



## Year 4 Medium Term Plan – Fjord to Fields

2025 - 2026

<b>Term</b>	Autumn 2 2025		
<b>Key text</b>	Scandinavia , How to Train your Dragon Cressida Cowell		
<b>Key Vocabulary</b>	Scandinavia, Danes, Norway, Sweden, Denmark, Norsemen, prow, outlaw, settlement, fjords, glaciers, longhouse Valhalla, invasion, longship,		
<b>Key thread through</b>	Understand where Scandinavia is located and compare its climate, physical and human geography to that of Britain. Understand and use a widening range of geographical terms. Understanding how the geographical location of Scandinavia historically <b>impacted</b> Britain.		
<b>Topic curriculum coverage and content</b>			
Lesson WALT	Subject covered within lesson	Curriculum content covered within lesson	What will this look like when it's achieved?
Key Learning Area 1: <b>WHERE</b> Where is Scandinavia located in comparison to Britain	Geography	<ul style="list-style-type: none"><li>- Concept: space and place.</li><li>- Use and interpret maps, globes, atlases to locate countries.</li><li>- Identify where countries are within Europe</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>- Create what I know already, what questions I have?</li><li>- Locate where Scandinavia is.</li><li>- Find and name Norway, Sweden, Denmark and Iceland in an atlas, on a globe, using Google maps.</li><li>- Compare to Britain in terms of population and size.</li></ul>
Key Learning Area 2: <b>WHAT</b>	Geography/ICT	<ul style="list-style-type: none"><li>- Use and interpret maps, globes, atlases digital / computer mapping to locate countries.</li><li>- Demonstrate knowledge of features about places around him/her and beyond the UK (physical).</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>- Understand the difference between human and physical geography.</li></ul>

Explore physical features within Scandinavia			<ul style="list-style-type: none"> <li>- Have a wider understanding of Scandinavia.</li> <li>- Identify some aspects of physical geography within Scandinavia for example glaciers, fjords, lakes and waterfalls.</li> </ul>
Key Learning Area 3: <b>WHAT</b> Understand what climate in Scandinavia is like and compare to Britain	Geography	<ul style="list-style-type: none"> <li>- Demonstrate knowledge of features about places around him/her and beyond the UK. (physical- climate)</li> <li>- Understand why there are similarities and differences between places.</li> </ul>	Children will be able to <ul style="list-style-type: none"> <li>- Name and identify the continents from their shape.</li> <li>- Make predictions about what the climate in Scandinavia is like, based on its location.</li> <li>- Use graphs and charts to explore the climate in Scandinavia</li> <li>- Understand why parts of Scandinavia have no sunlight at certain parts of the year.</li> </ul>
Key Learning Area 4: Explore human features within Scandinavia	Geography	<ul style="list-style-type: none"> <li>- Demonstrate knowledge of features about places around him/her and beyond the UK (Human)</li> <li>- Use and interpret maps, atlases and digital / computer mapping to locate countries and key features</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>- Compare the difference between human and physical geography.</li> <li>- Have a wider understanding of Scandinavia.</li> <li>- Identify some human geographical features within Scandinavian countries.</li> </ul>
Key Learning Area 5: <b>VIKING DAY</b> <b>WHY</b> Understanding how the geographical location of Scandinavia historically impacted Britain.	Humanities	<ul style="list-style-type: none"> <li>- Locate Viking invasion chronologically.</li> <li>- To understand that there are different sources of evidence (secondary and primary) and that sources of evidence can contradict each other.</li> <li>- Understand a range of physical features of a location</li> <li>- Understand why there are similarities and differences between places.</li> <li>- Compare and use a variety of resources to find out about aspects of life in the past.</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>- Communicate how we know Vikings were here: exploring place names</li> <li>- Critically question why Britain was invaded? What is similar and different about the reasons why the Romans invaded</li> <li>- Put Vikings within a chronological context. Identify where the Vikings</li> </ul>

