

Year 3/4

Cycle A

Romans

Anglo Saxons and Vikings

Our World

R.E.	<p>Creation Being made in the likeness of God, The work of CAFOD. The Torah in the Jewish Faith</p> <p>Catholic Social Teaching Being a Good Neighbour. St Paul’s letter to the Corinthians Introduces themes of Catholic Teaching. Building bridges not walls.</p> <p>Advent The coming of Jesus from a historical context through his ancestors to King David. The Nature of the Messiah</p>	<p>Christmas The role of Angels as messengers of God. The Annunciation and the birth of John the Baptist are also examined.</p> <p>Revelation The stories of Simeon and Anna at Jesus’ Presentation. Jesus as the Light of the World. The celebration of light over darkness in Sikhism</p> <p>Lent Jesus in the Wilderness. Preparing for Easter through Fasting, Almsgiving, Prayer and living the Beatitudes. Yom Kippur in the Jewish faith</p> <p>Holy week Explores the reasons for Jesus’ death.</p>	<p>Easter The Ascension and other stories exploring the resurrection of Jesus. The Hindu festival of Diwali</p> <p>Pentecost and Mission Detailed examination of the events of Pentecost, especially the gift of languages. The qualities of a follower of Jesus as expressed in Colossians</p> <p>Other Faiths</p>
R.H.E.	<p><u>Module 1 - Created and Loved by God</u></p> <p>Unit 1: Religious Understanding explores the Gospel story Jairus’ daughter in various creative and reflective ways. Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this. A second session unpacks the Sacraments of Baptism and Reconciliation as a foretaste of heaven and a wonderful part of our relationship with God.</p> <p>Unit 3: Emotional Well-Being helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a ‘fake reality’ and God’s love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness.</p>		<p><u>Ten: Ten Module Two: Created to Love Others</u></p> <p>Unit 1 - Religious Understanding tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships.</p> <p>Unit 2 - Personal Relationships help children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.</p> <p><u>Module 1 - Created and Loved by God</u> <u>(Unit 2- Me, My Body, My Health)</u> In Unit 2 - Me, My Body, My Health, children meet animated character, AJ, who will reappear throughout this scheme of work. In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God’s loving plan for creation.</p>
ENGLISH	<p><u>Autumn 1</u> Recounts (life as a Celt and as a citizen of Ancient Rome) Setting descriptions (a Roman villa and Romulus and Remus) Stories, including character descriptions (Romulus and Remus) Information texts (Roman Gods and Goddesses)</p> <p><u>Autumn 2</u> Instruction texts (How to build an aquaduct/How to make a Roman catapult) Descriptive writing (Volcanic eruption at Pompeii) Newspaper reports (The Roman invasion of Britain) Explanation texts (How the Romans changed Britain) Poetry (Christmas themed)</p>	<p><u>Autumn 1</u> Information text (life in an Anglo Saxon settlement) Balanced argument (Should the Britons welcome or resist the Saxons?) Descriptions (Anglo Saxon warriors) Short stories/sagas (the legend of Beowulf)</p> <p><u>Autumn 2</u> Newspaper report (Viking raid on Lindisfarne) Persuasive letter (should children do chores?) Non fiction text (Viking Gods and Goddesses) Playscript (based on Norse Gods)</p>	<p><u>Autumn 1</u> Non fiction texts (Our school and Reading landmarks) Balanced argument (positives and negatives based on the local area) Adventure story/narrative (based on Traction Man story)</p> <p><u>Autumn 2</u></p> <p>Non fiction text (biomes of the world) Explanation text (how animals survive in different biomes) Instruction text (How to make a bird feeder) Biography (a family member or local ‘celebrity’)</p>

