



### Year 3/4 Medium Term Plan – Romans on the Rampage

<b>Term</b>	Autumn 1		
<b>Key text</b>	Gladiator Clash		
<b>Key Vocabulary</b>	Rome, Roman, Gladiator, myth, ancient, republic, chariot, colosseum		
<b>Overarching objectives</b>	History		
<b>Topic curriculum coverage and content</b>			
<b>Lesson WALT</b>	<b>Subject covered within lesson</b>	<b>Curriculum content covered within lesson</b>	<b>What will this look like when it is achieved?</b>
Lesson 1 WALT locate Italy on a world and European map	Geography	<ul style="list-style-type: none"> <li>- Identify where countries are within Europe.</li> </ul>	Children will <ul style="list-style-type: none"> <li>- Know where Italy is</li> <li>- Know the shape of Italy</li> <li>-</li> </ul>
Lesson 2 WALT understand the physical geography of Italy	Geography	<ul style="list-style-type: none"> <li>- Know about the wider context of a place.</li> <li>- Know how the locality is set within a wider geography context.</li> </ul>	Children will <ul style="list-style-type: none"> <li>- Interpret a physical map</li> <li>- Know where the peaks and mountain ranges are</li> <li>- Know what the longest river in Italy is</li> </ul>
Lesson 3 WALT understand famous cities and landmarks of Italy	Geography	<ul style="list-style-type: none"> <li>- Know about the wider context of a place.</li> <li>- Demonstrate knowledge of features about around them beyond the UK.</li> </ul>	Children will <ul style="list-style-type: none"> <li>- Understand the term human geography</li> <li>- Be able to use resources to research human geography</li> <li>- Be able to describe human geography in Italy</li> </ul>
Lesson 4 WALT be safe online	Computing (E-Safety)	<ul style="list-style-type: none"> <li>- Use technology safely and respectfully, keeping personal information private.</li> <li>- Use technology safely and recognise acceptable and unacceptable behaviour</li> <li>- Uses technology responsibly and understand that communication online may be seen by others</li> </ul>	Children will <ul style="list-style-type: none"> <li>- Know importance of private information</li> <li>- Be able to use a search engine safely</li> <li>- Recognise acceptable and unacceptable behaviour.</li> <li>- Be responsible using technology</li> </ul>

		<ul style="list-style-type: none"> <li>- Understand where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that communication online may be seen by others</li> <li>- Know where to go for help if they have concerns about contact or content on the internet</li> </ul>
Lesson 5 WALT use the internet to find out about Italy	Computing (Internet searching)	<ul style="list-style-type: none"> <li>- Use simple search technologies and recognise that some sources are more reliable than others</li> <li>- Understand how results are selected and ranked by search engines.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Be able to use a child friendly search engine</li> <li>- Know what a search engine is</li> <li>- Know how search engine results are ranked and why</li> </ul>
Lesson 6 WALT explore the legend of how Rome was founded	History	<ul style="list-style-type: none"> <li>- Use a variety of resources to find out about aspects of life in the past</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Retell the legend of Romulus and Remus</li> <li>- Understand how Rome grew rapidly</li> <li>- Understand different countries who were under rule of Rome</li> </ul>
Lesson 7 WALT: Create a mosaic	Art	<ul style="list-style-type: none"> <li>- Experiment with different materials to create a range of effects and use these techniques in the completed work</li> <li>- Describe some of the key ideas, techniques and working practices of artists, architects and designers who they have studied.</li> <li>- Know about some of the great designers in history.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Understand collage and how mosaics were made</li> <li>- Know some important Italian artists</li> <li>- Understand that some Roman myths were portrayed through art</li> <li>-</li> </ul>
Lesson 8 WALT find out about the social structure and organisation of ancient Rome	History	<ul style="list-style-type: none"> <li>- Use a variety of resources to find out about aspects of life in the past</li> <li>- Communicate their learning in an organised and structured way using appropriate terminology</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Explain what a republic is</li> <li>- Identify the social classes within ancient Rome</li> <li>- Name some of the most famous emperors and their roles</li> </ul>
Lesson 9 WALT explore the life of a gladiator	History	<ul style="list-style-type: none"> <li>- Communicate their learning in an organised and structured way using appropriate terminology</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Learn different types of Roman entertainment</li> <li>- Know what a gladiator is and what their life was like</li> </ul>
Lesson 10 and 11 WALT plan, make and evaluate a Roman shield	DT	<ul style="list-style-type: none"> <li>- Plan out a process</li> <li>- Create designs using annotated sketches</li> <li>- Strengthen and explore their own ideas</li> <li>- Safely measure, mark out, cut, assembly and join with some accuracy</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Make a Roman shield that resembles something a gladiator would use</li> <li>- Know why a gladiator needed a shield</li> <li>- Know the purpose of a shield</li> </ul>

