



WILLOW WOOD PRIMARY SCHOOL

Foundation Subjects

Medium Term Planning and Assessment Guide

YEAR 4

ART
COMPUTING & AI
DESIGN TECHNOLOGY
FRENCH
GEOGRAPHY
HISTORY
MUSIC
PE
PSHE & RSE
RE

*Statements in bold are taken directly from NC documents. Statements not in bold are skills we think are important for the topic

Key art skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Produce creative work, exploring their ideas and recording their experiences.
	Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Evaluate and analyse creative works using the language of art, craft and design.
	Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

Portraits	Term 1
	Create sketch books to record their observations and use them to review and revisit ideas.
	Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.
	Learn about great artists, architects and designers in history.
	Start to select information and ideas from first hand observation and from resources supplied by the teacher.
	Look at a range of portraits from different times and places and discuss how and why they are represented as they are.
	Explore the work of a range of different portrait artists and identify the different techniques used.
	Collect and create colour charts to investigate different skin tones.
	With support, incorporate the ideas and techniques of a range of portrait artists into their own work. (Key skills – eyes and eyebrows)
	Use a variety of methods and approaches to complete portraits of different people.
	Describe how they might develop their work further.
Observational Drawing	Term 2
	Create sketch books to record their observations and use them to review and revisit ideas.
	Investigate and combine visual and tactile qualities of drawings.
	Make detailed observational drawing of shell, seaweed, sea creatures using charcoal, pastels, to develop skills in line, tone and texture.
	Complete work on a variety of scale. (key skill scale)
	Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.
Pablo Picasso	Term 3 Q – Why is it important to like a range of artists?
	Learn about great artists, architects and designers in history.
	Look at the work of Picasso and explore the contrasts, colours, shapes etc.
	Make careful observations of the work and paintings.
	Look at the work of the artist and develop his techniques to produce their own replicating the style.
	Produce a large scale painting in the style of Picasso.
	Create sketch books to record their observations and use them to review and revisit ideas.
	Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.

WILLOW WOOD PRIMARY	FOUNDATION SUBJECTS ASSESSMENT	SUBJECT ART & DESIGN	YEAR 4
Term 1 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation	
Term 2 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation	
Term 3 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation	

Key computing skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
	Analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve problems.
	Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
	Are responsible, competent, confident and creative users of information and communication technology.
	Demonstrate digital literacy and be able to use and express themselves and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants of the digital world.

Sketch-up	Term 1
	Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
	Use sequence, selection and repetition in programs, work with variables and various forms of input and output.
	Use logical reasoning to explain how a simple algorithm works. And to detect and correct errors in algorithms and programs.
	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
	Use tools to create simple 3D shapes and objects, including being able to orbit and zoom around a 3D graphical object.

AI: Autumn 1 - How Machines Learn

Understand that computers learn from examples.

AI: Autumn 2 - Bias in Data

Understand that missing or limited information can lead to unfair results.

Scratch	Term 2
	Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
	Use sequence, selection and repetition in programs, work with variables and various forms of input and output.
	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
	Use logical reasoning to explain how a simple algorithm works. And to detect and correct errors in algorithms and programs.
	Use more advanced programming, including repeat and 'if' commands to create, test, modify and refine sequences eg more complex repeating or conditional movements.

AI: Spring 1 - Truthfulness Online

Check whether information online is trustworthy.

AI: Spring 2 - Recognising AI Media

Identify when images or media may be computer-generated.

2 Animate Animation Greece Stop Frame Project	Term 3
	Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
	Use sequence, selection and repetition in programs, work with variables and various forms of input and output.
	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
	Storyboard then use captured images to create a short animated sequence which communicates a specific idea.
	Arrange, trim and cut clips to create a short film that conveys meaning.
	Add simple titles, credits and special effects eg transitions.

AI: Summer 1 - AI Assistants: What They Can & Cannot Do
Understand what AI assistants can and cannot do.

Online Safety	Term 3
	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
	Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.
	Begin to understand what online identity theft is the effects of this.
	Understand the information that should and should not be shared online.
	Design two t-shirts, one showing personal and private information (such as name and address) and the other showing a safer way to use the internet (nicknames and avatars) and explain which of these t-shirts would be worn in specific locations - at home, at school, in town or at the park.
	Explain why it is important to keep your information private.