MATHS	<p><u>Autumn 1</u> Number and Place Value -Recognise and partition numbers in different ways up to 1,000. Find 10 or 100 more or less than a given number and rounding numbers to the nearest 10, 100 or 1,000. Addition and Subtraction - Add and subtract mentally across 10 and 100. Use column method of addition and subtraction including regrouping. Solve addition and subtraction word problems. Multiplication and Division - Times table work, multiplying multiples of ten, written methods for multiplication including partitioning and short multiplication. Solve multiplication and division word problems. Measure - Find perimeter of a shape.</p> <p><u>Autumn 2</u> Number and Place Value -Read and write numbers up to 1000 in numerals and words, estimate using a number line and order numbers up to 1,000. Fractions - Add and subtract fractions with the same denominator, solve fractions of amounts, order fractions, solve fraction word problems and recognise fraction/ decimal equivalent for tenths and hundredths. Decimals - Divide a one or two-digit number by 10s and 100s, compare, order and round decimals. Measure (Mass and Capacity) - Measure length in m, cm and mm, measure volume in litres and ml and measure mass in kilograms and grams. Measure (Time) - Tell the time in minutes past and to the hour. Tell the time on a clock with roman numerals. Shape - Identify horizontal, vertical, parallel and perpendicular lines and compare and classify different types of triangles. Addition and Subtraction - One and two step addition and subtraction word problems. Statistics- interpret and present data in pictograms. Geometry -Christmas coordinates.</p>	<p><u>Spring 1</u> Number and Place Value - Revision of areas taught and sequences. Addition and Subtraction - Written methods revision. Word problems - One and two step addition and subtraction word problems. Multiplication and division word problems and scaling problems. Fractions and Decimals - Fractions of amounts, 1/10 and 1/100 as decimals, dividing whole numbers by 10s and 100s. Measure (Time) - Telling the time on an analogue clock, converting analogue to digital time, 12 and 24-hour time. Shape and Measure - Properties of shape, symmetry and angles, perimeter, translation and measure reasoning problems.</p> <p><u>Spring 2</u> Place Value - Revise partitioning and place value up to 4 digits, use the inverse to check addition and subtraction problems, use the inverse to solve multiplication and division problems. Fraction - Recognise decimal equivalents for halves and quarters, solve one and two step fraction of amount word problems. Measure (Mass and Capacity) - To convert between different units of measure. Measure (Time) To convert between analogue and digital time, solve problems that involve converting units of time (hours and minutes) and calculate the duration of events. Statistics - interpret and present data in bar charts and line graphs.</p>	<p><u>Summer 1</u> Shape - Identify properties of quadrilaterals, identify missing coordinates of polygons on a 2D grid and name and describe properties of 3D shapes. Measure - find the perimeter and area of rectangles and know measure facts involving days, weeks, months and years. Word problems and Reasoning Skills- Solve missing number problems and 2 step word problems. Fractions - Adding and subtracting fractions and calculating fraction of amounts. Number and Place value - Read and write roman numerals to 100. Statistics - Revise pictograms, bar charts and line graphs.</p> <p><u>Summer 2</u> Place Value - Revise negative numbers and solve negative number word problems. Solve missing number sequences including decimal numbers. Time - Revise digital and analogue time and solve time word problems calculating elapsed time. Fractions and Ratio - Solve fraction of amount and ratio word problems and calculate equivalent fractions. Statistics - Revise interpreting tables, bar charts and line graphs. Maths class revision - Revise rounding and money problems and additional areas of revision identified by class teachers.</p>			
SCIENCE (year 4 topics)	<p>Scientific Skills (<i>See scientific skills document for more detail</i>)</p> <p>Children Will develop their scientific skills throughout the year with opportunities planned into each topic. They will learn to ask relevant questions, use different types of enquiries, make careful observations, take measurements using equipment and gather, record, classify and present their data in a variety of ways.</p> <table><tr><td><p>States of Matter</p><ul style="list-style-type: none">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.</td><td><p>Sound</p><ul style="list-style-type: none">Identify how sounds are made, associating some of them with something vibrating.Recognise that vibrations from sounds travel through a medium to the ear.Find patterns between the pitch of a sound and features of the object that produced it.Find patterns between the volume of a sound and the strength of the vibrations that produced it.Recognise that sounds get fainter as the distance from the sound source increases.</td><td><p>Living things and their habitats</p><ul style="list-style-type: none">Recognise that living things can be grouped in a variety of ways.Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.Recognise that environments can change and that this can sometimes pose dangers to living things.</td></tr></table>			<p>States of Matter</p> <ul style="list-style-type: none">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>Sound</p> <ul style="list-style-type: none">Identify how sounds are made, associating some of them with something vibrating.Recognise that vibrations from sounds travel through a medium to the ear.Find patterns between the pitch of a sound and features of the object that produced it.Find patterns between the volume of a sound and the strength of the vibrations that produced it.Recognise that sounds get fainter as the distance from the sound source increases.	<p>Living things and their habitats</p> <ul style="list-style-type: none">Recognise that living things can be grouped in a variety of ways.Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.Recognise that environments can change and that this can sometimes pose dangers to living things.
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	<p>Animals including Humans</p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. identify the different types of teeth in humans and their simple functions. construct and interpret a variety of food chains, identifying producers, predators and prey. 		<p>Electricity</p> <ul style="list-style-type: none"> identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify 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 battery. Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.
Art	<p>Topic: Romans</p> <ul style="list-style-type: none"> Explore range of artefacts/images of Roman art including pottery, sculptures, paintings and mosaics. ORACY Develop sketching and shading techniques when drawing own Celtic knot, 3D sculpture and complete a still life drawing with fruit inspired by a wall painting from the house of Julia Felix discovered in Pompeii. Experiment with different mediums including clay, paint and mosaics to design and make their own Roman pottery, shield and coaster using stones tiles. Construct with paper/ card, colour wheel/ blending. Forming pattern/ images with paper pieces. Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork Appraise/ evaluate own work and that of peers. ORACY <p>Artists: Leonardo Di Vinci, Caravaggio</p>	<p>Topic: Anglo Saxons and Vikings</p> <ul style="list-style-type: none"> Research Anglo Saxon and Viking artwork ORACY Create own pictures inspired by patterns and images looked at using pencil and coloured pencil- expand on and refine shading and sketching techniques. Bhuild on blending skills to create firework pictures using chalk pastels. Research Viking longships and create paintings featuring a ship. Develop painting technique to create an image of the sea and finer detail on the longship. Cross stich and paper weaving Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork Appraise/ evaluate own work and that of peers. ORACY 	<p>Topic: Our world</p> <ul style="list-style-type: none"> Research landmarks of Reading- discuss what Reading is famous for (3Bs- bricks, biscuits and beer) and what buildings/ statues the children have seen in Reading. ORACY Create charcoal drawings of Reading landmarks- practise developing tone and depth with charcoal. Create UK landmark sculptures using junk/ recycled materials for modelling. Aboriginal art pictures when expanding the topic of our world from the UK to other countries. Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork Appraise/ evaluate own work and that of peers. ORACY
COMPUTING KAPOW Computing (Year 6)	<p><u>Autumn 1</u> Microsoft word PowerPoint Online safety: Year 4</p> <ul style="list-style-type: none"> What happens when I search online? How do companies encourage us to buy online? Fact,opinion or belief What is a bot? What is my #TechTimetable like? <p><u>Autumn 2</u></p> <p>Investigating weather</p> <ul style="list-style-type: none"> What's the weather? Weather stations Extreme weather Satellites and forecasts Presenting forecasts 	<p><u>Spring 1</u> Creating media: Website design</p> <ul style="list-style-type: none"> Google Sites skills Book review web page Creating a web page Planning my website Creating my website <p><u>Spring 2</u></p> <p>Collaborative learning</p> <ul style="list-style-type: none"> Teamwork Sharing a document Slide presentations Google Forms Shared spreadsheets 	<p><u>Summer 1</u> Programming 2: Computational thinking</p> <ul style="list-style-type: none"> What is computational thinking? Decomposition Abstraction and pattern recognition Algorithm design Applying computational thinking <p><u>Summer 2</u></p> <p>Journey inside a computer</p> <ul style="list-style-type: none"> Inputs and outputs Building a paper laptop Following instructions Computer memory Dismantling a tablet

