

Autumn Term Planning Year 4



Why did the Mayan Empire grow when so much of the land they lived in was mountain/jungle?

Prior Learning/ Context	Geography	History	Art	Design Technology
	<p>Previous study of Tropical Islands and Changes in Britain since the Stone Age including:</p> <ul style="list-style-type: none"> understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> 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, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes, rivers, mountains, volcanoes and earthquakes, human geography, including: types of settlement and land use, economic activity including trade links <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Geography 187 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>A study of World War One and Changes in Britain since the Stone Age including:</p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses 	<p>Previous units on watercolours, Gunner Maher as a WW1 artist, clay work, sketching skills.</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design <ul style="list-style-type: none"> 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] 	<p>Previous units on model volcanos, creating homes build over time, designing meals using WW1 rations, designing Stone Age weapons, creating paint using natural materials for Stone Age Art, created religious meals (Unleavened Bread and cous cous), creating bridges using hydraulic power.</p> <ul style="list-style-type: none"> develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products understand and apply the principles of nutrition and learn how to cook. <p>Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <p>Cooking and nutrition</p> <ul style="list-style-type: none"> As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life
New Learning inc NC	We will be investigating mountainous/jungle regions in comparison to the terrain of Britain	We will compare the British history to the Mayan civilization <ul style="list-style-type: none"> know and understand significant aspects of the history of the 	We will be using clay to produce a range of Mayan sculptural art	We will be creating a chocolate box using a variety of

aims and objectives	<ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places both terrestrial and marine defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes name and locate the world's seven continents and five oceans understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<p>wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study 	<ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in sculpture evaluate and analyse creative works using the language of art, craft and design 	<p>materials</p> <ul style="list-style-type: none"> build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others
Key Vocabulary	South America International date line Equator Northern hemisphere Latitude Longitude Southern hemisphere America Vegetation Atlas Comparison Climate zone North America	Stelae Maize God Priest Warrior Hieroglyphic Maize Monument Temple	Ceramics, kneading, design, create, evaluate, pottery, scoring, slab, slip, glaze, firing, kin.	Mass production Packaging Impact Design Net Evaluate Plastic Materials Stanley knives Draw Hinge Cut Junk modelling Prototype modification
	Computing	MFL	PSHCE	Music
Prior Learning/ Context	<p>Previous units on using excel to create algorithms, using search engines, green screen units linked to iMovie, animation.</p> <ul style="list-style-type: none"> can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems are responsible, competent, confident and creative users of information and communication technology. use sequence, selection, and repetition in programs; work with variables and various forms of input and output use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Conversational French studied in previous years including: greetings, birthdays, months of the year, body parts, colours.</p> <ul style="list-style-type: none"> understand and respond to spoken speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing appreciate songs and rhymes in the language 	<p>Following current news topics through Picture News and Philosophy for children.</p> <p>Covering the British Values of:</p>	<p>Pervious units cover the Charanga lesson sequence where children learn notes, singing and playing instruments such as glockenspiel, keyboard and recorder.</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
New Learning inc NC aims and objectives	<p>Supported by Mr Southern, the children will create their own game which they will work on to debug</p> <ul style="list-style-type: none"> can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems design, write and debug programs that accomplish 	<p>Supported by OBA French teacher, we will work on writing French language as well as speech</p> <ul style="list-style-type: none"> understand and respond to spoken and written language from a variety of authentic sources can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt 	<p>Following the Picture News to lead class discussions based around current news and incorporating British Values of:</p> <ul style="list-style-type: none"> democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. 	<p>We will study a musical instrument through the Sound start program.,</p> <ul style="list-style-type: none"> to create and compose music on their own and with others, have the opportunity to learn a musical instrument improvise and compose music for a range of purposes using the inter-related dimensions of

	specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts			music
Key Vocabulary	Debug, control, stimulation, algorithms, sprites, sequence, selection, repetition, loops, variables, inputs, output,		Democracy Community multi-faith beliefs tolerance Respect Liberty Law Voice Equality Responsibility Freedom Pride acceptance	Dynamics, pitch, beat, pulse, rhythm, scale, sharp, slur, staccato, forte, crotchet, quavers, timbre
	English (Order of units may change based upon Teacher Assessment)			
Prior Learning/ Context	Descriptive writing Previously taught in years 2 and 3. Descriptions of settings and characters.	Shape Poetry No prior learning.	Newspapers No prior learning of writing newspaper texts.	Formal Persuasive Texts Children have previously written persuasive letter.
New Learning inc NC aims and objectives	<p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1). Spell further homophones. Spell words that are often misspelt (English Appendix 1). Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Plan their writing by:</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. 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>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. 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. 	<p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1). Spell further homophones. Spell words that are often misspelt (English Appendix 1). Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. Use the first two or three letters of a word to check its spelling in a dictionary. 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	<ul style="list-style-type: none">Using fronted adverbials.Learning the grammar for years 3 in English Appendix 2. Indicate grammatical and other features by: <ul style="list-style-type: none">Using commas after fronted adverbialsIndicating possession by using the possessive apostrophe with plural nouns.Using and punctuating direct speech.Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	<p>whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.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 in English Appendix 2. Indicate grammatical and other features by: <ul style="list-style-type: none">Using commas after fronted adverbialsIndicating possession by using the possessive apostrophe with plural nouns.Using and punctuating direct speech. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	<ul style="list-style-type: none">Using conjunctions, adverbs and prepositions to express time and cause.Using fronted adverbials.Learning the grammar for years 3 in English Appendix 2. Indicate grammatical and other features by: <ul style="list-style-type: none">Using commas after fronted adverbialsIndicating possession by using the possessive apostrophe with plural nouns.Using and punctuating direct speech. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	<p>vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <ul style="list-style-type: none">Proof-read for spelling and punctuation errors.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>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.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 in English Appendix 2. Indicate grammatical and other features by: <ul style="list-style-type: none">Using commas after fronted adverbialsIndicating possession by using the possessive apostrophe with plural nouns.Using and punctuating direct speech. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Key Vocabulary	Senses, Similes, Metaphors, Description, fronted adverbials, adjectives, powerful verbs, planning, editing, subordination, subordinate clause, cohesion	Rhyming couplets, rhyme, timing, senses, alliteration, similes, planning, editing, imagery, metaphors, personification, onomatopoeia	Headline, witness, statements, speech, tension, , commas, conjunctions, fronted adverbials, paragraphs, planning, editing, formal tone, events, facts, reporting, reporting clause, inverted commas	Persuade, engage, standout, advert,
	Science			
Prior Learning/ Context	Electricity No prior learning.		Animals Including Humans	
New Learning inc NC aims and objectives	<ul style="list-style-type: none">Identify common appliances that run on electricityConstruct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzersIdentify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a batteryRecognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuitRecognise some common conductors and insulators, and associate metals with being good conductors.		<ul style="list-style-type: none">Describe the simple functions of the basic parts of the digestive system in humansIdentify the different types of teeth in humans and their simple functionsConstruct and interpret a variety of food chains, identifying producers, predators and prey	
Key Vocabulary	nutrition vitamins minerals fat protein carbohydrates fibre water skeletons support protection skull brain ribs heart lungs movement joint muscles pull contract relax diet intestines		appliances electricity electrical circuit cell wire bulb buzzer danger delectrical safety sign insulators wood rubber plastic glass conductors metal water switch open closed	
	Maths			
	We follow the Singapore Maths Curriculum, all information including prior learning and key vocabulary is in the planning			
	Religious Education			

