

Foundation Subjects

	Science	History and Geography	Art and DT	RE	PE	Computing
W1 (3 days)						
W2	<p><u>Living things and their habitats</u> LO: To recognise that living things can be grouped in a variety of ways. LO: To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p><u>History - The Roman Invasion</u> LO: Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods they study.</p>	<p><u>Art – Viewpoints</u> LO: To explore the visual aspects of dreams.</p>	<p><u>2.6 How and why do believers show their commitments during the journey of life?</u> LO: To suggest some reasons why life is often described as a journey and express their own metaphors for life, giving their reasons. LO: To use religious vocabulary to describe and explain why baptism and confirmation are important to some Christians.</p>	<p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Invasion Games</u> Tag Rugby</p>	<p><u>4.2 We are Toy Designers</u> This unit will enable the children to: LO: To design and make an on-screen prototype of a computer-controlled toy.</p> <p>4.1 We are Rules Writers (online safety unit)</p>
W3	<p>LO: To recognise that living things can be grouped in a variety of ways.</p>	<p>LO: Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>LO: To collect visual information to help us develop our ideas.</p>	<p>LO: To use religious vocabulary to describe what happens in a ritual of belonging and say why it is important for young people from that religion.</p>	<p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Invasion Games</u> Tag Rugby</p>	<p>LO: To understand different forms of input and output (such as sensors, switches, motors, lights and speakers).</p>

W4	<p>LO: To recognise that living things can be grouped in a variety of ways.</p> <p>LO: To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>LO: Devise historically valid questions about change, cause, similarity and difference and significance.</p>	<p>LO: To explore ideas about a dream story to be filmed or photographed.</p>	<p>LO: To use religious vocabulary to describe what happens in a ritual of belonging and say why it is important for young people from that religion.</p>	<p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Invasion Games</u> Tag Rugby</p>	<p>LO: To design, write and debug the control and monitoring program for their toy.</p>
W5	<p>LO: To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>LO: Develop a chronologically secure knowledge and understanding of British history (what Britain was like before the Romans came).</p>	<p>LO: To use digital media to create a dream sequence</p>	<p>LO: To describe the impact of ceremonies that mark important stages in people's lives</p>	<p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Invasion Games</u> Tag Rugby</p>	<p>LO: To design, write and debug the control and monitoring program for their toy.</p>
W6	<p>LO: To recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>LO: Begin to learn about Iron Age culture.</p>	<p>LO: To be able to interpret an image using printing</p>	<p>LO: To make links to their own lives and the important stages and ceremonies that may mark these.</p>	<p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Invasion Games</u> Tag Rugby</p>	<p><u>4.1 We are Year 4 rule writers – Online Safety Unit</u> LO: To consider online safety scenarios encountered in Year 3 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules. LO: To consider what new strategies they can apply to online safety scenarios, beyond talking to a trusted adult. LO: To review and edit their online safety guidelines. LO: To develop their online safety rules so they are easily understood and appropriate for Year 4 pupils</p>

W7	LO: To recognise that environments can change and that this can sometimes pose dangers to living things.		LO: To be able to modify and improve your designs and prints.	LO: To express their own responses to questions of meaning and purpose showing understanding of religious ideas and using a variety of media.	<u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.  <u>Invasion Games</u> Tag Rugby	LO: To consider online safety scenarios encountered in Year 3 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules. LO: To consider what new strategies they can apply to online safety scenarios, beyond talking to a trusted adult. LO: To review and edit their online safety guidelines. LO: To develop their online safety rules so they are easily understood and appropriate for Year 4 pupils
W1	<u>States of Matter and Working Scientifically</u> LO: To compare and group materials together, according to whether they are solids, liquids or gases. LO: To ask and answer relevant questions using scientific enquiries.	<u>Geography – Layers of the Rainforest</u> LO: To identify the position and significance of latitude, longitude, Equator.	<u>Art - Portraying Relationships</u> LO: To explore paintings and photographs portraying relationships.	<u>2.7 What matters most to humanists and Christians?</u> LO: To use correct vocabulary to describe a religious and a non-religious way of life. LO: To describe some values that matter to Humanists and some values that matter to Christians.	<u>Dance</u> LO: To perform dances using a range of movement patterns.  <u>Invasion Games- Basketball</u> LO: To play competitive games and apply basic principle for attacking and defending.  <u>Invasion Games</u> Hockey	<u>Unit 4.4: We are HTML Editors</u> LO: To understand some technical aspects of how the internet makes the web possible use HTML tags for elementary mark-up.
W2	LO: To compare and group materials together, according to whether they are solids, liquids or gases.	LO: To identify the position and significance of latitude, longitude, Equator.	LO: To investigate the content, ideas and subjects in relationship portraits.	LO: To make links from their own ideas about good and bad to other people's ideas.	<u>Dance</u> LO: To perform dances using a range of movement patterns.  <u>Invasion Games</u> Hockey  <u>Invasion Games- Basketball</u> LO: To play competitive games and apply basic principle for attacking and defending.	LO: To understand some technical aspects of how the internet makes the web possible use HTML tags for elementary mark-up.