DESIGN TECHNOLOGY	<p>Romans: Make a model Aqueduct</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of functional products that are fit for purpose ORACY Generate, develop, model and communicate ideas through discussion, annotated sketches & prototypes Select from and use a wider range of tools and equipment to perform practical tasks accurately Understand how key events and individuals in design & technology have helped shape the world Understand and use mechanical systems in their products (levers & linkages) <p>Design & Make a Roman Shoe</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of functional products that are fit for purpose CST Generate, develop, model and communicate ideas through discussion, annotated sketches & prototypes ORACY Select from and use a wider range of materials and components including textiles according to their aesthetic qualities Select from and use a wider range of tools and equipment to perform practical tasks accurately Understand how key events and individuals in design & technology have helped shape the world Evaluate their ideas and products against their own design criteria 	<p>Saxon Textiles: Weaving & Cross-stitch longboat design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of appealing products that are fit for purpose aimed at particular individuals or groups Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of materials and components including textiles according to their aesthetic qualities CST Understand how key events and individuals in design & technology have helped shape the world Evaluate their ideas and products against their own design criteria ORACY 	<p>Our World: Design & Make a 3 Course International Meal</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy & varied diet ORACY Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed CST Investigate and analyse a range of existing products Use research and develop design criteria to inform the design of appealing products that are fit for purpose aimed at particular individuals or groups Select from and use a wider range of materials and components (ingredients) according to their functional properties and aesthetic qualities Evaluate their ideas and products against their own design criteria ORACY
GEOGRAPHY	<p>Romans</p> <ul style="list-style-type: none"> Locate Roman towns in Britain using a map Identify towns ending with 'chester' and 'caster' and understand that these were once forts and roman settlements 	<p>Anglo Saxons and Vikings</p> <ul style="list-style-type: none"> The changing landscape of Britain - From the end of Roman rule to the Kingdoms of Anglo Saxons and Viking. Place names-atlas work Maps to show movement of tribes. Where Saxons came from-European maps/ Comparing Anglo Saxon Kingdoms to now 	<p>Our world</p> <ul style="list-style-type: none"> Researching landmarks and understanding their importance Explore life in different towns and cities around the world - comparing climate zones Explore different Biomes of the world. Explore what animals live in different climate zones, their habitats and adaptations Local-map reading - Tilehurst UK (including rivers, cities, seas) World geography - locating countries using atlases (digital and written), capitals, continents and physical features, migration
HISTORY	<p>Romans</p> <ul style="list-style-type: none"> Introduction to Celts A day in the life of a Celt Introduction to Roman invasion Roman towns and their structures Explore Roman cultures and beliefs including the legend of Romulus and Remus. Understand Roman artefacts and how that helps us to be informed of the past Roman gods and goddesses Daily life in Ancient Rome How Roman invasion changed Britain Understand the different layers which make up a Roman road 	<p>Anglo Saxons and Vikings</p> <ul style="list-style-type: none"> The fall of the Roman Empire Anglo Saxon invasion, settlements and kingdoms Anglo Saxon Warriors Anglo Saxon Gods Anglo Saxon Artefacts Runes - write your own initial in Runes Viking invasion-timeline and map work-Scandinavia focus and why they left. Discuss Viking raid from Anglo-Saxon perspective Beliefs and weapons of Viking warriors Viking way of life/Farm life/Viking settlement Viking mythology and Creation story Explore importance of Viking trade 	<p>Our world</p> <ul style="list-style-type: none"> Changing environments and the impact of this over time Reading through the ages Huntley and Palmers Understanding changes in history and how life was different in the past - looking at old photos, comparing past and present Biographies: People who have influence and shaped the history of Reading Reading Prison referring to changes in crime and punishment, linking to Oscar Wild and the fate of Reading Prison now