AI: Summer 2 - Responsible Automation
Understand how machines can help people and why human roles still matter.

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Key design and technology skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts considering their own and other's needs, wants and values.
	Draw on disciplines such as mathematics, science, engineering, computing and art.
	Learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.
	Develop a critical understanding of design and technology and its impact on daily life and the wider world.
	Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate effectively in an increasingly technological world.

Indian Food	Term 1
	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
	Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.
	Be able to identify at least 4 different types of Indian foods.
	Investigate and analyse a range of existing products.
	Know appropriate vocabulary related to Indian foods including, raw, cooked, skin, pips, peel, scrape, slice, grate, chop etc.
	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
	Understand seasonality and know where and how a variety of ingredients are grow, reared, caught and processed.
	Understand and apply the principles of a healthy and varied diet.
Greek Vases	Term 2
	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
	Examine pictures of ancient Greek Vases and know that pictures on the vases told of ancient events.
	With help, have worked with others to design & make simple clay / papier Mache vases.
	Select from a wide range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing with accuracy.
	Select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities.
	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Model Lighthouse	Term 3
	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
	Generate, develop, model and communicate their ideas through discussion, annotated, sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.
	Construct with help a model lighthouse with a simple circuit, switch & bulb that lights up.
	Make their own switch and know how to place it in a circuit to control the bulb, using battery safely
	Select from a wide range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing with accuracy.
	Select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities.
	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
	Understand and use electrical systems in their products (series circuits, switches, bulbs etc)
	Understand how key events and individuals in design and technology have helped shape the world.
	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

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Aims
Understand and respond to spoken and written language from a variety of authentic sources.
Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions and continually improving the accuracy of their pronunciation and intonation.
Can write at varying length for different purposes and audience, using the variety of grammatical structures they have learnt.
Discover and develop an appreciation of a range of writing in the language studied.

Objectives
Listen attentively to spoken language and show understanding by joining in and responding.
Explore the patterns and sounds of language through songs, rhymes and link to spelling, sound and meaning of words.
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
Speak in sentences, using familiar vocabulary, phrases and basic language structures.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
Present ideas and information orally to a range of audiences.
Read carefully and show understanding of words, phrases and simple writing.
Appreciate stories, songs, poems and rhymes in the language.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary.
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.
Describe people, places, things and actions orally and in writing.
Understand basic grammar appropriate to the language being studied, including feminine and masculine etc.

Unit 3	Children will:
	Learn the names of family members.
	Say how many people are in a family and say who they are.
	Learn songs in French about the family.
	Understand the difference between le and la.
	Use mon and ma correctly.
	Write a simple letter in French to describe the make-up of the family.
	Know and use numbers to 22-30.
	Learn colour vocabulary – bleu, blanc, rouge, vert, noir, jaune, gris etc
	Respond appropriately when asked about their favourite colour in French.

Unit 4	Children will:
	Learn the names in French for common animals.
	Understand and answer questions about pets.
	Read the names of pets.
	Practice asking and answering the question As-tu un animal?
	Listen to native French speakers to identify key vocabulary and understand / begin to use an accent.
	Introduce the plural forms of animals.

	Introduce and use Tu aimes? J'aime, Je n'aime pas, j'adore and je deteste.
	Listen to and understand what pets other people have.
	Conduct a survey of pet ownership in the class (<i>Maths Link</i>)
	Revise colours and masculine and feminine.
	Ask and answer questions about their name, age and pets.
	Write simple sentences about their name, age and pets.
	Describe pets using simple adjectives.
	Read and discuss a simple text and answer simple comprehension questions about it (<i>literacy link</i>)
	Watch and hear French children talking about their pets.
	Understand and use numbers 31-40.

