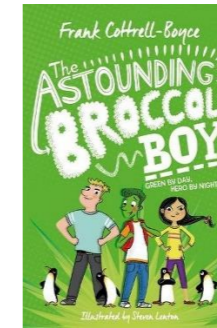
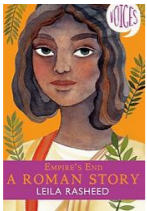
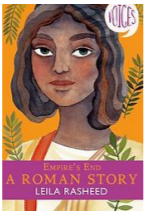

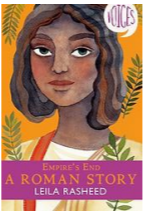
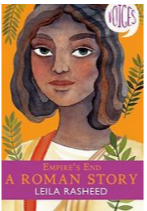

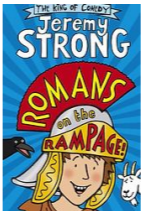







Year 4 – Summer Term 2 Explore and Enquire MTP


Theme: Romans
 Driver: History/Geography
 The Big Question: What Did the Romans Do for Us?



Reading for Pleasure Class Novel:


















		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English		<p>Unit: Myths and Legends</p> <p>Supporting Text: Empire's End – A Roman Story.</p>  <p>To write a Roman myth.</p> <p>NC Link: In narratives, creating settings, characters and plot.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organising paragraphs around a theme.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p>	<p>Unit: Myths and Legend</p> <p>Supporting Text: Empire's End – A Roman Story.</p>  <p>To write a Roman myth.</p> <p>NC Link: In narratives, creating settings, characters and plot.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organising paragraphs around a theme.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p>  <p>Cross curricular – history – myths</p>	<p>Unit: Character Description</p> <p>Supporting Text: Empire's End – A Roman Story.</p>  <p>To write a character description.</p> <p>NC Link: Discussing writing like that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Organising paragraphs around a theme.</p>	<p>Unit: Character Description</p> <p>Supporting Text: Empire's End – A Roman Story.</p>  <p>To write a character description.</p> <p>NC Link: Discussing writing like that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Organising paragraphs around a theme.</p> 	<p>Unit: Information Text</p> <p>Supporting Text: The Way to Impossible Island.</p>  <p>To write information on Romans.</p> <p>NC Link: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Unit: Information Text</p> <p>Supporting Text: The Way to Impossible Island.</p>  <p>To write information on Romans.</p> <p>NC Link: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> 	




	Enrichment	<p>Launch: Bosworth Battlefield `</p> <p>Key Questions: What Did the Romans Do for Us?</p> <div style="display: flex; align-items: center; gap: 10px;">    </div> <p>Media/Visual Literacy:</p>						
Visit to	SPAG Focus	<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 and punctuating direct speech</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 and punctuating direct speech</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>	









	Guided Reading	<p>Text: The Astounding Broccoli Boy by Frank Cottrell Boyce</p> <p>Focus: Retrieval, Vocabulary, inference, predict, explain, summarise</p> <p>NC Link: 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>Cross curricular – PSHE – treating others/bullying</p>	<p>Text: The Astounding Broccoli Boy by Frank Cottrell Boyce</p> <p>Focus: Retrieval, Vocabulary, inference, predict, explain, summarise</p> <p>NC Link: 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>Text: The Astounding Broccoli Boy by Frank Cottrell Boyce</p> <p>Focus: Retrieval, Vocabulary, inference, predict, explain, summarise</p> <p>NC Link: 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>Text: The Astounding Broccoli Boy by Frank Cottrell Boyce</p> <p>Focus: Retrieval, Vocabulary, inference, predict, explain, summarise</p> <p>NC Link: 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>Text: The Astounding Broccoli Boy by Frank Cottrell Boyce</p> <p>Focus: Retrieval, Vocabulary, inference, predict, explain, summarise</p> <p>NC Link: 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>Text: The Astounding Broccoli Boy by Frank Cottrell Boyce</p> <p>Focus: Retrieval, Vocabulary, inference, predict, explain, summarise</p> <p>NC Link: 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>	
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	<p>Unit: Fractions</p> <p>Step 4 Number lines with mixed numbers Step 5 Compare and order mixed numbers Step 6 Understand improper fractions Step 7 Convert mixed numbers to improper fractions Step 8 Convert improper fractions to mixed numbers</p> <p>NC Link: recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 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 add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundreds</p> 	<p>Unit: Fractions</p> <p>Step 9 Equivalent fractions on a number line Step 10 Equivalent fraction families Step 11 Add two or more fractions Step 12 Add fractions and mixed numbers Step 13 Subtract two fractions</p> <p>NC Link: recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 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 add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundreds</p>	<p>Unit: Fractions</p> <p>Step 14 Subtract from whole amounts Step 15 Subtract from mixed numbers Lesson 16 – End of block assessment (fractions) Step 1 Tenths as fractions</p> <p>NC Link: recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 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 add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundreds</p> 	<p>Unit: Decimals</p> <p>Step 2 Tenths as decimals Step 3 Tenths on a place value chart Step 4 Tenths on a number line Step 5 Divide a 1-digit number by 10 Step 6 Divide a 2-digit number by 10</p> <p>NC Link: recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</p> <p>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 round decimals with 1 decimal place to the nearest whole number compare numbers with the same number of decimal places up to 2 decimal places solve simple measure and money problems involving fractions and decimals to 2 decimal places</p>	<p>Unit: Decimals</p> <p>Step 7 Hundredths as fractions Step 8 Hundredths as decimals Step 9 Hundredths on a place value chart Step 10 Divide a 1- or 2-digit number by 100</p> <p>NC Link: recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</p> <p>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 round decimals with 1 decimal place to the nearest whole number compare numbers with the same number of decimal places up to 2 decimal places solve simple measure and money problems involving fractions and decimals to 2 decimal places</p>	<p>Unit: Revisit and Review.</p> <p>End of block assessment – Decimals</p> <p>Revisit and Review</p> <p>NC Link: recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</p> <p>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 round decimals with 1 decimal place to the nearest whole number compare numbers with the same number of decimal places up to 2 decimal places solve simple measure and money problems involving fractions and decimals to 2 decimal places</p>	
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Maths