	<ul style="list-style-type: none"> Eruption of Pompei through visual means Use their oracy skills to share what pupils have learned about Roman invasion of Britain - To understand the impact of Romans on Britain 		
M.F.L. FRENCH	<p><u>Year 3</u></p> <ul style="list-style-type: none"> Moi - Talking about ourselves and our families. La France - look at where French is spoken around the world. Know how to pinpoint these places on a world map. Understand some of the culture of France. Numbers 1-20. The calendar. Feelings <ul style="list-style-type: none"> Appreciate that words and letters in French have different sounds or pronunciation to English. Know that French is spoken in other countries around the world. CST 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> Alphabet Colours Body Parts Numbers 20-31 <ul style="list-style-type: none"> Begin to recognise 1st, 2nd and 3rd person singular pronouns (je, tu, il, elle) with auxiliary verbs avoir and être. Appreciate that words and letters in French have different sounds and pronunciation to English. Recognise plural nouns. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> Hobbies Pets Likes and Dislikes Food (ready for French café visit) <ul style="list-style-type: none"> Begin to recognise 1st, 2nd and 3rd person singular pronouns with action verbs (E.G je danse, tu sautes, il galope, elle court) Knowledge of life in France and Francophone countries including games.
	<p><u>Year 4</u></p> <ul style="list-style-type: none"> Recap of Moi topic but with extension activities to develop their understanding. Recap of numbers. Progressing onto 20-100. Clothing. (link to weather and pocket money) Pocket money On y va! - recap of French geography. Transport Weather <ul style="list-style-type: none"> Listen, read and show understanding of short phrases. Ask and answer familiar questions e.g Quelle est la date? Qu'est-ce que tu fais? Où habites-tu? Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support) Read aloud familiar short sentences with fairly accurate French pronunciation applying French sounds. Suggest and use strategies to memorise vocabulary including making connections to other languages. Translate using a bilingual dictionary. Join in with the words of familiar songs, rhymes and stories, some from memory. 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> Sport Recap likes and dislikes from year 3. Healthy Eating <ul style="list-style-type: none"> Listen, read and show understanding of short phrases. Ask and answer familiar questions e.g Quelle est la date? Qu'est-ce que tu fais? Où habites-tu? Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support) Read aloud familiar short sentences with fairly accurate French pronunciation applying French sounds. Suggest and use strategies to memorise vocabulary including making connections to other languages. Join in with the words of familiar songs, rhymes and stories, some from memory. 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> Telling the time Animals Food ready for French café <ul style="list-style-type: none"> Listen, read and show understanding of short phrases. Ask and answer familiar questions e.g Quelle est la date? Qu'est-ce que tu fais? Où habites-tu? Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support) Read aloud familiar short sentences with fairly accurate French pronunciation applying French sounds. Translate words using a bilingual dictionary. Join in with the words to familiar songs, rhymes and stories, some from memory.
MUSIC	<p><u>Autumn 1</u> Year 4 In2Music Project provided by local music hub Interesting Time Signatures Hoedown 20th/21st century Orchestral Pop Go Tell it On The Mountain Reggae I'm Always There Soul: Ballad Trick or Treat 20th/21st century orchestral Martin Luther King R&B</p> <p><u>Autumn 2</u> Combining Elements to Make Music Looking in the Mirror Pop It's All About Love Pop Take Time in Life Folk Perdido (Tizol) Jazz Scarborough Fair Folk</p>	<p><u>Spring 1</u> Pulse and Groove Through Improvisation Bringing Us Together Disco Mambo from West Side Story (Bernstein) Musicals Old Joe Clark Folk Bachianas Brasileiras No. 2 - The Little Train Of The Caipira (Villa-Lobos) 20th/21st century orchestral Dance with Me 20th/ 21st century orchestral</p> <p><u>Spring 2</u> Lent Reflection (+Recorder revision)</p>	<p><u>Summer 1</u> Connecting notes and feelings You Can See It Through EDM (Electronic Dance Music) A Ceremony of Carols (Britten) 20th/21st century orchestral/Choral Oh Happy Day! Gospel Romeo and Juliet, Overture-Fantasy (Tchaikovsky) Romantic A World Full of Sound 20th/21st century orchestral</p> <p><u>Summer 2</u> Purpose, identity and expression in music Train is A-Comin' Gospel O Eucharie (von Bingen) Choral The Octopus Slide Funk Connect EDM</p>

