








Year 4 – Summer Term 1 Explore and Enquire MTP

Theme: Anglo-Saxons
 Driver: History/Geography
 The Big Question: Was King Alfred great?


Reading for
 Novel:







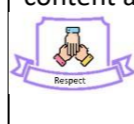

Pleasure Class








		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English		<p>Unit: Persuasive Writing Support Text:</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 volume so that the meaning is clear.</p> 	<p>Unit: Newspaper Report – Battle of Hastings Battle</p> <p>that which they are planning to learn from its structure, write in order to understand an vocabulary and grammar.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and volume so that the meaning is clear.</p> <p>Cross curricular – history – Battle of Hastings</p> 	<p>Unit: Letter</p> <p>Supporting Text: Example of a letter</p> <p>To write a letter explaining how life was like living as an Anglo-Saxon.</p> <p>NC Link: Organising paragraphs around a theme</p> <p>Discussing writing like that which they are planning to learn from its structure, vocabulary and grammar.</p> <p>Cross curricular – history – life and death</p> 				
	Enrichment	<p>Launch: Trip: Bakewell Old House Museum</p> <p>Key Questions: What was Anglo-Saxon life like?</p> <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 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>Text: Anglo- Saxon boy</p> <p>Focus: Retrieval, Vocabulary.</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>Text: Anglo- Saxon boy</p> <p>Focus: Vocabulary, Retrieval.</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: Text: Anglo- Saxon boy</p> <p>Focus: Summary, Vocabulary.</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: Text: Anglo- Saxon boy</p> <p>Focus: Vocabulary, 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: Text: Anglo- Saxon boy</p> <p>Focus: Vocabulary, 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: Text: Anglo- Saxon boy</p> <p>Focus: Vocabulary, infer.</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>	
--	-----------------------	---	--	---	---	---	--	--




Maths	<p>Unit: Decimals</p> <p>Step 1 Make a whole with tenths Step 2 Make a whole with hundredths Step 3 Partition decimals Step 4 Flexibly partition decimals Step 5 Compare decimals</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 and Money</p> <p>Step 6 Order decimals Step 7 Round to the nearest whole number Step 8 Halves and quarters as decimals End of block assessment (version B) Step 1 Write money using decimals</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: Money</p> <p>Step 2 Convert between pounds and pence Step 3 Compare amounts of money Step 4 Estimate with money Step 5 Calculate with money Step 6 Solve problems with money</p> <p>NC Link: estimate, compare and calculate different measures, including money in pounds and pence</p>	<p>Unit: Time</p> <p>End of block assessment – Money Step 1 Years, months, weeks and days Step 2 Hours, minutes and seconds Step 3 Convert between analogue and digital times Step 4 Convert to the 24 hour clock</p> <p>NC Link: read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</p> 	<p>Unit: Time and Geometry</p> <p>Step 5 Convert from the 24 hour clock End of block assessment (version B) Consolidation Step 1 Understand angles as turns Step 2 Identify angles</p> <p>NC Link: read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to 2 right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry</p>	<p>Unit: Geometry</p> <p>Step 3 Compare and order angles Step 4 Triangles Step 5 Quadrilaterals Step 6 Polygons</p> <p>NC Link: compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to 2 right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry</p>	
-------	--	---	---	---	---	---	--















<p style="text-align: center;">Science</p>	<p>Unit: States of Matter Lesson: What states of matter are there?</p> <p>NC Link: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>Unit: States of Matter Lesson: Can we investigate gases?</p> <p>NC Link: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>Unit: States of Matter Lesson: What happens when matter heats up and cools down?</p> <p>NC Link: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>Unit: States of Matter Lesson: Why is water so wonderful?</p> <p>NC Link: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p style="text-align: center;">Cross curricular – geography – physical features</p>	<p>Unit: States of Matter Lesson: Can I investigate evaporation?</p> <p>NC Link: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>Unit: States of Matter Lesson: What is the water cycle?</p> <p>NC Link: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p style="text-align: center;">Cross curricular – geography – physical features</p>	
<p style="text-align: center;">Computing</p>	<p>Unit: Teach Computing – Photo Editing</p> <p>Lesson: Changing Digital Images</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 – Photo Editing</p> <p>Lesson: Changing the Composition of Images.</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 – Photo Editing</p> <p>Lesson: Changing Images for Different Uses.</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 – Photo Editing</p> <p>Lesson: Retouching Images.</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 – Photo Editing</p> <p>Lesson: Fake Images.</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 – Photo Editing</p> <p>Lesson: Making and Evaluating a Publication.</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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Art & Design</p>	<p>Unit: Colour</p> <p>Illuminated manuscripts.</p> <p><u>Lesson:</u> What is an illuminated manuscript</p> <p>NC Link: to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history.</p>  <p>Cross curricular - English</p>	<p>Unit: Colour</p> <p><u>Lesson:</u> How is colour used in a manuscript?</p> <p>NC Link: to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history.</p> 	<p>Unit: Colour</p> <p><u>Lesson:</u> How can I use colour?</p> <p>NC Link: to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history.</p>	<p>Unit: Colour</p> <p><u>Lesson:</u> Can I create a final piece using colour?</p> <p>NC Link: to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history.</p> 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design & Technology</p>					<p>Unit: Construction</p> <p><u>Lesson:</u> What is a bird hide?</p> <p>NC Link: to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history.</p>  	<p>Unit: Construction</p> <p><u>Lesson:</u> What materials do I need to make a bird hide?</p> <p>NC Link: to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history.</p> <p>Cross curricular – science – living things in their habitat</p>	<p>Unit: Construction</p> <p><u>Lesson:</u> Can I design my bird hide?</p> <p>NC Link: to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history.</p>  