Prior Learning/ Context	<p>Where can people find guidance on how to live their lives?</p> <p>Christianity Previously covered how should we live our lives focusing on:</p> <p>Is sacrifice an important part of religious life?</p> <ul style="list-style-type: none">• Retell the story of Jesus in the wilderness• Identify Christian beliefs about Jesus reflected in this story suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) <ul style="list-style-type: none">• Describe what a Christian might do during Lent and why• Explain what is meant by sacrificial love - agapé - and give examples of how Christians might do this Discuss Christians who have been examples of sacrificial love (eg. Oscar Romero) and how they were motivated by their faith <ul style="list-style-type: none">• Consider differing attitudes and responses to the concept of sacrifice (both positive and negative)• Discuss why many people are willing to make sacrifices for the people they love discuss why some people may be willing to make a sacrifice for someone they don't even know <ul style="list-style-type: none">• Give examples of acts of sacrifice that have been done by or for them <p>Discuss who or what they would be prepared to make sacrifices for consider the value of sacrifice - as an expression of love and commitment</p>	Where can people find guidance on how to live their lives?	
New Learning inc aims and objectives	<p>Christianity and God</p> <p>Focus Question (for this investigation): Why is it sometimes difficult to do the right thing?</p> <ul style="list-style-type: none">• Describe Christian beliefs about sin and forgiveness• Describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God• Suggest different ways that this story might be understood by Christians• Describe and explain how and why Christians might use the Lord’s Prayer• Analyse and interpret the Lord’s Prayer – and what guidance it provides for Christians• Suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations.• Consider the different ways that myth and stories are and used• Explain how a ‘truth’ might be contained within a story.• Consider how they decide what is ‘true’ – and how there might be different types of truth Discuss and debate things that they consider to be true that others might disagree with	<p>Key Question: Where can people find guidance on how to live their lives?</p> <p>Religion: Christianity: Islam</p> <p>Focus Question (for this investigation): Should religious teachings affect our laws today?</p> <ul style="list-style-type: none">• Make links between beliefs and sacred texts, including stories and various religious sources (B&V LRT)• Suggest meanings for a range of living religious traditions eg, Guru Granth Sahib, Wudu before handling the Qur'an. (B&V LRT)• Describe the impact of religion on people's in terms of beliefs, values and personal meaning. (LRT)• Apply their ideas to their own and other peoples' lives simply. (B&V)• Ask important questions about religion and beliefs, and compare the different viewpoints within a faith group. (SHE, B&V, SPM)	
Key Vocabulary			
Physical Education			
Prior Learning/ Context	Previous units on Football during KS2.	Dance - previous using taught on social dance in KS2.	Hockey - previous lessons in KS2.
New Learning inc NC aims and objectives	<p>A unit on Football.</p> <ul style="list-style-type: none">• develop competence to excel in a broad range of physical activities• are physically active for sustained periods of time• engage in competitive sports and activities• lead healthy, active lives.• use running, jumping, throwing and catching in isolation and in combination• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]• take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<p>A unit on Dance.</p> <ul style="list-style-type: none">• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]• perform dances using a range of movement patterns	<p>A unit on Hockey.</p> <ul style="list-style-type: none">• develop competence to excel in a broad range of physical activities• are physically active for sustained periods of time• engage in competitive sports and activities• lead healthy, active lives.• use running, jumping, throwing and catching in isolation and in combination• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]• take part in outdoor and adventurous activity challenges both individually and within a team• compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Vocabulary	Goal, football, pitch, penalty, match , draw, kick, strike, tackle, defend	Words to describe body actions and body parts, Stimulus, levels, e.g. high, medium, low, pathways, e.g. curved, zigzag, Words to describe moods, ideas and feelings, e.g. happy, angry, calm, excited, sad, lonely, Words to describe health and fitness e.g. tired, hot sweaty, heart rate warm up, cool down, actions, dynamics, space and relationships, formations, Partner, copy, follow lead, Unison, canon, repeat, structure, motif, gesture.			Dangerous play. Play that could cause injury, dribble, flick, obstruction, push, scoop, time wasting.	
	Enrichment					
Subject/Focus	Link of Mayan civilisation to the production and creation of chocolate.	HPAN - Arts		PE		
Opportunity	York Chocolate Story/ Cadbury World/ Mayan visiting workshop	Children will display their writing and arts whole school work at Shopping City Children will sing at the Community Centre as part of a Christmas performance. KS2 children perform a Singing Concert	Community Centre	See School Games timetable for the competitions entered		