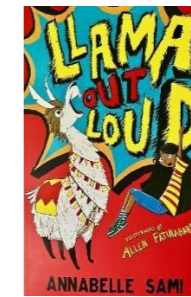


Year 4 - Term 2 Explore and Enquire MTP









Theme: Ancient Greece  
 Driver: History/Geography







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





Reading for Pleasure Class Novel: Boy at the














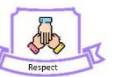







Back of The Class








	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<p><b>Unit:</b> Instructions</p> <p><b>Supporting Text:</b> Leo and the Gorgons Curse</p>  <p>To write a set of instructions.</p> <p><b>NC Link:</b> In non-narrative material, using simple organisational devices [for example, headings and subheadings]</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Using commas after fronted adverbials.</p> <p><b>Cross curricular – History – Ancient Greek myths (consequence &amp; legacy)</b></p>	<p><b>Unit:</b> Instructions</p> <p><b>Supporting Text:</b> Leo and the Gorgons Curse</p>  <p>To write a set of instructions.</p> <p><b>NC Link:</b> In non-narrative material, using simple organisational devices [for example, headings and subheadings]</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Using commas after fronted adverbials.</p> 	<p><b>Unit:</b> Recount</p> <p><b>Supporting Text/ Example text:</b> Recount on our trip.</p> <p>To write a recount.</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> Recount</p> <p><b>Supporting Text/Example text:</b> Recount on our trip.</p> <p>To write a recount.</p> <p><b>NC Link:</b> Organising paragraphs around a theme.</p> 	<p><b>Unit:</b> Character Description</p> <p><b>Supporting Text:</b> Leo and the Gorgons Curse</p>  <p>To write a character 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> Character Description</p> <p><b>Supporting Text:</b> Leo and the Gorgons Curse</p>  <p>To write a character 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>  	




	Enrichment	<p><b>Launch:</b> Mansfield Museum</p> <p><b>Key Questions:</b> How did the Ancient Greeks live?</p> <p><b>Media/Visual Literacy:</b></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 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>
	Guided Reading	<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 nonfiction.</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> 








Maths	<p><b>Unit: Measurement Area/Multiplication and Division</b></p>	<p><b>Unit: Measurement Area/Multiplication and Division</b></p>	<p><b>Unit: Multiplication and Division</b></p>	<p><b>Unit: Multiplication and Division</b></p>	<p><b>Unit: Multiplication and Division</b></p>	<p><b>Unit: Multiplication and Division</b></p>	
	<p>Lesson 10: Checking Strategies Lesson: Consolidation – Addition and Subtraction</p>	<p>Lesson 4: Compare Areas Lesson: Consolidation – Area</p>	<p>Lesson: 6 times table review Lesson 4: Multiply and divide by 9</p>	<p>Lesson 7: Multiply and divide by 7 Lesson 8: 7 time-tables and division facts</p>	<p>Lesson 10: 12 time-table and division facts Lesson: 12 times tables review</p>	<p>Lesson 13: Multiply three numbers Lesson: Consolidation for Autumn 2.</p>	
	<p>Lesson 1: What is Area? Lesson 2: Count Squares Lesson 3: Make Shapes</p>	<p>Lesson 1: Multiples of 3 Lesson 2: Multiply and divide by 6 Lesson 3: 6 times tables and division facts</p>	<p>Lesson 5: 9 time-tables and division facts Lesson: 9 times table review Lesson 6: The 3,6,9 time-tables</p>	<p>Lesson: 7 times tables review Lesson 9: 11 time-tables and division facts Lesson: 11 times table review</p>	<p>Lesson 11: Multiply by 1 and 0 Lesson 12: Divide by 1 and itself</p>		
	<p><b>NC Link:</b> measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares</p>	<p><b>NC Link:</b> find the area of rectilinear shapes by counting squares recall multiplication and division facts for multiplication tables up to 12 × 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>	<p><b>NC Link:</b> recall multiplication and division facts for multiplication tables up to 12 × 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 threedigit 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>	<p><b>NC Link:</b> recall multiplication and division facts for multiplication tables up to 12 × 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 threedigit 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>	<p><b>NC Link:</b> recall multiplication and division facts for multiplication tables up to 12 × 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 threedigit 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>	<p><b>NC Link:</b> recall multiplication and division facts for multiplication tables up to 12 × 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 threedigit 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>	
							







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

<b>History</b>	<p><b>Unit:</b> Ancient Greece</p> <p><u>Lesson:</u> Significant People and Impact</p> <p>How did the Olympics start?</p> <p><b>NC Link:</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>  </p> <p><b>Cross Curricular – PE - athletics</b></p>		<p><b>Unit:</b> Ancient Greece</p> <p><u>Lesson:</u> Childhood</p> <p>What was life like for children in Ancient Greece?</p> <p><b>NC Link:</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p></p>	<p><b>Unit:</b> Ancient Greece</p> <p><u>Lesson:</u> Life and Death</p> <p>Who did the Ancient Greeks worship?</p> <p><b>NC Link:</b> Ancient Greece – a study of Greek life and achievements and their influence on</p> <p>  </p> <p>the western world.</p> <p><b>Cross Curricular – RE - place of worship</b></p>			
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MFL	<p><b>Unit:</b> My Body</p> <p><u>Lesson:</u> Classroom Instructions</p> <p><b>NC Link:</b> Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p> 	<p><b>Unit:</b> My Body</p> <p><u>Lesson:</u> Parts of the body</p> <p>Location, countries, physical features, culture, nationality, number, belonging.</p> <p><b>NC Link:</b> Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p> <p><b>Cross curricular – science – the body</b></p>	<p><b>Unit:</b> My Body</p> <p><u>Lesson:</u> Actions</p> <p>Location, countries, physical features, culture, nationality, number, belonging.</p> <p><b>NC Link:</b> Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p>	<p><b>Unit:</b> My Body</p> <p><u>Lesson:</u> Colours</p> <p>Location, countries, physical features, culture, nationality, number, belonging.</p> <p><b>NC Link:</b> Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p> 	<p><b>Unit:</b> My Body</p> <p><u>Lesson:</u> Clothes: What’s in my wardrobe?</p> <p>Location, countries, physical features, culture, nationality, number, belonging.</p> <p><b>NC Link:</b> Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p>	<p><b>Unit:</b> My Body</p> <p><u>Lesson:</u> Clothes: What are you wearing?</p> <p>Location, countries, physical features, culture, nationality, number, belonging.</p> <p><b>NC Link:</b> Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p> 	
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<p><b>Music</b></p>	<p><b>Inspire Music:</b> Ukulele</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> Ukulele</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 interrelated 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> Ukulele</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 interrelated 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> Ukulele</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 interrelated 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> Ukulele</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 interrelated 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> Ukulele</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 interrelated 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>PE</b></p>	<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><u>Lesson: Explore</u></p> 	<p><b>Unit:</b> Christianity – What are the key aspects of the Christian Faith?</p> <p><u>Lesson: Explore</u></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><u>Lesson: Explore</u></p> 	<p><b>Unit:</b> Christianity – What are the key aspects of the Christian Faith?</p> <p><u>Lesson: Explore</u></p> 	<p><b>Unit:</b> Christianity – What are the key aspects of the Christian Faith?</p> <p><u>Lesson: Explore</u></p> 	<p><b>Unit:</b> Christianity – What are the key aspects of the Christian Faith?</p> <p><u>Lesson: Explore</u></p> 	
PSHE	<p style="text-align: center;"><b>Unit: Keeping/Staying Healthy</b></p> <p style="text-align: center;"><b>Healthy Living</b></p> 