		<ul style="list-style-type: none"> <li>- Explain what they like about their work</li> </ul>	<ul style="list-style-type: none"> <li>- Plan, make and evaluate</li> </ul>
Lesson 12 WALT understand how the Roman army invaded Britain	History	<ul style="list-style-type: none"> <li>- Place some historical periods in a chronological framework</li> <li>- Use an increasing range of common words and phrases related to the passing of time</li> </ul>	Children will <ul style="list-style-type: none"> <li>- Know how the Roman army invaded Britain</li> <li>- Know what the Roman army were like</li> <li>- Know why the Roman army invaded Britain</li> </ul>
Lesson 13 WALT understand what we gained from the Roman invasion	History	<ul style="list-style-type: none"> <li>- Understand that sources can contradict each other</li> </ul>	Children will <ul style="list-style-type: none"> <li>- Understand that some people thought the Roman invasion was a good thing and some thought it was a bad thing</li> <li>- Understand that there are different types of sources and that they can contradict each other</li> </ul>
Lesson 14 WALT understand life in Roman Britain	History Geography	<ul style="list-style-type: none"> <li>- Use sources of information in ways that go beyond simple observations to answer questions about the past</li> <li>- Use a variety of resources to find out about aspects of life in the past</li> <li>- Describe human features of UK cities.</li> </ul>	Children will <ul style="list-style-type: none"> <li>- Understand what the Roman's brought to Britain</li> </ul>

### Discrete teaching

Lesson WALT	Subject covered	Curriculum content covered within unit	What will this look like when it's achieved? Children will:
Lesson 1 WALT: understand and create food chains.	Science Animals including humans – teeth and digestion	<ul style="list-style-type: none"> <li>– Animals cannot make their own food</li> <li>– animals get nutrition from what they eat</li> <li>– recap and extend knowledge of food chains</li> <li>– identify animals need the right types of food to survive</li> </ul> Investigation – grouping and sorting	<ul style="list-style-type: none"> <li>• Identify producers, predators and prey.</li> <li>• Create food chains from different environments</li> <li>• Explain what the arrows mean in a food chain.</li> </ul>
Lesson 2 WALT: explain the different food groups humans need to be healthy		<ul style="list-style-type: none"> <li>– Identify that animals (humans) need the right types and amount of nutrition</li> <li>– Expand knowledge of food groups needed by humans</li> </ul> Investigation – grouping and sorting	<ul style="list-style-type: none"> <li>• Sort foods into food groups</li> <li>• Explain function of each group</li> <li>• Know that diet means what you eat and that you can change your diet to help you be healthy.</li> </ul>