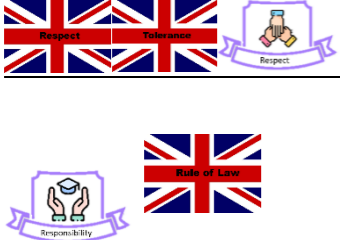

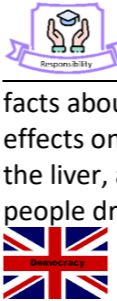


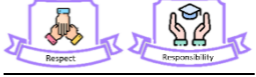
<p style="text-align: center;">Science</p>	<p>Unit: Living Things and Their Habitat.</p> <p>Lesson: How to group things in a range of ways?</p>  <p>NC Link: Recognise that living things can be grouped in a variety of ways.</p>	<p>Unit: Living Things and Their Habitat.</p> <p><u>Lesson:</u> How can I identify vertebrates by observing their similarities and differences?</p>  <p>NC Link: Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>Unit: Living Things and Their Habitat.</p> <p><u>Lesson:</u> How can I use a key to identify invertebrates?</p> <p>NC Link: Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>Unit: Living Things and Their Habitat.</p> <p><u>Lesson:</u> Which way can I show the characteristics of living things?</p>  <p>NC Link: Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>Unit: Living Things and Their Habitat.</p> <p><u>Lesson:</u> What are the changes in the local environment?</p>   <p>NC Link: Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Cross curricular – geography - locational</p> 	<p>Unit: Living Things and Their Habitat.</p> <p><u>Lesson:</u> How are endangered species impacted by environmental dangers?</p>  <p>NC Link: Recognise that environments can change and that this can sometimes pose dangers to living things.</p>  	
<p style="text-align: center;">Computing</p>	<p>Unit: Teach Computing – Data Logging</p> <p><u>Lesson:</u> Answering Questions</p>   <p>NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Unit: Teach Computing – Data Logging</p> <p><u>Lesson:</u> Data Collection</p> <p>NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Unit: Teach Computing – Data Logging</p> <p><u>Lesson:</u> Logging</p>  <p>NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> 	<p>Unit: Teach Computing – Data Logging</p> <p><u>Lesson:</u> Analysing Data</p>  <p>NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Cross curricular – science/maths - graphs</p>	<p>Unit: Teach Computing – Data Logging</p> <p><u>Lesson:</u> Data for Answers</p> <p>NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Unit: Teach Computing – Data Logging</p> <p><u>Lesson:</u> Answering my Question</p> <p>NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> 	

Art & Design			<p>Unit: Texture – Roman Portrait</p> <p><u>Lesson:</u> Exploring texture Where can we find different textures?</p> <p>NC Link: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Cross curricular – history – Roman art</p>	<p>Unit: Texture – Roman Portrait</p> <p><u>Lesson:</u> Skills. How can we create different textures?</p> <p>NC Link: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> 	<p>Unit: Texture – Roman Portrait</p> <p><u>Lesson:</u> Materials. How can I use texture?</p> <p><u>Lesson:</u> Printing. Can I create lines using print?</p> <p>NC Link: 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 a range of materials.</p>	<p>Unit: Texture – Roman Portrait</p> <p><u>Lesson:</u> Designing my portrait. What design can I make and what is the purpose?</p> <p><u>Lesson:</u> Can I create my design and evaluate it?</p> <p>NC Link: 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 a range of materials [for example, pencil, charcoal, paint, clay].</p>	
	Design & Technology	<p>Unit: Mechanics</p> <p><u>Lesson:</u> Make How can I create my shield?</p> <p>NC Link: 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>Unit: Mechanics</p> <p><u>Lesson:</u> Evaluate How successful was my shield?</p> <p>NC Link: 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> 				

