

Intermediate year 2023/2024 year 4

Autumn Term 1	Autumn Term 2	Spring Term	Summer Term
Topic 1	Topic 2	Topic 3	Topic 4
Stones and Bones (History)	Fjords to fields (Geography)	King Under the Carpark (History)	Under the Canopy (Geography)
The history and evidence of how the first people lived. The life and achievements of the first people.	Learning about the amazing geography of Scandinavia and why the Vikings came to Britain.	Learning about the geography and history of our local area.	Learning about the importance of rainforests to our planet.
E- Teamwork G- Positivity	Y- Resilience D-Curiosity	B- Creativity D- Aspirations	A-Respect S- Resourcefulness
English			
Stone Age Boy Stig of the Dump Fossil book The Street Beneath our feet Other texts: Cave Baby How to wash a Woolly Mammoth	How to be a Viking I was there Viking Invasion Other texts: There's a Viking in my Bed Beowulf	The Fox and the Ghost King – Michael Morpurgo I was there Richard III Other texts: Richard III	Where the Forest Meets the Sea The Vanishing Rainforest The Great Kapok Tree Other texts: Rainforest explorer The rainforest grew all around Voices of the rainforest
Writing to entertain: a warning tale Writing to explain: Explanation of a phenomena	Writing to entertain: Stories from other cultures Writing to persuade: Advert in the form of a leaflet Writing to recount: Diary based on historical facts Writing to entertain: performance poetry	Writing to entertain: Stories in a familiar setting Writing to entertain: mystery stories Writing to recount: Newspaper with interviews and quotes Writing to persuade: persuasive letter	Writing to entertain: Writing from a different perspective Writing to entertain: fables, myths and legends Writing to explain: an encyclopaedia entry Writing to instruct
Maths			
Year 4 Place value Addition subtraction	Year 4 Multiplication and division Area and perimeter	Year 4 Fractions and decimals Money	Year 4 Statistics Shape

Science

.Rocks and Fossils

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

Recognise that soils are made from rocks and organic matter.

Investigate and understand the life and work of Mary Anning

Science investigations

Secondary sources – group and sort changes over time

Light

Recognise that he/she needs light in order to see things and that dark is the absence of light.

Notice that light is reflected from surfaces.

Recognise that light from the sun can be dangerous and that there are ways to protect eyes.

Recognise that shadows are formed when the light from a light source is blocked by a solid object.

Find patterns in the way that the size of shadows change.

Investigate and understand the life and work of Arthur Wilson – convex and concave mirrors

Science investigations
Pattern seeking – fair test – group and sort

Forces

Compare how things move on different surfaces.

Science investigations

Fair test

Sound

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.

Investigate the understand the life and work of Sir Alexander Graham Bell

Science investigations

Pattern seeking – fair test- secondary sources (ear)

Skeletons and muscles

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Plants

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

Explore and describe the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

Investigate the way in which water is transported within plants.

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Continue to develop knowledge of local plants.

Investigate and understand the life and work of Jeanne Baret – plant hunters

Science investigations

Fair test - group and sort – changes over time

Forces and magnets

Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

Observe how magnets attract or repel each other and attract some materials and not others.

Compare and group together a variety of everyday materials on the basis of whether

		<p>Understand how we look after our bodies and how doctors and nurses can help us look after them.</p> <p>Investigate and understand the life and work of George-Washington-Carver (farming – peanuts and cotton slavery)</p> <p>Science investigations Group and sort, fair test – secondary sources</p>	<p>they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Investigate the understand the life and work of Christian Orsted</p> <p>Science investigations Fair test , group and sort, pattern seeking</p>
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History