Lesson 3 WALT: understand the dietary needs of different people.		<ul style="list-style-type: none"> <li>– Identify that humans need the right types and amount of nutrition</li> </ul> <p>Investigation – secondary sources grouping/ sorting</p>	<ul style="list-style-type: none"> <li>• Design a menu for different types of people with different dietary needs eg child – weight lifter – marathon runner</li> </ul>
Lesson 4 WALT: describe the functions of the human digestive system.		<ul style="list-style-type: none"> <li>– describe the simple functions of the basic parts of the digestive system in human</li> </ul> <p>Investigation – sorting</p>	<ul style="list-style-type: none"> <li>• Label the parts of the digestive system</li> <li>• Voice over for a digestion video</li> </ul>
Lesson 5 WALT: understand the make-up and functions of human teeth .		<ul style="list-style-type: none"> <li>– Describe the functions of human teeth and their make up</li> </ul> <p>Investigation – secondary sources grouping</p>	<ul style="list-style-type: none"> <li>• Create a teeth booklet</li> <li>• Identify teeth and their function</li> </ul>
Lesson 6 WALT: understand how to protect our teeth		<ul style="list-style-type: none"> <li>– Identify what damages our teeth</li> <li>– Understand what we can do to prevent damage</li> </ul> <p>Investigation – fair test- prediction focus</p>	<ul style="list-style-type: none"> <li>• Identify food and drinks which damage our teeth</li> <li>• Know that we need to brush our teeth twice a day.</li> <li>• Know we need to visit the dentist to keep healthy teeth</li> <li>• Leaflet for year 2 to keep teeth healthy</li> <li>• Tooth paste experiment – length of tooth paste line - what affects it and predict.</li> <li>• Set up egg experiment</li> </ul>
Lesson 7 WALT: identify what damages teeth through interpreting results of a fair test.		<ul style="list-style-type: none"> <li>– Identify what damages our teeth</li> <li>– Understand what we can do to prevent damage</li> </ul> <p>Investigation – fair test – interpret results and draw a conclusion focus</p>	<ul style="list-style-type: none"> <li>• Analyse egg experiment – edit format</li> <li>• Record results clearly</li> <li>• Draw conclusions based on aims .</li> </ul>

Lesson 8 WALT: identify different types of teeth from different animal groups.		<ul style="list-style-type: none"> <li>- Identify the different types of teeth in different animal groups</li> <li>- Investigation - grouping and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Identify teeth in different skulls</li> <li>• Identify if skull is a herbivore, carnivore or omnivore. Giving reasons</li> </ul>
Lesson 1 WALT read and respond to classroom vocabulary	French Year 3 <b>Our School</b>	<ul style="list-style-type: none"> <li>- Listen and respond to topic vocabulary.</li> <li>- Demonstrate understanding with actions.</li> <li>- Write sentences converting le/la to un/une.</li> <li>- Answer and ask questions using topic vocabulary.</li> <li>- From memory, begin to know if nouns from the topic are masculine or feminine.</li> <li>- Use a dictionary to develop topic vocabulary further.</li> <li>- Write a sentence with an adverbial phrase.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Listen attentively and show understanding</li> <li>- Engage in conversations.</li> <li>- Ask and answer questions.</li> <li>- Understand basic grammar.</li> <li>- Build sentences.</li> <li>- Join in and respond in a conversation.</li> <li>- Understand that words can then be produced into written material.</li> <li>- Broaden vocabulary.</li> </ul>
Lesson 2 WALT read, respond and answer questions in relation to stationary			
Lesson 3 WALT express an opinion about school subjects			
Lesson 4 WALT listen to commands and follow instructions			
Lesson 5 WALT know the French for familiar phrases			
Lesson 6 WALT know the French for familiar phrases and ask and answer questions			
Lesson 1 WALT Ask about where you live and name some of the major cities in France	French Year 4 <b>All around Town</b>	<p><b>All around town</b></p> <p>Name some of the major cities of France; Identify and say typical amenities to be found in French towns; Say and order multiples of ten;</p>	<p>Children will</p> <ul style="list-style-type: none"> <li>- listen to and repeat names of some French towns and cities.</li> <li>- compare and contrast French towns with places they know.</li> </ul>

