

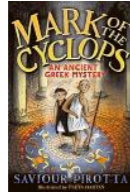
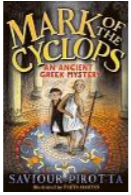

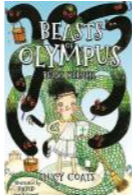
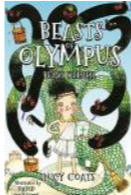

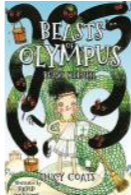
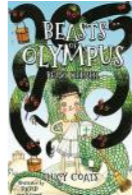




Year 4 - Term 1 Explore and Enquire MTP



Theme: Ancient Greece  
 Driver: History/Geography








The Big Question: What is the legacy of the Ancient Greeks?










Reading for Pleasure Class Novel: Charlotte's Web















		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English		<p><b>Unit:</b> Script</p> <p><b>Supporting Text:</b> Mark of the Cyclops.</p>  <p>To write a script.</p> <p><b>NC Link:</b> 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>Preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p><b>Unit:</b> Script</p> <p><b>Supporting Text:</b> Mark of the Cyclops.</p>  <p>To write a script.</p> <p><b>NC Link:</b> 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><b>Unit:</b> Setting Description</p> <p><b>Supporting Text:</b> Beasts of Olympus</p>  <p>To write a setting description.</p> <p><b>NC Link:</b> 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><b>Cross curricular – history – Ancient Greece</b></p>	<p><b>Unit:</b> Setting Description</p> <p><b>Supporting Text:</b> Beasts of Olympus</p>  <p>To write a setting description.</p> <p><b>NC Link:</b> 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><b>Unit:</b> Newspaper Report</p> <p><b>Supporting Text:</b> Beasts of Olympus</p>  <p>To write a newspaper report.</p> <p><b>NC Link:</b> Organising paragraphs around a theme.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p>	<p><b>Unit:</b> Newspaper Report</p> <p><b>Supporting Text:</b> Beasts of Olympus</p>  <p>To write a newspaper report.</p> <p><b>NC Link:</b> Organising paragraphs around a theme.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> 	
	Enrichment		<p><b>Launch:</b> Magna trip – pre-teach on sound for science.</p> <p><b>Key Questions:</b> How does sound travel?</p> <p><b>Media/Visual Literacy:</b></p>   					

Visit to	SPAG Focus	Using the present perfect form of verbs in contrast to the past tense.  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Using conjunctions, adverbs and prepositions to express time and cause.  Using fronted adverbials.  Learning the grammar for years 3 and 4 in English Appendix 2	Using the present perfect form of verbs in contrast to the past tense.  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Using conjunctions, adverbs and prepositions to express time and cause.  Using fronted adverbials.  Learning the grammar for years 3 and 4 in English Appendix 2	Using the present perfect form of verbs in contrast to the past tense.  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Using conjunctions, adverbs and prepositions to express time and cause.  Using fronted adverbials.  Learning the grammar for years 3 and 4 in English Appendix 2	Using the present perfect form of verbs in contrast to the past tense.  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Using conjunctions, adverbs and prepositions to express time and cause.  Using fronted adverbials.  Learning the grammar for years 3 and 4 in English Appendix 2	Using the present perfect form of verbs in contrast to the past tense.  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Using conjunctions, adverbs and prepositions to express time and cause.  Using fronted adverbials.  Learning the grammar for years 3 and 4 in English Appendix 2	Using the present perfect form of verbs in contrast to the past tense.  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Using conjunctions, adverbs and prepositions to express time and cause.  Using fronted adverbials.  Learning the grammar for years 3 and 4 in English Appendix 2
	Guided Reading	<p><b>Text:</b> Charlotte's Web</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> Charlotte's Web</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> Charlotte's Web</p> <p><b>Focus:</b> Vocabulary, predict, explain.</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> Charlotte's Web</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: Charlotte's Web</b></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: Text: Charlotte's Web</b></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>

