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Key Geography skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Have curiosity and fascination about the world and its people.
	Have knowledge of diverse places, people, resources and natural and human processes.
	Deepen knowledge of the interaction between physical and human processes and of the formation and use of landscapes and environments.
	Develop contextual knowledge of the location of globally significant places- both terrestrial and marine – including the human and physical characteristics.
	Understand the processes that give rise to key physical and human geographical features of the world and understand how these are interdependent and how they bring about spatial variation and change over time.
	Able to collect, analyse and communicate with a range of data gathered through the experience of fieldwork that deepen their understanding of geographical processes.
	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
	Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

India	Term 1 Q – How does life for children in India differ from life for children in Sunderland?
	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime / Greenwich Meridian and time zones (including day and night).
	Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	Describe what they think Chembakoli village is like concentrating on key human and physical characteristics.
	Discuss the main similarities and differences in homes and schools in both cities and villages in Sunderland and India.
Greece	Term 2 Q – How have historical monuments in Greece been damaged by tourism and what can we do to stop them being further damaged?
	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime / Greenwich Meridian and time zones (including day and night).
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.
	Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	Identify and explain the different views that people, including themselves, hold about how and why Ancient Greek sites should be preserved.

<i>Investigating Coasts</i>	Term 3 Q – How does the coastal environment differ from our local environment?
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.
	Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	Use the 8 points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordinance Survey Maps) to build their knowledge of the wider world.
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
	Begin to understand that waves and human activity affect coastal environment
	Identify the main features of a coastal environment –cliffs, beach, bay, sand, rocks and tide.
	Begin to understand how these processes shape and change the coastline by transportation, erosion and deposition
	Have some understanding of headland features and stages of erosion –headland,cliff,cave,arch and stack
	Understand the impact humans may have on coastal environments.

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Term 1 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation	
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Key historical skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
	Note connections, contrasts and trends over time.
	Develop the appropriate use of historical terms.
	Devise historically valid questions about change, cause, similarity and difference and significance.
	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
	Understand how our knowledge of the past is constructed from a range of sources.

Anglo Saxons	Term 1 Q – What influence did the Anglo Saxons have in British culture?
	Understand that the Roman's withdrew from Britain in c.AD410 and that this instigated the fall of the western Roman Empire.
	Plot on a map where the Scots invaded from Ireland to north Britain (now Scotland)
	Know about Anglo-Saxon invasions, settlements and Kingdoms (including place names and village life)
	Understand the significance of Anglo-Saxon art and culture.
	Recognise that this time was significant for Christian conversion – Canterbury, Iona and our local links through Lindisfarne.

Vikings	Term 2 Q – What do we know about Edward the Confessor and his death?
	Understand the reasons behind the Vikings raids and invasions.
	Explain the resistance by Alfred the Great and Athelstan, first king of England.
	Learn about further Viking invasions and Danegeld.
	Develop understanding of Anglo-Saxon laws and justice.
	Learn about significant people in history – Edward the Confessor and his death in 1066.

Ancient Greeks	Term 3 Q – Explain how the Ancient Greeks have influenced the Western World?
	Know that the Ancient Greek civilisation was a long time ago.
	Know and be able to name some of the Ancient Greek gods and what they represented.
	Know about the way of life of the Ancient Greeks and its influence on the Western World – schooling, sport and Olympics, food, craftsmen, farming and the importance of pottery.
	Know the ways the Ancient Greeks influenced their own and others lives today, mathematics, language, modern Olympic games, drama etc.
	Give 3 reasons why the way of life in Ancient Greece and life today are different in some ways.
	Explain some of the beliefs of the Ancient Greeks and why they held them, Gods etc.
	Select and combine information from written and archaeological sources using their own words and observational drawings for artefacts.
	Produce a summary of what they have found out, as a structured, extended piece of writing for assessment by the teacher
	Give 3 reasons why we use ideas from Ancient Greece today
	Select and combine information to produce extended descriptions of life in Ancient Greece.