		<p>Ask and give a simple address in French;          Locate the correct part of a bilingual dictionary to translate from French-English or vice versa.</p>	<ul style="list-style-type: none"> <li>- ask and answer questions to find out where someone lives.</li> </ul> <p>'habite à... [I live in...], Où [where], Où habitestu? [Where do you live?], Paris, Marseille, Lyon, Toulouse, Nice, Nantes, Strasbourg, Montpellier, Bordeaux, Lille.</p>
<p>Lesson 2 WALT          Identify and say some of the amenities found in a town.</p>			<p>Children will</p> <ul style="list-style-type: none"> <li>- listen to new language and repeat with increasing accuracy.</li> <li>- identify typical places in my town.</li> <li>- describe Gaddesby / Melton/ Systonmy town.</li> </ul> <p>agasin (m) [shop], école (f) [school], église (f) [church], musée (m) [museum], boulangerie (f) [bakery], piscine (f) [swimming pool], gare (f) [railway station], pâtisserie (f) [cake shop], café (m) [cafe], supermarché (m) [supermarket], cinéma (m) [cinema], parc (m) [park], théâtre (m) [theatre], marché (m) [market], mosquée (f) [mosque], rivière (f) [river], il y a [there is/are...], il n'y a pas de [there isn't/aren't...].</p>
<p>Lesson 3 WALT          count in tens in French and build numbers to 100</p>			<p>Children will</p> <ul style="list-style-type: none"> <li>- identify spellings or sounds I know in new words.</li> <li>- say the tens numbers to 100.</li> <li>- Role dice to make multiples of 10</li> </ul>
<p>Lesson 4 WALT          Count in 100s and build numbers in the hundreds.</p>			<p>Children will</p> <ul style="list-style-type: none"> <li>- identify spellings or sounds in new words.</li> <li>- use word patterns to predict what the next number will be.</li> <li>- say any number from 1-100 with support.</li> <li>- Roll dice to make any nos. to 100 – using support sheet- number game challenges .</li> </ul>
<p>Lesson 5 WALT          Ask for and say our address in French</p>			<p>Children will</p> <ul style="list-style-type: none"> <li>- listen to and repeat common French expressions.</li> <li>- construct a simple sentence.</li> <li>- say an address clearly</li> </ul> <p>Mon adresse est... [My address is...], avenue [avenue], boulevard [boulevard], allée [lane], rue [street/road], place [place/square], du/de l'/de la/des... [of the...].</p>

<p>Lesson 6 WALT Use a dictionary to broaden vocabulary</p>			<p>Children will</p> <ul style="list-style-type: none"> <li>- sort vocabulary into topic groups.</li> <li>- suggest further English words in a vocabulary set.</li> <li>- use a bilingual dictionary to translate the word I want</li> </ul> <p>Montagne (f) [mountain], lac (m) [lake], soleil (m) [sun], hôpital (m) [hospital], bois (m) [woods], arbre (m) [tree], singe (m) [monkey], chameau (m) [camel], plage (f) [beach], mairie (f) [town hall], ferme (f) [farm], lune (f) [moon], fraise (f) [strawberry], fleur (f) [flower], chèvre (f) [goat], vache (f) [cow], Que veut dire...? [What does...mean?]</p>
<p>Lesson 1 WALT Find out about music in Roman times.</p>	<p>Music</p>	<ul style="list-style-type: none"> <li>- Music- <b>What is your favourite music?</b> Write lists as table groups and compare.</li> <li>- Music was a part of Roman culture and happened at most social occasions. Music would play at arenas to accompany games and other events. It was also a part of early theatre. Music was customary at funerals and other religious ceremonies.</li> <li>- Listen to some Roman music- <a href="#">Roman Music</a></li> <li>- <b>What links can you make with music today? Where is it played? How does it make you feel? What instruments do you think were used?</b></li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Be able to compare music from the Roman times and now.</li> </ul>
<p>Lesson 2 WALT Listen carefully to a piece of Music.</p>	<p>Music</p>	<ul style="list-style-type: none"> <li>- Listen to some music from the soundtrack the Gladiator. <a href="#">The Battle</a></li> <li>- Close your eyes and imagine where you are.</li> <li>- <b>How does it make you feel? Do your feelings change as you go through the music? What might be happening at this point.</b></li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Be able to talk about how the music makes us feel and what events it describes.</li> </ul>
<p>Lesson 3 WALT Use musical language to</p>	<p>Music</p>	<ul style="list-style-type: none"> <li>- Listen to some music from previous weeks and use musical language to evaluate it.</li> <li>- <a href="#">The Battle</a></li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Evaluate music using the correct recorded vocabulary.</li> </ul>