PHYSICAL EDUCATION	<p>Gymnastics</p> <ul style="list-style-type: none">• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].• Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Games- Hockey/Badminton</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• use running, jumping, throwing and catching in isolation and in combination;•play competitive games, modified where appropriate, hockey/badminton and apply basic principles suitable for attacking and defending;•develop flexibility, strength, technique and control•compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<p>Dance</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</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;•compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Games- Football/Dodgeball</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• use running, jumping, throwing and catching in isolation and in combination;• play competitive games of Dodgeball and apply basic principles suitable for attacking and defending;•play competitive games, 5 and 9 aside football and apply basic principles suitable for attacking and defending;•develop flexibility, strength, technique, control•compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<p>Athletics</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none">•use running, jumping, throwing and catching in isolation and in combination;•develop flexibility, strength, technique, control and balance- throwing,•compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Cricket</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• use running, jumping, throwing and catching in isolation and in combination;•play competitive games, triangular cricket, French cricket, football cricket and apply basic principles suitable for attacking and defending;•develop flexibility, strength, technique, control and balance - throwing, catching•compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Outdoor Adventurous Activities</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none">• 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>Sports day Inter-house Tournaments</p>
VISITS	Reading Museum Topic Day	Drama workshop Topic Day	Local area visit/tour Topic Day