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>			<p>Unit: European Neighbours</p> <p>Lesson: Locational Knowledge</p> <p>Where is Europe and what is it's features?</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: European Neighbours</p> <p>Lesson: Locational Knowledge</p> <p>What are the locations of the countries in Europe?</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: European Neighbours</p> <p>Lesson: Map Skills and Field Work</p> <p>What is the distance between the United Kingdom and Egypt?</p> <p>NC Link: 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>Cross Curricular: Maths - Compass</p> 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History</p>	<p>Unit: Anglo-Saxons</p> <p>Chronology</p> <p>Lesson: When were the Anglo-Saxons?</p> <p>Britain's settlement by AngloSaxons and Scot</p> <p>NC Link: Britain's settlement by Anglo-Saxons and Scots</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward</p>  <p>the Confessor</p>	<p>Unit: Anglo-Saxons</p> <p>Childhood</p> <p>Lesson : What was AngloSaxon life like?</p> <p>Britain's settlement by Anglo-Saxons and Scot</p> <p>NC Link: Britain's settlement by Anglo-Saxons and Scots</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Cross Curricular Links: English</p> <p>Explanation text</p> 			<p>Unit: Anglo-Saxons</p> <p>Life and Death</p> <p>Lesson: What was society and culture like for AngloSaxons?</p> <p>Britain's settlement by Anglo-Saxons and Scot</p> <p>NC Link: Britain's settlement by Anglo-Saxons and Scots</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> 	<p>Unit: Anglo-Saxons</p> <p>Significant Person</p> <p>Lesson: Who was Alfed the Great and what was his importance?</p> <p>Britain's settlement by Anglo-Saxons and Scot</p> <p>NC Link: Britain's settlement by Anglo-Saxons and Scots</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Cross curricular – English – biography</p>	

--	--	--	--	--	--	--	--	--

MFL	<p>Unit: All About School</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: All About School</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: All About School</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: All About School</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: All About School</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: All About School</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 style="text-align: center;">Music</p>	<p>Inspire Music: Trumpets</p> <p>To confidently identify and move to the pulse.</p> <p>NC Link: 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>Inspire Music: Trumpets</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>NC Link: 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>Inspire Music: Trumpets</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 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>Inspire Music: Trumpets</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 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>Inspire Music: Trumpets</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 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>Inspire Music: Trumpets</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 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 style="text-align: center;">PE</p>	<p>Unit: Athletics</p> <p>Lesson: Athletics (running, jumping, throwing)</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</p> 	<p>Unit: Athletics</p> <p>Lesson: Athletics (running, jumping, throwing)</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</p>	<p>Unit: Athletics</p> <p>Lesson: Athletics (running, jumping, throwing)</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</p>	<p>Unit: Athletics</p> <p>Lesson: Athletics (running, jumping, throwing)</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</p>	<p>Unit: Athletics</p> <p>Lesson: Athletics (running, jumping, throwing)</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</p> 	<p>Unit: Athletics</p> <p>Lesson: Athletics (running, jumping, throwing)</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</p>  	

RE	<p>Unit: Buddhism</p> <p>Lesson: Who and where founded Buddhism?</p> 	<p>Unit: Buddhism</p> <p>Lesson: What are the main beliefs of Buddhism?</p> 	<p>Unit: Buddhism</p> <p>Lesson: What places are special to Buddhists?</p> 	<p>Unit: Buddhism</p> <p>Lesson: What happens at the major Buddhist festivals?</p>	<p>Unit: Buddhism</p> <p>Lesson: What is the Buddhist holy book?</p> 	<p>Unit: Buddhism</p> <p>Lesson: Can I name and explain the meaning of Buddhist symbols?</p> 	
PSHE	<p style="text-align: center;">Unit: Feelings and Emotions</p> 