Understand what life was like in Viking Britain.			<p>came from on a map. Northern Europe/Scandinavia <a href="#">Who were the Vikings and where did they come from? - BBC Bite size</a></p> <ul style="list-style-type: none"> <li>- Learn that Vikings were searching for better land for their farms since Norway was hilly, Denmark had sandy soil (science) and Sweden had many forests.</li> <li>- Learn that some historians believe that the Vikings moved because of overcrowding.</li> <li>- Learn that some historians believe that the Vikings moved because of inheritance laws with only the eldest son inheriting land.</li> <li>- Learn that some historians believe that the Vikings moved because they wanted to search for treasure to make them rich and there were lots to steal in Britain.</li> <li>- Through looking at pictures of Viking artefacts, learn what Viking houses, clothes and food create an information leaflet</li> </ul>
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Discrete Teaching			
Lesson WALT	Subject covered	Curriculum content covered within unit	What will this look like when it's achieved?
	Science Autumn term 1		
Lesson 1 WALT: Identify common appliances that use electricity.	Living things and their habitats.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Identify common appliances that run on electricity</li> <li>- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> </ul>	<p>Lesson 1 children will</p> <ul style="list-style-type: none"> <li>- Be able to recognise and group which electrical appliances run off mains electric and which are battery powered.</li> </ul>

		<ul style="list-style-type: none"> <li>- 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</li> <li>- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>- Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
<p>Lesson 2 WALT: Construct a simple circuit and name the parts of the circuit</p>		<p>Children will learn to sort common electrical appliances into battery and mains powered. They will construct simple series circuits containing a variety of components and understand the difference between complete and incomplete circuits.</p>
<p>Lesson 3 WALT: Identify if a bulb will light up in a circuit.</p>		<p>They will be able to identify whether or not a bulb will light in a simple series circuit and put forward ideas to fix incomplete circuits.</p> <p>The children will plan and conduct an investigation to discover which materials make good insulators and design, construct and test their own switches.</p> <p><u>Scientist Study</u></p> <p>Investigate the understand the life and work of <b>Thomas Edison and Lewis Latimer</b> (electricity).</p> <p><u>Science investigations</u></p> <p>Beginning to design and carry out simple practical enquiries, including classifying, pattern seeking, changes over time and comparative and fair tests. As well as the use of secondary sources.</p>
<p>Lesson 4 and 5WALT: Recognise common conductors and insulators.</p> <p>Split lesson over two weeks; 1 week for planning and 1 to carry out experiment and reflect.</p>		<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <li>- Understand how mains electricity is transported from power stations and know why batteries run out of charge.</li> </ul> <p>Lesson 2 children will</p> <ul style="list-style-type: none"> <li>- Be able to construct a variety of simple circuits using different components.</li> </ul> <p>Lesson 3 children will</p> <ul style="list-style-type: none"> <li>- Predict which circuits will work and which won't.</li> <li>- Be able to provide an explanation as to why a circuit will or won't work and make suggestions how a circuit can be fixed.</li> </ul> <p>Lesson 4 children will</p> <ul style="list-style-type: none"> <li>- Recognise common conductors and insulators.</li> <li>- Plan and conduct an experiment to answer the question - How can we test if a material is a conductor or an insulator?</li> <li>- Use knowledge gained in the lesson to explain how insulators and conductors are used in everyday life.</li> </ul>
<p>Lesson 5 WALT: Investigate switches.</p>		<p>Lesson 5 children will</p> <ul style="list-style-type: none"> <li>- Explain how switches affect a circuit. They will use this knowledge to design and make a switch to control the flow of electricity in a series circuit and light a bulb.</li> </ul>

Lesson 6 WALT: Understand the life and work of <b>Thomas Edison and Lewis Latimer</b>		<p><b>appliance</b> – a device or piece of equipment that has been made to perform a specific task</p> <p><b>battery</b> – a small item used to power small appliances</p> <p><b>circuit</b> – a route through which electricity flows</p> <p><b>components</b> – the parts of a circuit</p> <p><b>conductor</b> – allows electricity to flow through it</p> <p><b>current</b> – the rate of flow of electricity measured in amps electrical – something that uses electricity to work</p> <p><b>insulator</b> – doesn't allow electricity to flow through it</p> <p><b>mains power</b> – electricity provided by power stations</p> <p><b>portable</b> – can be easily carried around</p> <p><b>pylon</b> – a tower used for keeping electrical wires above the ground</p> <p><b>switch</b> – a device for controlling the flow of electricity in a circuit</p>	<p>Lesson 6 children will</p> <ul style="list-style-type: none"> <li>- Learn about the work of <b>Thomas Edison and Lewis Latimer</b> and document their knowledge in a project.</li> </ul>
Computing	-		

For computing we use the Kapow computing scheme – this term's lessons will teach the children about **Programming—Coding with Scratch**.