<p>Place some historical periods in a chronological framework. (CU)</p> <p>Use historic terms related to the period of study. (CU)</p> <p>To understand that there are different types of sources of evidence (secondary and primary) and that sources of evidence can contradict each other (HI)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology (O&C)</p> <p>Describe the achievements of early civilizations . (UEPC)</p> <p>To carry out research to draw conclusions about change and similarity and difference.</p>	<p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>Place some historical periods in a chronological framework.(CU)</p> <p>Use historic terms related to the period of study.(CU)</p> <p>To understand that there are different types of sources of evidence (secondary and primary) and that sources of evidence can contradict each other (HI)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology (O&C)</p> <p>To carry out research to draw conclusions about change and similarity and difference.</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Compare and use a variety of resources to find out about aspects of life in the past.</p>	
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<p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Compare and use a variety of resources to find out about aspects of life in the past.</p> <p>The ones below need deleting if they appear in green above.</p> <p>Describe the changes in Britain from the Stone Age to the Iron Age including Palaeolithic, Mesolithic, and Neolithic. They will also learn about Stonehenge and Skara Brae.</p>		<p>Describe a local study – Bosworth Battle Fields and the discovery of King Richard III’s body.</p>	
Geography			
<p>Identify where counties are within the UK and the key topographical features. (Skara Brae)</p>	<p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</p> <p>Identify where countries are within Europe; including Russia.</p> <p>Understand why there are similarities and differences between places.</p> <p>Know about the wider context of places - region, country.</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK.</p> <p>Identify physical and human features of the locality including volcanoes.</p>	<p>Draw accurate maps with more complex keys.</p> <p>Measure straight line distances using the appropriate scale.</p> <p>Explore features on OS maps using 6 figure grid references.</p> <p>Make more detailed fieldwork sketches/diagrams.</p> <p>Use fieldwork instruments e.g. camera, rain gauge.</p> <p>Plan the steps and strategies for an enquiry.</p> <p>Identify where counties are within the UK and the key topographical features. (Leicester)</p>	<p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</p> <p>Recognise that people have differing quality of life living in different locations and environments</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</p> <p>Explain about key natural resources e.g. water in the locality (the Nile).</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers,</p>

	<p>Understand and use a widening range of geographical terms eg. Subject specific topic vocabulary –fjords</p>		<p>mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe how people have been affected by changes in the environment.</p> <p>Understand and use a widening range of geographical terms eg. Subject specific topic vocabulary –fjords</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK.</p>
Art/DT			
<p>Art Explore shading, using different media considering how to make different tones.</p> <p>Compare and recreate the form of natural and manmade objects.</p> <p>Draws familiar objects with increasing accuracy and correct proportions.</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>DT Apply techniques he/she has learnt to strengthen, stiffen and reinforce more complex structures</p> <p>Evaluate their ideas and products against their own design criteria and consider how to improve their work</p>	<p>Art Understand and identify key aspects such as colour as tone & warm and cold colours.</p> <p>Create different effects by using a variety of tools and techniques such as bleeds, washes.</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p> <p>Describe and share what he/she likes about their work.</p> <p>DT Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks.</p>	<p>Art Sp1 Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>Plan and make sculpture linked to well-known artists work through drawing and other preparatory work including the use of clay.</p> <p>Experiment with a range of techniques and tools when creating clay sculptures.</p> <p>Articulate how he/she might improve their work using technical terms giving reasons for their choices.</p> <p>DT Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</p> <p>Create designs using annotated sketches, cross-sectional and exploded diagrams and prototypes.</p> <p>Sp2</p>	<p>Art Sum 1 Create printing blocks using impressed techniques.</p> <p>Describe and evaluate some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.</p> <p>Know about some of the great artists, architects and designers in history</p> <p>Cooking Understand what makes a healthy and balanced diet.</p> <p>Understand seasonality and the advantages of eating seasonal and locally produced food.</p> <p>Read and follow recipes which involve several processes, skills and techniques</p> <p>Prepare and cook savoury dishes using a range of cooking techniques.</p>