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Aims	
	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
	Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
	Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Listen and appraise	Children will
	4L1. Listen with attention to detail and recall sounds with increasing aural memory. <i>How we deliver this: Continues building aural memory from Year 3.</i>
	4L2. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. <i>How we deliver this: Continues our broad, diverse listening repertoire.</i>
	4L3. Build on using correct musical language to suit the style of music they are learning about. <i>How we deliver this: Vocabulary development continues, with more understanding of musical structure.</i>
	4L4. Develop an understanding of the history of music. <i>How we deliver this: Builds on the historical understanding work from Year 3.</i>
	4L5. Confidently recognise different instruments. <i>How we deliver this: Builds on earlier instrument recognition, now with more confidence.</i>
Singing	Children will
	4S1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <i>How we deliver this: Builds on the work throughout Year 3 now with greater complexity.</i>
	4S2. Sing songs and melodies musically. <i>How we deliver this: Builds on the work throughout Year 3 now with greater complexity.</i>
	4S3. Have a greater understanding of melody and words and their importance. <i>How we deliver this: Increased complexity, deepening melody and word understanding.</i>
Improvising & Composing	Children will
	4C1. Improvise and compose music for a range of purposes using the inter-related dimensions of music. <i>How we deliver this: Increasing complexity from Year 3, Year 4 children can start to build longer composition ideas with more awareness of how to bring parts together. Improvisation can form a bigger part of pieces of music and can take more complex forms.</i>
	4C2. Use and understand staff and other musical notations. <i>How we deliver this: Clef and grand-staff work continues from Year 3, with a more robust understanding of the grand staff, and strong recall of treble and bass clef - children should be able to demonstrate clear recall of notes that sit on the lines and in the spaces of both treble and bass clef.</i>
	4C3. Improvise within a group, reproducing sounds from an increasing aural memory. <i>How we deliver this: Continues Year 3's group improvising work.</i>
	4C4. Begin to make up-own rhythms and melodies and create their own rhythmic patterns. <i>How we deliver this: Composing work at greater complexity than earlier years. Children can now create spontaneous rhythmic performances using games such as 'build the groove', improvise melodic phrases and start to 'feel' how they will work within certain pieces of music.</i>

	4C5. Confidently perform their own rhythms and melodies using an instrument. How we deliver this: <i>Children are regularly given the opportunity to perform in small and large group contexts, either improvising 'solo's' or composing their own rhythms and melodies.</i>
	4C6. Improvise and perform in groups. How we deliver this: <i>Ensemble improvising as part of group work.</i>

Playing Instruments	Children will
	4P1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. How we deliver this: <i>Increasing complexity from the work of Year 3, children are now building more confidence throughout this work, due to consistent practice throughout lessons and lots of small-scale performance opportunities within the classroom, as well as organised performances elsewhere in the school.</i>
	4P2. Improvise and compose music for a range of purposes using the inter-related dimensions of music. How we deliver this: <i>Same composing and improvising work as 4C1, from the playing strand.</i>
	4P3. Use and understand staff and other musical notations. How we deliver this: <i>Same clef and stave work as 4C2, from the playing strand.</i>
	4P4. Play tuned and/or un-tuned instruments with more control and rhythmic accuracy How we deliver this: <i>Builds technical control on tuned instruments introduced in earlier years.</i>
	4P5. Improvise confidently as part of a performance, playing as part of a small group. How we deliver this: <i>Small-group improvising as part of performance work.</i>
	4P6. Practise, rehearse and present performances with awareness of an audience. How we deliver this: <i>Tied to our termly end-of-term performance, as well as lots of other small-scale practices and rehearsals within the classroom.</i>
	4P7. Begin to read or understand music that is notated in different ways, using graphic/pictorial notation, ICT or formal notation. How we deliver this: <i>Children follow a range of notation methods, including their long-term knowledge and usage of Kodaly-informed notation sheets, staff notation, as well as graphic scores designed for improvisation, and sequencer-based 'grid' style notation methods.</i>

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WILLOW WOOD PRIMARY SCHOOL FOUNDATION SUBJECTS ASSESSMENT DOCUMENT PE YEAR 4

Aims	
	Develop competence to excel in a broad range of physical activities.
	Are physically active for sustained periods of time.
	Engage in competitive sports and activities.
	Lead healthy, active lives.

Athletics	Term 1
	Use running, jumping, throwing and catching in isolation and in combination.
	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (badminton, basketball, cricket, football, hockey, rounders and tennis).
	Develop flexibility, strength, technique, control and balance.
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Pace effort in different types of events so they can keep going steadily & maintain quality of action.
	Identify and record when their body is cool, warm and hot.
	Carry out stretching and warm up activities safely.
	Watch and describe specific aspects of running, jumping and throwing styles.
	Suggest with guidance, a target for improving distance or height.
	Recognise different styles of running, jumping and throwing & need to choose best for a particular challenge and type of equipment.
	Demonstrate good technique, fluency of movement, accuracy & consistency in wide range of running, jumping & throwing actions
	Work in small groups safely; making sure that all members have roles to play.