	<u>RE Autumn term 1</u>		
<p>Lesson 1 WALT: Retrieval: five fingers of faith (Hinduism)</p> 	RE Hinduism	<p><b>Substantive Strands of Learning</b></p> <ul style="list-style-type: none"> <li>– Belonging</li> <li>– Sacred and special</li> <li>– Creation</li> <li>– Community</li> </ul> <p><b>Hinduism</b></p> <p><b>Enquiry Questions:</b></p> <ul style="list-style-type: none"> <li>- What are the similarities between the Hindu and Jewish creation stories?</li> <li>- Why do Hindus celebrate the festival of Holi?</li> </ul>	<p>Lesson 1 children will</p> <ul style="list-style-type: none"> <li>- Learn about Hinduism.</li> <li>- Learn about the followers of Hinduism.</li> <li>- Discover who founded Hinduism and who the highest God in Hinduism is (Brahman).</li> <li>- To name the place of worship for Hindus.</li> <li>- Identify Hindus holy text.</li> <li>- To know that Hindus celebrate Diwali and Holi</li> </ul>
Lesson 2 WALT:			Lesson 2 children will

<p>Retell the Hindu creation story.</p>	<p><b>Key vocabulary:</b> lotus flower, Vishnu, Brahma, Shesha, difference Similarity, Trimurti, Trivedi, God, Goddess, Brahman, Holi, festival</p>	<ul style="list-style-type: none"> <li>- Learn the Hindu creation story. Story below.</li> </ul> <p>Before time began, there was nothing. A giant serpent, named Shesha, floated in the nothingness. Vishnu lay asleep within its endless coils.</p> <p>Vishnu was woken by a humming sound that grew louder and louder. It was the sacred 'Om'. Vishnu woke, a magnificent lotus flower began to grow from his navel.</p> <p>On top of the flower, sat Brahma. He ordered the command to create the world.</p> <p>Brahma split the lotus flower into three parts. He stretched one part into the heavens, another part into the earth and he used the final part to create the skies.</p> <p>The earth was bare so Brahma created grass, flowers, plants and trees. He created animals and insects. He made birds to fill the skies and fish to swim in the ocean. Brahma gave them the ability to touch and smell, to see, hear and move.</p>
<p><b>Lesson 3 WALT:</b> Examine the similarities between the Hindu and Judaism creation story.</p>		<p><b>Lesson 3 children will</b></p> <ul style="list-style-type: none"> <li>- Be able to compare the similarities between the Judaism and Hindu creation stories.</li> </ul>
<p><b>Lesson 4 WALT:</b> Name Hindu Gods and Goddesses</p>		<p><b>Lesson 4 children will</b></p> <ul style="list-style-type: none"> <li>- Learn about the three great gods (Māhadevas).</li> <li>- Consider the <b>Trimurti</b>- the three aspects of the universal supreme God.</li> <li>- Consider the <b>Tridevi</b>- Goddesses who are equally important.</li> <li>- Learn about specific gods/goddess including: Brahma the god (deva) of creation.</li> </ul>

		<p>Saraswati the goddess (devi) of knowledge and the arts  Vishnu the god responsible for preserving and protecting the universe.  Lakshmi the goddess of wealth and purity.  Shiva the god of destruction.  Shakti the mother goddess</p>
<p><u>Lesson 5 WALT:</u>  Explain the Hindu beliefs of Brahman.</p>		<p><b>Lesson 5 children will</b></p> <ul style="list-style-type: none"> <li>- Learn that Hindus have many hundreds of Gods who represent different aspects of the 'one God' --- -- Brahman.</li> <li>- Learn that Brahman is an eternal spiritual power that exists in everything and in every place.</li> <li>- Discover that many Hindus believe that there is a part of Brahman within each person, which forms an individual's soul and is known as the Atman.</li> <li>- Discover that many Hindus believe that Brahman is composed of all aspects of life</li> </ul>