Maths	<p><b>Unit: Place Value</b></p> <p>Lesson 1: Represent numbers to 1000 Lesson 2: Partition numbers to 1000 Lesson 3: Number line to 1000</p> <p><b>NC Link:</b></p> <ul style="list-style-type: none"> <li>find 1,000 more or less than a given number</li> <li>count backwards through 0 to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)</li> <li>order and compare numbers beyond 1,000</li> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1,000</li> <li>solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> </ul>	<p><b>Unit: Place Value</b></p> <p>Lesson 4: Thousands Lesson 5: represent numbers to 10,000 Lesson 6: Partition numbers to 10,000 Lesson 7: Flexible partitioning to 10,000 Lesson 8: Find 1, 10, 100, 1000 more or less</p> <p><b>NC Link:</b> find 1,000 more or less than a given number</p> <ul style="list-style-type: none"> <li>count backwards through 0 to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)</li> <li>order and compare numbers beyond 1,000</li> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1,000</li> <li>solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> </ul> 	<p><b>Unit:</b></p> <p>Lesson 9: Number line to 10,000 Lesson 10: Estimate a number line to 10,000 Lesson 11: Compare numbers to 10,000 Lesson 12: Order numbers to 10,000 Lesson 13: Roman Numeral</p> <p><b>NC Link:</b> find 1,000 more or less than a given number</p> <ul style="list-style-type: none"> <li>count backwards through 0 to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)</li> <li>order and compare numbers beyond 1,000</li> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1,000</li> <li>solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> </ul>	<p><b>Unit: Place Value/Addition and Subtraction</b></p> <p>Lesson 14: Round to the nearest 10 Lesson 15: Round to the nearest 100. Lesson 16: Round to nearest 1000 Lesson 17: Round to the nearest 10, 100 or 1000.</p> <p><b>NC Link:</b> find 1,000 more or less than a given number</p> <ul style="list-style-type: none"> <li>count backwards through 0 to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)</li> <li>order and compare numbers beyond 1,000</li> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1,000</li> <li>solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> </ul> 	<p><b>Unit: Addition and Subtraction</b></p> <p>Consolidation – Place Value</p> <p>Lesson 1: Add &amp; subtract 1s,10s,100s and 1000s Lesson 2: Add up to two 4-digit numbers Lesson 3: Add up to two 4-digit numbers – one exchange Lesson 4: Add up to two 4-digit numbers – more than one exchange</p> <p><b>NC Link:</b> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> 	<p><b>Unit: Addition and Subtraction/Measurement Area</b></p> <p>Lesson 5: Subtract two 4-digit numbers – no exchange Lesson 6: Subtract two 4-digit numbers – one exchange Lesson 7: Subtract two 4-digit numbers – more than one exchange Lesson 8: Efficient Subtraction Lesson 9: Estimate Subtraction</p> <p><b>NC Link:</b> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p>find the area of rectilinear shapes by counting squares</p> 	
	Science	<p><b>Unit:</b> Animals including Humans.</p> <p>Lesson: What are the parts of the digestive system?</p> <p><b>NC Link:</b> Describe the simple functions of the basic parts of the digestive system in humans.</p>	<p><b>Unit:</b> Animals including Humans.</p> <p><u>Lesson:</u> What are the functions of the digestive system?</p> <p><b>NC Link:</b> Describe the simple functions of the basic parts of the digestive system in humans.</p> 	<p><b>Unit:</b> Animals including Humans.</p> <p><u>Lesson:</u> What are the functions of teeth?</p> <p><b>NC Link:</b> Describe the simple functions of the basic parts of the digestive system in humans.</p>	<p><b>Unit:</b> Animals including Humans.</p> <p><u>Lesson:</u> How do teeth decay?</p> <p><b>NC Link:</b> Identify the different types of teeth in humans and their simple functions</p> 	<p><b>Unit:</b> Animals including Humans.</p> <p><u>Lesson:</u> How do teeth decay? (Investigation part 2)</p> <p><b>NC Link:</b> Identify the different types of teeth in humans and their simple functions</p>	<p><b>Unit:</b> Animals including Humans.</p> <p><u>Lesson:</u> What are the food chains?</p> <p><b>NC Link:</b> Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> 










