



|                 |                       |  |   |   |   |   |  |
|-----------------|-----------------------|--|---|---|---|---|--|
|                 | <b>Enrichment</b>     | <p><b>Launch:</b> Magna Museum</p> <p><b>Key Questions:</b> How does sound travel?</p> <p><b>Media/Visual Literacy:</b></p>  |   |   |   |   |  |
|                 | <b>SPAG Focus</b>     | <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>  |
| <b>Visit to</b> | <b>Guided Reading</b> | <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





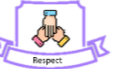











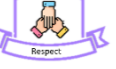
|   |  |  |   |   |  |   |   |
|---|--|--|---|---|--|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>          | <p><b>Unit:</b> Electricity</p> <p><u>Lesson:</u> Can you identify common appliances that run on electricity?</p> <p><b>NC Link:</b> Identify common 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>   |   |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>        | <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>  |   |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art &amp; Design</p> |  |  |   | <p><b>Unit:</b> Basquiat</p> <p><u>Lesson:</u> Line and Shape</p> <p>What is 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>Who is Basquiat?</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>Can I create 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>Lesson: Locational</u></p> <p>What is modern Greece like?</p> <p><b>NC Link:</b> Physical geography, including climate zones.</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>    |  |





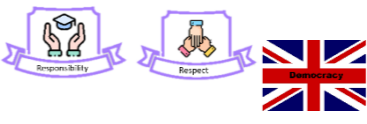
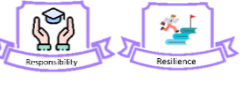
|  |  |  |   |  |  |  |  |
|--|--|--|---|--|--|--|--|
|  | <p><b>History</b></p> <p><b>Unit:</b> Ancient Greece</p> <p><b>Lesson:</b> Significant People and Impact</p> <p>How did the Olympics start?</p> <p><b>NC Link:</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>  <p><b>Cross Curricular – PE - athletics</b></p> |  | <p><b>Unit:</b> Ancient Greece</p> <p><b>Lesson:</b> 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><b>Lesson:</b> 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> |  |  |  |
|--|--|--|---|--|--|--|--|

|  |  |   |   |   |   |  |  |
|--|--|---|---|---|---|--|--|
|  | <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>  |  |
|--|--|---|---|---|---|--|--|

MFL

|       |   |   |   |  |  |  |  |
|-------|---|---|---|--|--|--|--|
| 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 &amp; Football</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 &amp; Football</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 &amp; Football</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 &amp; Football</p> <p><b>NC Link:</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>    | <p><b>Unit:</b> Developing Invasion Games</p> <p><b>Lesson:</b> Handball &amp; Football</p> <p><b>NC Link:</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>    | <p><b>Unit:</b> Developing Invasion Games</p> <p><b>Lesson:</b> Handball &amp; Football</p> <p><b>NC Link:</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</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 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>  |  |
|------|--|--|--|--|--|--|--|