<p><u>Lesson 6 WALT:</u> Describe what happens during the Hindu festival Holi.</p>		<p><u>Lesson 6 children will</u></p> <ul style="list-style-type: none"> <li>- Learn about the festival of Holi and what happens during the festival.</li> <li>- Learn when the festival is Celebrated (Spring).</li> <li>- Understand what Hindus do on Holi—people sing and dance around the fire and roast grains/popcorn/coconut around it. Hindus throw chickpeas into the fire as a way of saying thank you to god for the crops. Last year's rubbish is burnt to represent new beginnings.</li> <li>- Learn about what happens on the day of Holi—people of all ages go out into the streets for a carnival of colours. Everyone plays, chases and colours each other with dry powder and coloured water. People carry water guns filled with coloured water.</li> </ul>
<p><b>Key Learning Area 1:</b> Describe the work and ideas of an artist and explain preferences.</p>	<p><b>Art</b> Know about some of the great artists, architects and designers in history and describe their work. Describe and evaluate some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- Talk about the life and work of Edvard Munch.</li> <li>- Discuss the medium he used in his art.</li> <li>- Explore how emotions or experiences are shown in art.</li> </ul>
<p><b>Key learning Area 2:</b> Art skill: Colour and tone</p>	<p><b>DT</b> Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. Apply techniques he/she has learnt to strengthen, stiffen and reinforce more complex structures Evaluate their ideas and products against their own design criteria and consider how to improve their work</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- Practise the skills of creating tone</li> <li>- Explore different mediums to create the most impact</li> <li>-</li> </ul>
<p><b>Key Lesson:</b></p>		<p>Children will be able to:</p>

Create a piece of work in the style of Edvard Munch in the medium of their choice.		<p>Create designs using annotated sketches, cross-sectional and exploded diagrams and prototypes.</p> <p><b>Cooking</b></p> <p>Understand what makes a healthy and balanced diet.</p> <p>Understand seasonality and the advantages of eating seasonal and locally produced food.</p> <p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</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>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>	<ul style="list-style-type: none"> <li>- Channel own emotions into a piece of art in the style of Edvard Munch</li> <li>- Label and discuss the emotion or story behind the piece</li> </ul>
<p><b>Key Lesson:</b></p> <p>DT- understanding the parts of a long ship</p> <p>DT: fine motor skills for cutting</p>		<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- Explore diagrams and photographs of Viking Long ships</li> <li>- Dismantle a long ship to understand the parts</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- Practise cutting</li> <li>- Become more accurate</li> </ul>	
<p><b>Key Lesson:</b></p> <p>DT: plan and design a long ship</p> <p>DT: make long ship and evaluate their ideas and products against their own design criteria and consider how to improve their work.</p>		<p><a href="https://scrummylane.com/6-ingredient-gooey-swedish-chocolate-cake-kladdkaka/">https://scrummylane.com/6-ingredient-gooey-swedish-chocolate-cake-kladdkaka/</a></p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- Read instructions</li> <li>- Draw a plan</li> <li>- Make a list of things they need to make their ship</li> <li>- Create a list of steps to make their long ship</li> <li>- Collect resources</li> <li>- Create their own ship or make from a template</li> <li>- Evaluation</li> <li>- Display with label</li> </ul>
<b>Music</b>			
Autumn 2	<b>Voice</b>	<p>Substantiative Knowledge in this unit:</p> <ul style="list-style-type: none"> <li>- Know that alignment (posture) can affect performance</li> <li>- Understand the structure of Verse and Chorus songs</li> <li>- Know the meaning of the following vocabulary:</li> </ul> <p>Crescendo - getting louder</p> <p>Diction- forming words clearly and accurately</p> <p>Dynamics - the volume of sound</p> <p>Forte - loud</p> <p>Melody - the tune</p>	<p>Learning outcomes covered in the unit</p> <ul style="list-style-type: none"> <li>- Sing fluently in unison and pitch match accurately.</li> <li>- Maintain their own part when singing a song with more than one part, following performance directions.</li> </ul>