Geography			<p>Unit: Volcanos</p> <p>Lesson: Physical Knowledge</p> <p>What is the 'ring of fire'?</p> <p>NC Link: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Unit: Volcanos</p> <p>Lesson: Map Skills and Field Work</p> <p>What is life like living near a volcano?</p> <p>NC Link: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> 	<p>Unit: Volcanos</p> <p>Lesson: Locational Knowledge</p> <p>How does life differ in a volcanic area to a non-volcanic area?</p> <p>NC Link: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, characteristics, countries, and major cities.</p>  		
	History	<p>Unit: Romans</p> <p><u>Lesson:</u> Significant People and Impact</p> <p>Who was Boudica?</p> <p>NC Link: British resistance, for example, Boudica.</p> 	<p>Unit: Romans</p> <p><u>Lesson:</u> Significant People and Impact</p> <p>Why did Boudica revolt?</p> <p>NC Link: British resistance, for example, Boudica.</p>  				<p>Unit: Romans</p> <p><u>Lesson:</u> Cause and Significant Effect</p> <p>How have the Romans influenced our lives today?</p> <p>NC Link: British resistance, for example, Boudica.</p>   <p>Cross curricular – geography – human features</p>

	<p>MFL</p> <p>Unit: The People Around Me</p> <p>NC Link: 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>Unit: The People Around Me</p> <p>NC Link: 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>Unit: The People Around Me</p> <p>NC Link: 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>Unit: The People Around Me</p> <p>NC Link: 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>Unit: The People Around Me</p> <p>NC Link: 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>Unit: The People Around Me</p> <p>NC Link: 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><u>Charanga - Feelings through music How Does Music Teach Us About Our Community?</u></p> <p>NC Link: 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><u>Charanga - Feelings through music How Does Music Teach Us About Our Community?</u></p> <p>To talk about the musical dimensions working together in the Unit songs e.g, if the song gets louder in the chorus (dynamics).</p> <p>NC Link: 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><u>Charanga - Feelings through music How Does Music Teach Us About Our Community?</u></p> <p>Talk about the music and how it makes them feel.</p> <p>NC Link: 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><u>Charanga - Feelings through music How Does Music Teach Us About Our Community?</u></p> <p>Listen carefully and respectfully to other people's thoughts about the music</p> <p>NC Link: 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><u>Charanga - Feelings through music How Does Music Teach Us About Our Community?</u></p> <p>When you talk try to use musical words.</p> <p>NC Link: 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><u>In Charanga - Feelings through music How Does Music Teach Us About Our Community?</u></p> <p>When you talk try to use musical words.</p> <p>NC Link: 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><u>Unit:</u> Invasion Games</p> <p><u>Lesson:</u> Volleyball</p> <p>NC Link: Play competitive games 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><u>Unit:</u> Invasion Games</p> <p><u>Lesson:</u> Volleyball</p> <p>NC Link: Play competitive games 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><u>Unit:</u> Invasion Games</p> <p><u>Lesson:</u> Volleyball</p> <p>NC Link: Play competitive games 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><u>Unit:</u> Invasion Games</p> <p><u>Lesson:</u> Volleyball</p> <p>NC Link: Play competitive games 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><u>Unit:</u> Invasion Games</p> <p><u>Lesson:</u> Volleyball</p> <p>NC Link: Play competitive games 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> 

RE	<p>Unit Food and Fasting-</p> <p>Lesson: Explore</p> <p>How do we think about food?</p> 	<p>Unit: Food and Fasting-</p> <p>Lesson: Explore</p> <p>What are the religious rules about food?</p> 	<p>Unit: Food and Fasting-</p> <p>Lesson: Reveal</p> <p>Can we give up food?</p> 	<p>Unit: Food and Fasting-</p> <p>Lesson: Reveal</p> <p>What is fasting?</p> 	<p>Unit: Food and Fasting-</p> <p>Lesson: Respond</p> <p>What food is used for celebrations?</p> 	<p>Unit: Food and Fasting-</p> <p>Lesson: Respond</p> <p>Feast.</p> 	
PSHE	<p>Unit: Healthy Me</p> <p>Lesson: My Friends and Me</p> <p>To recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p>  	<p>Unit: Healthy Me</p> <p>Lesson: Group Dynamics</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>Unit: Healthy Me</p> <p>Lesson: Smoking</p> <p>To understand the facts about smoking and its effects on health and some reasons some people start to smoke.</p>  <p>puberty</p> <p>Cross curricular – science – animals including humans</p>	<p>Unit: Healthy Me</p> <p>Lesson: Alcohol</p> <p>To understand the facts about alcohol and its effects on health, particularly the liver, and some reasons people drink alcohol.</p>   <p>Cross curricular – science – animals including humans</p>	<p>Unit: Healthy Me</p> <p>Lesson: Healthy Friendships</p> <p>To recognise when people are putting me under pressure and can explain ways to resist this when I want.</p>  	<p>Unit: Healthy Me</p> <p>Lesson: 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> 	