		<p>Create a 3d collage using overlapping and layering with a range of different materials.</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p> <p>Experiment with different materials to create a range of effects and use these techniques in a completed piece of work.</p>	<p>Sum 2 Add detail to work using different types of stitch, including cross-stitch.</p> <p>Use taught technical skills to adapt and improve his/her work.</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p> <p>DT Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.</p>
ICT			
<p>E-Safety Use technology safely and respectfully, keeping personal information private.</p> <p>Use technology safely and recognise acceptable and unacceptable behaviour.</p> <p>Use technology responsibly and understand that communication online may be seen by others.</p> <p>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p>	<p>E safety recap</p> <p>Using a computer Select and use a variety of software on a range of digital devices to accomplish goals.</p> <p>Computers Make efficient use of familiar forms of input and output devices.</p> <p>Use other input devices such as cameras.</p>	<p>E safety recap</p> <p>Coding Decompose programs into smaller parts.</p> <p>Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software, systems and content that accomplish given goals.</p>	<p>E safety recap</p> <p>Networks Understand what servers are and how they provide services to a network.</p> <p>Understand that the internet is a large network of computers and that information can be shared between computers.</p> <p>Internet searching Use simple search technologies and recognise that some sources are more reliable than others</p>
Music			
Singing	Singing	Singing	Singing

<p>Sing songs with multiple parts with increasing confidence (Stone Age rap/lullaby).</p> <p>Use musical language to appraise a piece or style of music</p>	<p>Sing songs with multiple parts with increasing confidence (Viking song)</p> <p>Sing as part of an ensemble with confidence and precision</p> <p>Performing</p> <p>Play and perform in solo or ensemble contexts with confidence (recorders)</p> <p>Play and perform in solo or ensemble contexts with increasing confidence</p>	<p>Sing songs with multiple parts with increasing confidence</p> <p>Listening</p> <p>Listen with direction to a range of high quality music</p> <p>Find the pulse within the context of different songs/music with ease</p> <p>Listen to and recall sounds with increasing aural memory</p> <p>Use musical language to appraise a piece or style of music</p> <p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate</p>	<p>Sing songs with multiple parts with increasing confidence</p> <p>Composing</p> <p>Develop an understanding of formal, written notation which includes crotchets and rests</p> <p>Develop an understanding of formal, written notation which includes minims and quavers</p>
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RE- Sikhism

<p><u>Making sense of beliefs</u></p> <p>Describe and make connections between different features of Sikhism and previously learnt religions. Discover more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Guru Nanak, the first Sikh Guru and founder of Sikhism. Vaisakhi.</p>		<p><u>Understanding the impact</u></p> <p>Observe and understand varied examples of Sikh views so that they can explain, with reasons, their meanings and significance to individuals and communities. Covering their heads in the presence of a Guru. Removing shoes before entering a Gurdwara.</p>	<p><u>Making connections</u></p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. Identify early Sikhism art. Forest School- spiritual links and child initiated.</p>
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<p>Worship in a Gurdwara. Sikh people also believe in only 1 God like the Judaism religion. Everyone is equal before God. A good life is lived by caring for others and sharing earnings.</p> <p>Describe and understand links between stories and other aspects of the Sikh community thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Links with the Diwali story and why Sikhs celebrate this festival too. Compare and contrast to Hinduism.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>The 5 Ks- physical symbols worn by Sikhs. Kesh (uncut hair) links to turbans. Kara (a steel bracelet) Kanga (a wooden comb) Kaccha (cotton underwear) Kirpan (steel sword)</p>		<p>Understand the challenges of commitment to a community of Sikh belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Families struggling to afford to donate a percentage of earnings to charity during economic crisis. Wearing a Turban and not cutting hair.</p> <p>Observe and consider different dimensions of Sikhism, so that they can explore and show understanding of similarities and differences within and between different previously taught religions. Judaism, Hinduism and Christianity.</p>	<p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Links with how Sikhs give a percentage of earnings to charity. How could/do we as a school community do this? Links with Harvest/food banks.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> <p>Question and answer box to develop discussions.</p>
Harvest Festival	Diwali Halloween Bonfire Night Remembrance Sunday	New Year's Day Chinese New Year Valentine's Day Shrove Tuesday	Ramadan Eid Father's Day