appraise a piece or style of music.		<ul style="list-style-type: none"> <li>- <a href="#">Roman Music</a></li> </ul>	<ul style="list-style-type: none"> <li>- (Vocab that may be used- rhythm, pulse, pitch, melody, chants, posture, multiple parts, performance, audience, expression.)</li> </ul>
Lesson 4 WALT Sing songs with multiple parts.	Music	<ul style="list-style-type: none"> <li>- Discuss Roman numerals using a clock face.</li> <li>- Listen to the song- <a href="#">Roman Numerals</a></li> <li>- Write down Roman Numeral to help with memory.</li> <li>- Sing as whole class.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Sing the song from start to finish.</li> </ul>
Lesson 5 WALT Sing songs with multiple parts with increasing confidence.	Music	<ul style="list-style-type: none"> <li>- Retrieval- write down Roman Numerals. Use these to help sing the song from prior lesson.</li> <li>- Teach new song- <a href="#">Hey Romans</a></li> <li>- Work in groups with iPads.</li> <li>- Perform to class.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Perform to each other.</li> </ul>
Lesson 6 WALT Sing songs with multiple parts.	Music	<ul style="list-style-type: none"> <li>- Retrieval- on a post it-note write down 1-3 words to describe the Romans from the song last week.</li> <li>- Teach new song- <a href="#">Kids Performance</a></li> <li>- Work in groups with iPads.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Learn to sing the chorus from memory.</li> </ul>
Lesson 7 WALT Sing songs with multiple parts with increasing confidence.	Music	<ul style="list-style-type: none"> <li>- Tell a talk partner the 3 songs we have worked on this term.</li> <li>- Class split into 3 and each practice one of the songs.</li> <li>- Perform the song to the rest of class.</li> <li>- Record on iPad and watch back to peer assess.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Sing as much of the song as possible to the rest of the audience.</li> <li>- Will discuss what worked well and even better if.</li> </ul>
Lesson 1 and 2 WALT to explore teachings that act as guides for living	RE <b>What can we learn from religions about deciding what is right and wrong?</b>	Explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists.	<p>Children will</p> <p>Recall and talk about some rules for living in religious traditions.</p> <p>Find out at least two teachings from religions about how to live a good life.</p> <p>Discuss their own and others' ideas about how people decide right and wrong.</p> <p>Give examples of rules for living from religions and suggest ways in which they might help</p>
Lesson 3 WALT explore the ideas of temptation (through religious stories)		Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4.	



			believers with difficult decisions. Make connections between stories of temptation and why people can find it difficult to be good. Give examples of ways in which some inspirational people have been guided by their religion. Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system. Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity).
Lesson 4 WALT share teachings from different religions on how to live a good life		Share teachings from different religions that give examples of how to live 'a good life', e.g. Jewish teachings about being thankful (the Talmud teaches that Jews should say thank you 100 times a day! The Siddur prayer book contains numerous 'baruch atah Adonai' prayers ('Blessed are you, King of the universe'); or Christian teaching from Jesus on the	
Lesson 5 WALT Understand the difference between right and wrong		Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? If religions say that God inspires their rules for living, where do Humanists look for guidance?	
Lesson 6 WALT consider how religious beliefs and faith have inspired people		Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives. Reflect on the value of love, forgiveness, honesty, kindness, generosity and service in their own lives and the lives of others, in the light of their studies in RE.	
Lesson 1 WALT swimming (ongoing)	PE Swimming	<ul style="list-style-type: none"> <li>- Begin to swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>- Use a range of strokes effectively.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>- Use a range of strokes effectively.</li> <li>- Perform safe self-rescue in different water-based situations.</li> </ul>
Lesson 1 WALT Dribble with a basketball.	PE Basketball year 4	<ul style="list-style-type: none"> <li>- develop flexibility, strength, technique, control and balance in the context of the basketball dribbling technique.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- dribble with the ball using finger tips</li> <li>- keep head up</li> <li>- change direction and pace</li> </ul>

