson:</b> Explore</p>   	<p><b>Unit:</b> Christianity – What are the key aspects of the Christian Faith?</p> <p><b>Lesson:</b> Explore</p> <p><b>British Values:</b> Respect and Tolerance</p> 	<p><b>Unit:</b> Christianity – What are the key aspects of the Christian Faith?</p> <p><b>Lesson:</b> Explore</p> 	<p><b>Unit:</b> Christianity – What are the key aspects of the Christian Faith?</p> <p><b>Lesson:</b> Explore</p> 	<p><b>Unit:</b> Christianity – What are the key aspects of the Christian Faith?</p> <p><b>Lesson:</b> Explore</p> 	<p><b>Unit:</b> Christianity – What are the key aspects of the Christian Faith?</p> <p><b>Lesson:</b> Explore</p> 	



PSHE	<p><b>Unit:</b> Celebrating Differences</p> <p><u>Lesson:</u> How do we decide what I think about different people?</p> <p>To recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p> 	<p><b>Unit:</b> Celebrating Differences</p> <p><u>Lesson:</u> What influences me to make assumptions based on how people look?</p> <p>To understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations.</p> 	<p><b>Unit:</b> Celebrating Differences</p> <p><u>Lesson:</u> What should I do if I think that bullying is going on?</p> 	<p><b>Unit:</b> Celebrating Differences</p> <p><u>Lesson:</u> Why do witnesses/bystander sometimes join in and not tell?</p> 	<p><b>Unit:</b> Celebrating Differences</p> <p><u>Lesson:</u> How am I unique and special? What is unique about my appearance?</p> 	<p><b>Unit:</b> Celebrating Differences</p> <p><u>Lesson:</u> Celebrating my Inner Strength and Assertiveness.</p> <p>To know myself well enough to have a clear picture of what I believe is right and wrong.</p> 	
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