	Children in Need Hanukkah Christmas	Mother's Day Easter	
PSHE			
<p>VIPS Discuss how our attitudes impact new friendships being made; Create a plan for being an anonymous friend over the course of a week; Reflect on the different characters in the dares story and discuss the different outcomes for each character; Work together to create a role play about positive resolution techniques; Create a poster with ideas to help someone who is being bullied.</p>	<p>Safety First Discuss things they can do independently that they used to need help with; Describe what a dare is and identify situations involving peer pressure; Know when to seek help in risky or dangerous situations; Identify and discuss some school rules for staying safe and healthy; List some of the dangers we face when we use the road; Describe drugs, cigarettes and alcohol in basic terms; Identify which information they should never share online; Identify who they should tell if they see something online that worries, upsets or confuses them; Explain what it means to be kind and respectful online</p>	<p>Respecting Rights Know what human rights are; Understand that all people share the same rights; Know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child; Know why we have rules and how they help us; Understand that no one should take away our human rights; Explain what respect means and understand how they can respect the rights of others; Describe what a stereotype is and understand how stereotypes can be harmful</p> <p>Growing up Name the main male and female body parts needed for reproduction; Describe some of the changes boys go through during puberty; Describe some of the changes girls go through during puberty;</p>	<p>One World Describe similarities and differences between people's lives; Identify opinions that are different from their own; Express their own opinions; Recognise that their actions impact on people in different countries; Know what climate change is; Know there are organisations working to help people in challenging situations in other communities.</p> <p>Think Positive Understand that it is important to look after our mental health; Recognise and describe a range of positive and negative emotions; Discuss changes people may experience in their lives and how they might make them feel; Talk about things that make them happy and help them to stay calm; Identify uncomfortable emotions and what can cause them;</p>

		<p>Describe some feelings young people might experience as they grow up; Talk about their own family and the relationships within it; Understand that there are many different types of families; Identify similarities and differences in different loving relationships; Explain in simple terms how babies are made and how they are born.</p>	<p>Discuss the characteristics of a good learner.</p>
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French

<p>All around town 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; 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>	<p>On the move Name some types of transport; Use Je... and Tu... correctly in a simple sentence; Respond to simple instructions for direction and movement; Follow simple directions to find a place on a map.</p>	<p>Going Shopping Listen and respond to topic vocabulary. Answer questions using the topic vocabulary. Take part in role plays as shopper/shop keeper speaking in French. Greet and respond.</p> <p>Where in the World Listen and respond to topic vocabulary; Answer questions orally using the topic vocabulary; Write an answer in a sentence using the topic vocabulary; Use an English/French dictionary to translate from English to French</p>	<p>What's the time? Say and write a sentence to tell the time (o'clock) Count in 5s in French to at least 30. Understand and use the terms avant and apres. Answer questions about a TV schedule.</p> <p>Holidays and Hobbies Listen and respond to topic vocabulary; Answer questions orally using the topic vocabulary; Write an answer in a sentence using the topic vocabulary; Present ideas and information orally to a range of audiences.</p>
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PE			
<p>Cross country I can vary the pace of my running and I can keep a steady pace for a given time. (2 – 4 mins) I can describe and spot good running form. I am building stamina in my running. I aim to have a sprint finish at the end of my run. I am beginning to see what I should improve within my running to develop my own performance. I can see when to encourage others within a race. I compare my performance form last time and begin to see what I need to improve I know that exercise can sometimes help to get rid of frustrations and anxieties .</p>	<p>Dance – Vikings Demonstrate precision and some control in response to stimuli. Use simple dance vocabulary when comparing and improving work Perform and create sequences with fluency and expression. Identify and repeat the movement patterns and actions of a chosen dance style. Compose longer dance sequences in a small group. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements I can suggest activities for our group to help us cool down.</p>	<p>Tennis I can hold the racket in a shake hand grip. I can bounce the ball on my racket with consistency with forehand and developing control with back hand. I can return a forehand shot with consistency and am beginning to use back hand. I am starting to volley occasionally. I can vary the power in my shots to suit the target. can move to position my body to return with a forehand shot and am developing the position for my back hand return. am starting to build a varied rally with a friend. step into my shot to give it more power look to see space on the court and try to use it to defeat my opponent.</p>	<p>Rainforest Dance Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Perform and apply skills and techniques with control and accuracy. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Perform and apply skills and techniques with control and accuracy. I understand that dance can express emotions and that music can change our mood.</p>
<p>Basket ball I can dribble a basketball pushing with my fingers. I am gaining control when changing direction as I move with the ball. I can pass the ball using a range of throws (Bounce, chest, overhead, single arm) I can aim with increasing accuracy. I am beginning to intercept the ball to stop my opponents progress. I am starting to use space on the court to create attacking play.</p>	<p>Indoor athletics / Skipping Land safely and with control. Begin to measure the distance jumped. Side to side jumps with control and rhythm. Perform a pull throw. (javelin) Measure the distance of their throws. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Skipping –</p>	<p>can suggest where is safe within a bat game</p> <p>Gym Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression.</p>	<p>Athletics I confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Learn how to combine a hop, step and jump to perform the standing triple jump. Focus on trail leg and lead leg action when running over hurdles.</p>