Skipping	Term 2
	Participate in skipping activities, developing fluency, control, coordination and rhythm across a range of increasingly complex skills.
	Apply a wider range of skipping techniques with accuracy and consistency, demonstrating improved balance, agility and coordination in both individual and group activities.
	Prepare their body safely and more independently for physical activity.
	Hold the rope correctly and adjust their starting position when needed.
	Jump over the rope with control and maintaining rhythm.
	Consistently time their jumps accurately as the rope turns at different speeds.
	Perform a single bounce (one jump per turn) with fluency and control.
	Perform a double bounce (two jumps per turn) with fluency and control.
	Perform hop and swap with fluency and control.
	Perform a side straddle pattern (feet together and apart) with rhythm and coordination.
	Perform a side swing and return to a jump smoothly without stopping.
	Perform a cross over (arms crossing in front of the body) with control and return to a basic skip.
	Perform a pretzel (crossed arm position held for multiple jumps) with coordination and control.
	Link a range of skipping skills together into simple sequences.
	Enter and exit a turning rope with consistent timing.
	Run in, jump and run out of a skipping rope with fluency.
	Run in, jump and exit a skipping rope on a diagonal or curved pathway with fluency.
	Describe how their body feels during and after physical activity, recognising changes such as increased heart rate and breathing.

Swimming	On-Going
	Swim competently, confidently and proficiently over a distance of at least 25 metres.
	Use a range of strokes effectively.
	Perform safe self-rescue in different water-based situations.

Games	Learning Outcome
	Use running, jumping, throwing and catching in isolation and in combination.
	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (badminton, basketball, cricket, football, hockey, rounders and tennis).
	Be able to grip and carry a ball and running with the ball at speed
	Be able to grip and carry a ball and demonstrate how to place the ball down and pick back up with 2 hands
	Be able to grip and carry a ball and score a try at speed
	Be able to pass a ball under arm from various distances
	Be able to catch a ball from various distances
	Be able to score a try past 1 defender in different grid sizes
	Be able to Tag an attacker
	Understand the difference between an attacker and defender
	Be able to demonstrate a play of the ball
	Recognise the space and areas there are playing in
	Be able to work in team and individual games

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Jigsaw - Being Me in My World – Autumn 1

Lesson 1	I know my attitudes and actions make a difference to the class team / I know how to use my Jigsaw Journal / I know how good it feels to be included in a group and understand how it feels to be excluded / I try to make people feel welcome and valued
Lesson 2	I understand who is in my school community, the roles they play, how I fit in and how I can contribute / I can take on a role in a group and contribute to the overall outcome
Lesson 3	I understand how democracy works through the School Council / I can recognise my contribution to making a Learning Charter for the whole school
Lesson 4	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them / I understand how rewards and consequences motivate people's behaviour
Lesson 5	I understand how groups come together to make decisions / I can take on a role in a group and contribute to the overall outcome
Lesson 6	I understand how democracy and having a voice benefits the school community / I understand why our school community benefits from a Learning Charter and can help others to follow it

RSE Autumn Term Lesson 1

To understand that puberty is an important stage in the human lifecycle.

Jigsaw - Celebrating Difference– Autumn 2

Lesson 1	I understand that, sometimes, we make assumptions based on what people look like / I try to accept people for who they are
Lesson 2	I understand what influences me to make assumptions based on how people look / I can question why I think what I do about other people
Lesson 3	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure / I know how it might feel to be a witness to and a target of bullying
Lesson 4	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell / I can problem-solve a bullying situation with others
Lesson 5	I can identify what is special about me and value the ways in which I am unique / I like and respect the unique features of my physical appearance
Lesson 6	I can tell you a time when my first impression of someone changed when I got to know them / I can explain why it is good to accept people for who they are

RSE Autumn Term Lesson 2

To learn about the emotional and physical changes of puberty, including how the body prepares for reproduction.