W3	<p>LO: To set up simple practical enquiries, comparative and fair tests.</p> <p>LO: To make systematic and careful observations and take accurate measurements using standard units and a range of equipment.</p> <p>LO: To gather, record, classify and present data in a variety of ways.</p> <p>LO: To record findings using simple scientific language, drawings, labeled diagrams, keys, bar charts, and tables.</p>	<p>LO: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>LO: To collect visual information to help develop ideas</p>	<p>LO: To understand similarities and differences between Christian and Humanist values.</p>	<p><u>Dance</u> LO: To perform dances using a range of movement patterns.</p> <p><u>Invasion Games</u> Hockey</p> <p><u>Invasion Games- Basketball</u> LO: To play competitive games and apply basic principle for attacking and defending.</p>	<p>LO: To understand some technical aspects of how the internet makes the web possible use HTML tags for elementary mark-up.</p>
W4	<p>LO: To 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).</p>	<p>LO: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>LO: To be able to sketch a relationship portrait.</p>	<p>LO: To identify some of their own values and consider what behaviour goes with a value like forgiveness, truth telling or kindness to animals.</p>	<p><u>Dance</u> LO: To perform dances using a range of movement patterns.</p> <p><u>Invasion Games</u> Hockey</p> <p><u>Invasion Games- Basketball</u> LO: To play competitive games and apply basic principle for attacking and defending.</p>	
W5	<p>LO: To 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).</p> <p>LO: To identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>LO: To use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>LO: To locate vegetation belts around the world.</p>	<p>LO: To be able to use a variety of painting techniques.</p>	<p>LO: To ask and respond to questions about values and why we find it hard to always be good (Level 3);</p>	<p><u>Dance</u> LO: To perform dances using a range of movement patterns.</p> <p><u>Invasion Games</u> Hockey</p> <p><u>Invasion Games- Basketball</u>-LO: To play competitive games and apply basic principle for attacking and defending.</p>	<p><u>Online Safety - 4.2 We are standing up to peer pressure - Dealing positively with peer pressure</u> LO: To understand that peer pressure can be a positive and negative influence. LO To understand that access to the internet is not the same for everyone. LO: To recall ways to report concerns and inappropriate behaviour.</p>
W6	<p>LO: To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>LO: To report on findings from enquiries, including oral and written explanations, displays</p>	<p>LO: To locate the world's countries concentrating on their environmental regions, key physical characteristics.</p>	<p>LO: To be able to use a variety of painting techniques.</p>	<p>LO: To make links between what matters most to Humanists or Christians and what matters most to them.</p>	<p><u>Dance</u> LO: To perform dances using a range of movement patterns.</p> <p><u>Invasion Games</u> Hockey</p>	<p>LO: To understand that peer pressure can be a positive and negative influence. LO To understand that access to the internet is not the same for everyone. LO: To recall ways to report concerns and inappropriate behaviour.</p>

	<p>or presentations of results and conclusions. LO: To use results to draw simple conclusions, make predictions, suggest improvements and raise further questions.</p>				<p><u>Invasion Games- Basketball</u>-LO: To play competitive games and apply basic principle for attacking and defending.</p>	
<p>W7</p>	<p>LO: To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. LO: To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. LO: To use results to draw simple conclusions, make predictions, suggest improvements and raise further questions.</p>	<p>LO: To locate the world's countries concentrating on their environmental regions, key physical characteristics.</p>	<p>LO: To evaluate your work and suggest ways in which it could be developed. To be able to evaluate your work and suggest ways in which it could be developed.</p>	<p>LO: To apply ideas about values in Christianity and Humanism for themselves.</p>	<p><u>Dance</u> LO: To perform dances using a range of movement patterns.  <u>Invasion Games</u> Hockey</p>	<p>LO: To understand that peer pressure can be a positive and negative influence. LO To understand that access to the internet is not the same for everyone. LO: To recall ways to report concerns and inappropriate behaviour.</p>
<p>W8 (3 days)</p>						