<p>I work to improve my control of the ball (round the world , under leg pass)</p> <p>I use space to my advantage in the game.</p> <p>I can change direction as needed within a game.</p> <p>I am aware of emotions within a team and try to support my team members.</p>	<p>Confident single bounce</p> <p>Criss cross</p> <p>Twister</p> <p>Jogging Step</p> <p>180 degree turn.</p> <p>I can start to look at my performances and see where I would like to improve.</p> <p>I understand we warm up to increase blood flow to our muscles and heart. We will feel our heart and breathing rate increase.</p>	<p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Forward roll from standing</p> <p>Tucked backward/ shoulder roll</p> <p>Cat leap</p> <p>Straight jump half turn</p> <p>Travel using a range of steps (Hopscotch , skipping ,chassis, straight jump half / full turn, cat leap half turn, pivot)</p> <p>Perform and create sequences with fluency and expression.</p> <p>Give positive feedback for accurate performances using clear descriptions.</p> <p>I can move large mats safely in a team and benches in pairs.</p> <p>Gym</p> <p>Use equipment in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performance</p> <p>Take increasing weight on arms</p> <p>Straight jump full-turn</p> <p>Cat leap</p>	<p>Continue to develop techniques to throw for increased distance- use body position.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Describe how their performance has improved over time.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>As I exercise I need to give energy to my muscles. This energy is delivered by my blood which is pumped around my body by my heart.</p> <p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Perform a pull throw. (javelin)</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance. – use body twist, speed and position</p> <p>Take part in a range of competitive games and activities showing good sports man ship.</p> <p>I know that when I exercise I may sweat which is a way of keeping cool.</p>
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		<p>Cat leap half-turn Cartwheel 1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support</p> <p>Perform and apply skills and techniques with control and accuracy. Begin to suggest what need to be altered to improve performances. I can demonstrate some practises I have used to help me improve.</p> <p>Football Develop speed and ability to change direction when dribbling through obstacles using feet and sticks. Pass the ball with accuracy using different parts of the foot and hockey stick. Shoot with increasing power and accuracy with feet and sticks. Increasingly use both feet to control the ball. Position body correctly using a hockey stick. Play small games using dribbling, passing, shooting and marking skills Begin use space to develop attacking play. Mark opponents and intercept the ball to defend.</p>	<p>This means I need to keep hydrated by drinking more than usual.</p> <p>Athletics</p> <p>I know that when I exercise I may sweat which is a way of keeping cool. This means I need to keep hydrated by drinking more than usual.</p> <p>Cricket I can hit a tennis ball with a cricket bat with some consistency. I know to defend my stumps. I know to run when I have completed my batting. I know to stop when the ball is returned. I catch a tennis ball with increasing consistency and from a growing distance. I can return a ball quickly in the desired direction.</p> <p>I can use space on the field to defend or attack.</p> <p>I understand that the factors on sun cream relate to how long it will protect your skin</p> <p>OAA Follow instructions carefully and be aware of time restrictions.</p> <p>Plan and create a short, safe trail for others to follow.</p>
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Educational visits			
<p>Enrichment through Archaeology Stone Age visit</p>	<p>Viking workshop</p>	<p>Bosworth Battlefield King Richard 111 Centre</p>	<p>Botanic Gardens</p>