Lesson 2 WALT Use a range of passes and catches		<ul style="list-style-type: none"> <li>- develop flexibility, strength, technique, control and balance; Use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Use a range of techniques to pass a basket ball successfully</li> <li>- Develop accuracy in passing</li> <li>- Catch with increasing confidence</li> </ul>
Lesson 3 WALT Use pivoting to help us move effectively around the court		<ul style="list-style-type: none"> <li>- develop flexibility, strength, technique, control and balance in the context of pivoting and footwork in basketball.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- know how to and demonstrate a pivot</li> <li>- move round the court finding space and changing direction</li> </ul>
Lesson 4 WALT Use strategies to keep possession of the ball		<ul style="list-style-type: none"> <li>- develop flexibility, strength, technique, control and balance; Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- use strategies to keep possession of the ball</li> </ul>
Lesson 5 WALT Mark and get free from a defender		<ul style="list-style-type: none"> <li>- develop flexibility, strength, technique, control and balance; Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of marking and dodging in basketball. • To know how to mark a player eff</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- start to mark players and move with them to intercept and prevent passes</li> <li>- get free from a defender using speed and changes of direction</li> </ul>
Lesson 6 and 7 WALT Play a small game and suggest how we can improve.		<ul style="list-style-type: none"> <li>- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of basketball.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Play small team games</li> <li>- Evaluate their own and the performances of others finding strengths and weaknesses</li> <li>- Feedback constructively.</li> </ul>
Lesson 1 WALT: Take part in outdoor and adventurous activity challenges both individually and within a team.	PE Cross Country Yr 3/ 4	<ul style="list-style-type: none"> <li>- Children record a time for their cross country distance.</li> <li>- Year 3 – 400 Metres</li> <li>- Year 4 – 600 Metres</li> </ul>	<p>Children will</p> <p>Be able to run the cross country distance appropriate to their year group and record a time.</p>

Lesson 2 WALT Develop and maintain a better running technique.	PE Cross Country	<ul style="list-style-type: none"> <li>- Ask children to jog around in a large space. Encourage them to spread out and maintain a steady space.</li> <li>- Discuss correct running technique (<i>See planning</i>).</li> <li>- Head Still, Arms swinging forward / back and close to body, Chest forward and shoulders relaxed.</li> <li>- Children run between two cones 20 metres away up and down for 2 minutes.</li> <li>- Discuss trying to maintain a consistent pace for the whole 2 minutes.</li> <li>- Repeat activity.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Be able to demonstrate good running techniques to each other.</li> </ul> <p>Children will</p> <p>Be able to stand with a partner on a line and repeat the activity but taking in turns to run. Ask partners to watch each other and discuss pace.</p>
Lesson 3 WALT Be able to maintain a consistent running pace.	PE Cross Country	<ul style="list-style-type: none"> <li>- Children run between two cones 20 metres away up and down for 2 minutes.</li> </ul> <p>Discuss trying to maintain a consistent pace for the whole 2 minutes.</p> <ul style="list-style-type: none"> <li>- Repeat activity.</li> </ul>	
Lesson 4 WALT Compare our performances with previous ones and demonstrate improvement to achieve our personal best.	PE Cross Country	<p>Children record a time for their cross country distance.</p> <ul style="list-style-type: none"> <li>• Year 3 – 400 Metres</li> <li>• Year 4 – 600 Metres</li> <li>-</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Have a class discussion on how they found running a cross country distance.</li> </ul> <p>What did they do well? Have they improved their personal best? If so why? If not why?</p>
Lesson 5 WALT Use running, jumping, throwing and catching in isolation and in combination.  Links with PB.	PE Cross Country	<ul style="list-style-type: none"> <li>• Children work in small groups and have a go at 5 activities in a circuit, trying each activity at least once. Children should help each other with the scoring.</li> <li>-</li> </ul>	<p>Children will</p> <p>Improve their own score and understand they are competing with themselves and not with each other.</p>