Computing	<p><b>Unit:</b> Teach Computing – Computing Systems and Networks – The Internet.</p> <p><u>Lesson:</u> Connecting Networks.</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 – Computing Systems and Networks – The Internet.</p> <p><u>Lesson:</u> What is the Internet Made of?</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 – Computing Systems and Networks – The Internet.</p> <p><u>Lesson:</u> Sharing Information.</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 – Computing Systems and Networks – The Internet.</p> <p><u>Lesson:</u> What is a website?</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 – Computing Systems and Networks – The Internet.</p> <p><u>Lesson:</u> Who Owns the Web?</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 – Computing Systems and Networks – The Internet.</p> <p><u>Lesson:</u> Can I Believe what I Read?</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>  	
Art & Design	<p><b>Unit:</b> Greek Vase</p> <p><u>Lesson:</u> Pattern</p> <p>Research different Vases, where does it come from? History.</p> <p><b>NC Link:</b> To create sketch books to record their observations.</p> 	<p><b>Unit:</b> Greek Vase</p> <p><u>Lesson:</u> Pattern</p> <p>Who was a famous sculpting artist?</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>Cross Curricular – history ancient Greeks</b></p>	<p><b>Unit:</b> Greek Vase</p> <p><u>Lesson:</u> Pattern</p> <p>Design a Vase – linking to Olympics. What are you going to need?</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> Greek Vase</p> <p><u>Lesson:</u> Pattern</p> <p>Create Greek Vase. How do you create a Greek vase and what detail is needed?</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> 	<p><b>Unit:</b> Greek Vase</p> <p><u>Lesson:</u> Pattern</p> <p>Evaluate the vase – showing the vase in a art show to parents and school.</p> <p><b>NC Link:</b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with clay.</p> 		

Design & Technology						<p><b>Unit:</b> Olympics Bag</p> <p><b>Lesson:</b> Research</p> <p><b>NC Link:</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.</p>  <p><b>Cross Curricular – PE – athletics</b></p>	<p><b>Unit: Olympics Bag</b></p> <p><b>Lesson:</b> Design</p> <p><b>NC Link:</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>
Geography				<p><b>Unit:</b> Greece</p> <p><b>Lesson:</b> Locational</p> <p>Where is Greece?</p> <p><b>NC Link:</b> 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>Unit:</b> Greece</p> <p><b>Lesson:</b> Physical knowledge</p> <p>What are the physical features of Greece?</p> <p><b>NC Link:</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p>	<p><b>Unit:</b> Greece</p> <p><b>Human Knowledge</b></p> <p><b>Lesson:</b> 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>  	
History	<p><b>Unit:</b> Ancient Greece</p> <p><b>Lesson:</b> Chronological</p> <p>When was 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> Cause and Significant Effect</p> <p>What was life like 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> Consequence and Legacy</p> <p>How did Ancient Greeks influence the modern world?</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 – geography – human features</b></p>				