		<p>Piano (pronounced pee-ar-no) - quiet</p> <p>Pitch - how high or low a note is</p> <p>Pulse – the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music</p> <p>Tempo – the speed at which a piece of music is played</p> <p>Unison - Playing or singing the same notes together, at the same pitch.</p> <p>Verse and chorus - Music composed in alternating sections</p> <p>Verse/Chorus/Verse/Chorus/ where the verse will change words but the chorus will stay the same</p>	<ul style="list-style-type: none"> <li>- Use expression, dynamics and actions to enhance their vocal performance</li> <li>- Comment on their own and other people’s performances using Yr 3 vocabulary.</li> </ul>
	<b>French</b>		
Lesson 1 WALT: Tell other people about types of transport.	French on the Move	<p><b>French on the Move</b></p> <p>Use the correct article to precede a noun according to gender.</p> <p>Use 1st person, 2nd person (singular) and 3rd person of ‘to go’ accurately with the correct pronoun.</p>	<p>Lesson 1 children will</p> <ul style="list-style-type: none"> <li>- Name a range of transport</li> <li>- Use the correct gender for the transport un , une, le , la</li> </ul>
Lesson 2 WALT: Use the verb ‘to go’ in a simple sentence		<p>Give and respond to simple movement/direction instructions.</p> <p>Give simple directions by substituting vocabulary as necessary.</p>	<p>Lesson 2 children will</p> <ul style="list-style-type: none"> <li>- Use the verb to go I go, you go, he goes, she goes, they go within a sentence.</li> </ul>
Lesson 3 WALT: Recognise and pronounce a familiar spelling pattern in different words.		Follow simple directions to find a place on a map.	<p>Lesson 3 children will</p> <ul style="list-style-type: none"> <li>- Learn left right</li> <li>- Learn to respond to and give instructions</li> </ul>
Lesson 4 WALT: Use my knowledge of actions and directions to give instructions			<p>Lesson 4 children will</p> <ul style="list-style-type: none"> <li>- Give directions around the room using left and right using sentences</li> <li>- Record sentences created together.</li> </ul>
Lesson 5 WALT: Combine familiar language to create a new set of sentences.			<p>Lesson 5 children will</p> <ul style="list-style-type: none"> <li>- Create new sentences using learnt vocab and showing subject verb agreement.</li> </ul>

	<b><u>PSHE</u></b>		
Lesson 1 WALT: Rights	Respecting Rights	<p>This unit, entitled Respecting Rights is based on the concept that living as rights-respecting citizens is important.</p> <p>It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe, healthy and fulfilling lives.</p> <p>This unit helps children to understand that no one should take away their rights. It also helps children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the rights of others and challenge stereotypes. They will also learn about rules – why we have them and how they help us.</p>	<p>Lesson 1 children will</p> <ul style="list-style-type: none"> <li>- Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</li> <li>- Know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.</li> </ul>
Lesson 2 WALT: Are all rights equal?			<p>Lesson 2 children will</p> <ul style="list-style-type: none"> <li>- Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</li> <li>- Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</li> </ul>
Lesson 3 WALT: Rules			<p>Lesson 3 children will</p> <ul style="list-style-type: none"> <li>- Know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</li> </ul>

		<ul style="list-style-type: none"> <li>- Know what democracy is, and about the basic institutions that support it locally and nationally</li> </ul>
<p>Lesson 4 WALT: Rights without Responsibilities?</p>		<p>Lesson 4 children will</p> <ul style="list-style-type: none"> <li>- Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</li> <li>- Understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.</li> </ul> <p>Lesson 5 children will</p> <ul style="list-style-type: none"> <li>- Realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</li> <li>- Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view.</li> </ul>