Jigsaw - Dreams and Goals– Spring 1

Lesson 1	I can tell you about some of my hopes and dreams / I know how it feels to have hopes and dreams
Lesson 2	I understand that sometimes hopes and dreams do not come true and that this can hurt / I know how disappointment feels and can identify when I have felt that way
Lesson 3	I know that reflecting on positive and happy experiences can help me to counteract disappointment / I know how to cope with disappointment and how to help others cope with theirs
Lesson 4	I know how to make a new plan and set new goals even if I have been disappointed / I know what it means to be resilient and to have a positive attitude
Lesson 5	I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group / I can enjoy being part of a

	group challenge
Lesson 6	I can identify the contributions made by myself and others to the group's achievement / I know how to share in the success of a group and how to store this success experience in my internal treasure chest

Jigsaw – Relationships – Spring 2

Lesson 1	I can recognise situations which can cause jealousy in relationships / I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens
Lesson 2	I can identify someone I love and can express why they are special to me / I know how most people feel when they lose someone or something they love
Lesson 3	I can tell you about someone I know that I no longer see / I understand that we can remember people even if we no longer see them
Lesson 4	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends / I know how to stand up for myself and how to negotiate and compromise
Lesson 5	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older / I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend
Lesson 6	I know how to show love and appreciation to the people and animals who are special to me / I can love and be loved

RSE Spring Term Lesson 3

To explore healthy and unhealthy friendships and how to balance our own needs with the needs of others.

Jigsaw - Healthy Me– Summer 2 (During Healthy Living Week)

Lesson 1	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most / I can identify the feelings I have about my friends and my different friendship groups
Lesson 2	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations / I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with
Lesson 3	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke / I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
Lesson 4	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol / I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
Lesson 5	I can recognise when people are putting me under pressure and can explain ways to resist this when I want / I can identify feelings of anxiety and fear associated with peer pressure
Lesson 6	I know myself well enough to have a clear picture of what I believe is right and wrong / I can tap into my inner strength and know how to be assertive

RSE Summer Term Lesson 4

To explore what makes people unique and how to show respect for those who are different from us.

Term 1 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation

Term 2 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation

Term 3 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation

Term 1:

What is the 'Trinity' and why is it important for Christians?	Q - What do Christians learn from the Creation story?
	Recognise what a 'Gospel' is and give an example of the kinds of stories it contains
	Offer suggestions about what texts about baptism and Trinity mean
	Give examples of what these texts mean to some Christians today
	Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live
	Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like

What do Hindus believe that God is like?	Q - What do Hindus believe that God is like?
	Identify some Hindu deities and say how they help Hindus describe God
	Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
	Offer informed suggestions about what Hindu murtis express about God
	Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)
	Identify some different ways in which Hindus worship
	Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
	Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas

Term 2:

What does it mean to be Hindu in Britain today?	Q - What does it mean to be Hindu in Britain today?
	Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean
	Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)
	Describe how Hindus show their faith within their families in Britain today (e.g. home puja)
	Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)
	Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)
	Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas

Why do Christians call the day Jesus died 'good Friday'?	Q - Why do Christians call the day Jesus died 'good Friday'?
	Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live
	Offer informed suggestions about what the events of Holy Week mean to Christians
	Give examples of what Christians say about the importance of the events of Holy Week
	Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities
	Describe how Christians show their beliefs about Jesus in worship in different ways
	Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good

	reasons for their suggestions
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Term 3:

When Jesus left, what was the impact of Pentecost?	Q - When Jesus left, what was the impact of Pentecost?
	Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth
	Offer informed suggestions about what the events of Pentecost in Acts 2 might mean
	Give examples of what Pentecost means to some Christians now
	Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now
	Describe how Christians show their beliefs about the Holy Spirit in worship
	Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas

How and why do people mark the significant events of life?	Q - How and why do people mark the significant events of life?
	Identify some beliefs about love, commitment and promises Christian and Hindu traditions and describe what they mean
	Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today
	Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean
	Make simple links between beliefs about love and commitment and how people in Christian and Hindu traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
	Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)
	Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones
	Make links between ideas of love, commitment and promises in religious and non-religious ceremonies
	Give good reasons why they think ceremonies of commitment are or are not valuable today

Purple – Make sense of belief
Red – Understanding the impact
Green – Making connections

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Term 2 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation

Term 3 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation

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