	<b>MFL</b>	<p><b>Unit:</b> Meet and Greet</p> <p><u>Lesson:</u> Hello!</p> <p><b>NC Link:</b> Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</p> <p>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> 	<p><b>Unit:</b> Meet and Greet</p> <p><u>Lesson:</u> What 's Your Name?</p> <p><b>NC Link:</b> Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</p> <p>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures.</p>	<p><b>Unit:</b> Meet and Greet</p> <p><u>Lesson:</u> How are you?</p> <p><b>NC Link:</b> Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</p> <p>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> 	<p><b>Unit:</b> Meet and Greet</p> <p><u>Lesson:</u> Goodbye!</p> <p><b>NC Link:</b> Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</p> <p>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures.</p>	<p><b>Unit:</b> Meet and Greet</p> <p><u>Lesson:</u> Numbers 0-10</p> <p><b>NC Link:</b> Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</p> <p>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> 	<p><b>Unit:</b> Meet and Greet</p> <p><u>Lesson:</u> How Old Are You?</p> <p><b>NC Link:</b> Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</p> <p>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures.</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> Multi-skills and Tag Rugby</p> <p><b>NC Link:</b> Use running, jumping, throwing and catching in isolation and in combination.</p> 	<p><b>Unit:</b> Multi-skills and Tag Rugby</p> <p><b>NC Link:</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> 	<p><b>Unit:</b> Multi-skills and Tag Rugby</p> <p><b>NC Link:</b> Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> 	<p><b>Unit:</b> Multi-skills and Tag Rugby</p> <p><b>NC Link:</b> Take part in outdoor and adventurous activity challenges both individually and within a team</p>  <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p><b>Unit:</b> Multi-skills and Tag Rugby</p> <p><b>NC Link:</b> Take part in outdoor and adventurous activity challenges both individually and within a team</p>  <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p><b>Unit:</b> Multi-skills and Tag Rugby</p> <p><b>NC Link:</b> Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	
RE	<p><b>Unit:</b> The Bible</p> <p><u>Lesson:</u> What Makes a Text Sacred?</p> 	<p><b>Unit:</b> The Bible</p> <p><u>Lesson:</u> Who wrote the Bible?</p> 	<p><b>Unit:</b> The Bible</p> <p><u>Lesson:</u> Stories, Songs and Psalms</p>  <p>Cross curricular – music - hymns</p> 	<p><b>Unit:</b> Bible</p> <p><u>Lesson:</u> Speaking in Stories</p> 	<p><b>Unit:</b> Bible</p> <p><u>Lesson:</u> How do Christians use the Bible?</p>  	<p><b>Unit:</b> Bible</p> <p><u>Lesson:</u> What is sacred to you?</p> 	

PSHE	<p><b>Unit:</b> <u>Unit:</u> Being Me.</p> <p><u>Text:</u> Wonder</p> <p><u>Lesson:</u> Becoming a Class 'Team'</p> <p>I know my attitudes and actions make a difference to the class team.</p> <p>I know how good it feels to be included in a group and understand how it feels to be excluded.</p>  I try to make people feel welcome and valued.	<p><b>Unit:</b> Being Me.</p> <p><u>Text:</u> Wonder</p> <p><u>Lesson:</u> Being a School Citizen.</p> <p>I understand who is in my school community, the roles they play and how I fit in.</p>  I can take on a role in a group and contribute to the overall outcome.	<p><b>Unit:</b> Being Me.</p> <p><u>Text:</u> Wonder</p> <p><u>Lesson:</u> Rights, Responsibilities and Democracy.</p> <p>I understand how democracy works through the School Council.</p>  I can recognise my contribution to making a Learning Charter for the whole school. 	<p><b>Unit:</b> Being Me.</p> <p><u>Text:</u> Wonder</p> <p><u>Lesson:</u> Rewards and Consequences.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p>  I understand how rewards and consequences motivate people's behaviour.	<p><b>Unit:</b> Relationships</p> <p><u>Text:</u> Wonder</p> <p><u>Lesson:</u> Our Learning Charter.</p> <p>I understand how groups come together to make decisions.</p>  I can take on a role in a group and contribute to the overall outcome. <p><b>Cross Curricular: English – Class rules.</b></p>  	<p><b>Unit:</b> Being Me.</p> <p><u>Text:</u> Wonder</p> <p><u>Lesson:</u> Owning Our Learning Charter.</p> <p>I understand how democracy and having a voice benefits the school community.</p>  I understand why our school community benefits from a Learning Charter and can help others to follow it. <p><b>Cross Curricular: English – Class rules.</b></p>	
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