Lesson 6 WALT: Are we so different?			Lesson 6 children will be able to <ul style="list-style-type: none"> <li>- Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</li> <li>- Recognise and challenge stereotypes.</li> </ul>
Year 4 PE	PE Indoor athletics	Indoor athletics / Skipping	
Lesson 1 WALT: Control our movements		<ul style="list-style-type: none"> <li>- Side to side jumps with control and rhythm.</li> <li>- Watch, describe and evaluate the effectiveness of a performance.</li> </ul>	<p>Warm up – cups and saucers - Run and stop on given number of feet</p> <ul style="list-style-type: none"> <li>- Control in jumping different directions – practice one and 2 foot landings</li> <li>- Side bounce challenge over a cone</li> <li>- Hall length sprints – with controlled turns weight on back leg – look for good arm form arm form</li> </ul> <p>Cool down - stretches</p>
Lesson 2 WALT: Perform a pull throw and measure our efforts		<ul style="list-style-type: none"> <li>- Perform a pull throw. (javelin)</li> <li>- Measure the distance of their throws</li> </ul>	<p>Warm up – cups and saucers – side twists</p> <ul style="list-style-type: none"> <li>- Ladders challenges</li> <li>- Sidestep to cones</li> <li>- Javelin throws - body twist</li> <li>- 1 leg balances</li> </ul> <p>Cool down – stretches</p>
Lesson 3 WALT: Perform a push throw safely		<ul style="list-style-type: none"> <li>- Perform a push I throw. (basketball)</li> <li>- Measure the distance of their throws</li> </ul>	<p>Warm up – cups and saucers – land on different feet</p> <ul style="list-style-type: none"> <li>- Throw to a partner and catch – different throw styles</li> </ul>

			<ul style="list-style-type: none"> <li>- Chest push – measure distances – showing awareness of others</li> <li>- Sprints with relays</li> <li>- Introduce standing high jump</li> </ul> <p>Cool down – stretches</p>
Lesson 4 WALT: Perform and measure standing jumps		<ul style="list-style-type: none"> <li>- Land safely and with control.</li> <li>- Begin to measure the distance jumped.</li> </ul>	<p>Warm up – cups and saucers – side twists</p> <p>Ladders – range of jumps and steps</p> <ul style="list-style-type: none"> <li>- Practise long jumps – knees and arms to give power – look ahead and land with bent knees</li> <li>- Practise and measure standing high jump- knees bent for power</li> </ul> <p>Cool down – stretches</p>
Lesson 5 WALT: Compete with ourselves and others		<ul style="list-style-type: none"> <li>- Compete against self and others in a controlled manner.</li> </ul>	<p>Children choose warm ups</p> <p>Round robin of events practised – children record own times and distances support each other with positive comments</p> <p>Cool down – stretches</p>
Lesson 1 WALT: Skip with good form	<b>Skipping</b>	<p>Skipping</p> <ul style="list-style-type: none"> <li>- Confident single bounce</li> <li>- Introduce Criss-cross</li> <li>- I can start to look at my performances and see where I would like to improve.</li> </ul>	<p>R – practise forwards back and side jumps</p> <p>Children will</p> <ul style="list-style-type: none"> <li>- Learn to hold the rope correctly</li> <li>- Keep arms close to their side</li> <li>- Be aware of the room needed to skip</li> <li>- Build rhythm to skip – start with skip bounce</li> <li>- Then single bounce</li> </ul> <p>What can you do? What would you like to be able to do?</p>
Lesson 2 WALT: Progress our skipping		<p>Crisscross</p> <p>Understand that we warm up to increase blood flow to our muscles and heart. We will feel our heart and breathing rate increase.</p>	<p>R – recap good skipping movements practise forwards back and side jumps</p> <ul style="list-style-type: none"> <li>- Create their own warm up for arms and legs</li> <li>- Revisit single jump skipping</li> </ul>

			<ul style="list-style-type: none"> <li>- Practise single skip and skip bounce</li> <li>- Criss-cross arms wide</li> </ul>
Lesson 3 WALT: Progress our skipping and coach those around us.		<ul style="list-style-type: none"> <li>- Jogging Step</li> <li>- 180-degree turn.</li> </ul>	<p>R – recap good skipping movements practise forwards back and side jumps revisit warmups from last week</p> <ul style="list-style-type: none"> <li>- Work with a partner to spot good and poor form</li> <li>- If ready, try hopping skipping</li> <li>- Skip with a jump</li> </ul> <p>Jogging skipping</p>
	<u>Forest School</u> N/A THIS TERM	Curriculum content covered within lesson	