<p>Lesson 6 &amp; 7 WALT Run the cross country distance appropriate to their year group and record a time, and to undertake a leadership role.</p>	<p>PE / PSHE Cross Country</p>	<ul style="list-style-type: none"> <li>- Recap the importance of technique, consistent pace and trying their best. Build stamina.</li> </ul> <p>Children record a time for their cross country distance.</p> <ul style="list-style-type: none"> <li>• Year 3 – 400 Metres</li> <li>• Year 4 – 600 Metres</li> </ul>	<p>Children will Take on leadership roles so they can time each other and discuss PB over all time trials.</p>
<p>Lesson 1 WALT understand why they have choices about their own body</p>	<p><b>PSHE</b> Year 3 <b>It's my body</b></p>	<ul style="list-style-type: none"> <li>- Explain what happens if they don't sleep enough, why a bedtime routine is important and what sleep deprivation can cause.</li> <li>- Discuss what happens to muscles including the heart when we exercise them.</li> <li>- Understand they can choose what happens to their body and know when a 'secret' should be shared.</li> <li>- Explain that too much sugar is bad for health and why a balanced 'rainbow' diet filled with micronutrients is important.</li> <li>- Know the difference between medicine and harmful drugs and chemicals.</li> <li>- Explain how germs travel and spread disease.</li> <li>- Know how to get help for themselves or another in the case of serious problems.</li> <li>- Know how to check medicine instructions.</li> <li>- Know how to inhibit the spread of germs.</li> <li>- Explain why muscles tremble when fatigued.</li> <li>- Know the signs of serious problems.</li> <li>- Explain what different hazard signs mean. Explain the difference between bacterial and viral infections.</li> </ul>	<ul style="list-style-type: none"> <li>- Learn about taking care of their body and that they have the right to protect it.</li> <li>- To know that sometimes it's ok to break a secret.</li> <li>- Understand healthy relationships.</li> <li>- Learn how to make informed choices.</li> <li>- Learn what affects their mental health.</li> <li>- Understand that bacteria and viruses can affect health and how to reduce the spread.</li> <li>- To know that alcohol and smoking are drugs as well as medicines.</li> <li>- To know what the term habit means.</li> </ul>
<p>Lesson 2 WALT understand how to keep their body healthy</p>			
<p>Lesson 3 WALT understand the importance of sleep</p>			
<p>Lesson 4 WALT understand how good hygiene helps stop disease</p>			
<p>Lesson 5 WALT understand how to keep safe around medicine</p>			
<p>Lesson 6 WALT know how to choose healthy habits</p>			

<p>Lesson 1 WALT Explain why we need new friendships and how we make them.</p>	<p>PSHE Year 4 VIPs</p>	<ul style="list-style-type: none"> <li>- discuss how our attitudes impact new friendships being made;</li> <li>- create a plan for being an anonymous friend over the course of a week;</li> <li>- reflect on the different characters in the dares story and discuss the different outcomes for each character;</li> <li>- work together to create a role play about positive resolution techniques;</li> <li>- create a poster with ideas to help someone who is being bullied.</li> </ul>	<ul style="list-style-type: none"> <li>- Children will</li> <li>- can explain why we need new friends and suggest different ways we can make new friends.</li> <li>- Discuss scenarios when you need new friends and how your attitude can affect this.</li> <li>- See links between hobbies and making new friends – name cards .</li> </ul>
<p>Lesson 2 WALT Understand how to act positively to keep our friends</p>			<ul style="list-style-type: none"> <li>- Be a friend to someone new for a week. (Anonymous friend activity)</li> <li>- How to be a friend- rate different ideas.</li> <li>- Reflect on positive things others have done for them during the week . understand you need to treat friends well through good and bad times .</li> </ul>
<p>Lesson 3 WALT I can identify my own support network</p>			<ul style="list-style-type: none"> <li>- 3 discuss differ types of relationships (acquaintances, friends, relatives and family) relationship map</li> <li>- Dare story – discuss characters in story and their roles and feelings.</li> <li>- Discuss support networks how these help if something goes wrong.</li> </ul>
<p>Lesson 4 WALT I can demonstrate strategies for resolving conflicts.</p>			<ul style="list-style-type: none"> <li>- 4 discuss reasons for falling out</li> <li>- Discuss positive resolution techniques</li> <li>- Role play these techniques</li> <li>- Support network – can they help in different situations</li> </ul>
<p>Lesson 5 WALT Identify what bullying is</p>			<ul style="list-style-type: none"> <li>- 5 identify bullying ( accident , teasing bullying)</li> <li>- Recognise forms of bullying</li> <li>- Role play to show impact of bullying</li> <li>- Understand the bully needs help too</li> </ul>
<p>Lesson 6 WALT Build strategies if someone is being bullied.</p>			<ul style="list-style-type: none"> <li>- 6 understand those being bullied may not be able to help them selves but we can help- scenarios</li> <li>- Look at school anti- bullying policy</li> <li>- Design an anti-bullying poster .</li> </ul>