



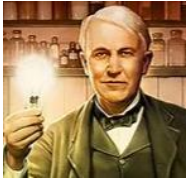


# **Our Lady of Peace Catholic Nursery & Primary School**

## **Curriculum Map 2021-2022**

## Our Lady of Peace Catholic Primary and Nursery School

### Curriculum Overview- Year 4

	<b>THEMES</b>		
	<p style="text-align: center;"><b><u>Autumn 1</u></b></p> <p><b>Theme 1: Wellbeing</b>                      The wellbeing agenda is at the heart of our curriculum. Children and young people should feel happy, safe, respected and included in the school environment and staff are proactive in promoting positive behaviour in the classroom, playground and the wider school community. At Our Lady of Peace, we believe that each individual is given gifts and talents by God. We equip our students with the knowledge and skills on how to identify their emotions as well as understand their own mental health from an early age. Linked to wellbeing is our R.E. unit on 'Belonging.' Having a strong sense of belonging to the family will help children learn life skills to make the best choices into their adulthood. It also provides a firm foundation for the child's identity, enabling them to feel comfortable and confident of trying new things.</p>	<p style="text-align: center;"><b><u>Spring 1</u></b></p> <p><b>Theme 3: Leadership &amp; Collaboration</b>                      Leadership skills allow children to have control of their lives and the ability to make things happen. Leadership instils confidence, and helps children solve problems creatively, work in a team, and work collaboratively with others. At Our Lady of Peace we want pupils to play an active and positive role in all aspects of school life. We are committed to developing pupils' skills as leaders across the school in order to develop their personal and social development.</p> <p>We promote values that are both Catholic and British, including: respect for the individual, democracy, individual liberty, respect, tolerance and inclusiveness. At OLOP we promote cohesion by serving more ethnically diverse and poorer communities and work in partnership with the local community to develop link to enrich the learning experiences of our pupils.</p>	<p style="text-align: center;"><b><u>Summer 1</u></b></p> <p><b>Theme 5: Enquiry &amp; Creativity</b>                      Our pupils will have a passion and thirst for knowledge and have a clear understanding of our core values and our mission. Through enquiry, pupils will engage in research around interesting ideas and essential questions. This will prepare them for life in the wider community and provide an opportunity to take a hands-on approach in their education while obtaining several important skills that can be used at all levels of their learning, and even into their future careers. Additionally, the right mix of creativity along with the curriculum will help pupils to be innovative and encourage them to learn new things.</p>
	<p style="text-align: center;"><b><u>Autumn 2</u></b></p> <p><b>Theme 2: Resilience &amp; Stamina</b>                      In a world of increasing 'pressure' on young children it is vital that children have the fortitude, passion and ability to succeed. Our curriculum teaches children the skills of listening, communication and teamwork. We embrace a school-wide learning culture that genuinely enables all children to develop as resilient, self-regulating learners and thinkers.</p> <p>Our pupils develop a growth mind set approach from the earliest opportunities in school, so that they are resilient learners, who recognise that their effort is key to their success. They understand that they can improve through hard work and are encouraged to develop mechanisms for protection against experiences which could be overwhelming. This enables children to emerge from challenging experiences with a positive sense of themselves and their futures. Children who develop resilience are better able to face disappointment, learn from failure, cope with loss, and adapt to change.</p>	<p style="text-align: center;"><b><u>Spring 2</u></b></p> <p><b>Theme 4: Our Place in the World</b>                      In today's fast-moving world, children need to know where they fit into the modern world. We feel that it is important for pupils to know their community, the geography of our own country and the geography of the world. We aim to provide opportunities for pupils, both within the classroom and beyond. With the strength God has given them, and a solid foundation of knowledge and skill, the children of Our Lady of Peace will take life's difficulties in their stride, showing resilience, confidence and a strong sense of self. Our pupils will live out our catholic mission by responding to social justice and local, national and international charitable work.</p>	<p style="text-align: center;"><b><u>Summer 2</u></b></p> <p><b>Theme 6: Embracing change &amp; Aspirations</b>                      The meaning of aspiration is something you hope to achieve. At Our Lady of Peace, we want our pupils to have high aspirations to help build toward a future and give a sense of control and hope. It is a process of reaching the stars and we want our pupils to have the motivation and desire to achieve the best they can. Pupils will be expected to reflect on their learning and decide what they want to achieve for themselves. Our pupils will be open-minded, excited to celebrate others and share their successes and be empowered to be in control of their own future, supported by guidance from God.</p>

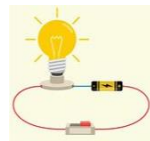
	Autumn	Spring	Summer
<b>Art &amp; D.T.</b>	<p><b>Art</b> <b>How can I create a portrait of myself using objects?</b></p>  <p>Can show facial expressions and body language in sketches and paintings Can show reflections in art. Can experiment with the styles used by other artists. Can explain some of the features of art from historical periods.</p> <p><b>D.T.</b> <b>What can we learn from Thomas Edison?</b></p>  <p>Can use ideas from other people when designing. Can produce a plan and explain it. Can evaluate and suggest improvements for designs. Can evaluate products for both their purpose and appearance. Can explain how to improve the original design. Can present a product in an interesting way. Can measure accurately. Can persevere and adapt work when original ideas do not work.</p>	<p><b>Art</b> <b>How has Andy Warhol contributed towards art?</b></p>  <p>Can use line, tone, shape and colour to represent figure and forms in movement. Can use marks and lines to show texture in art Can print onto different materials using at least 4 colours Can experiment with the styles used by other artists.</p> <p><b>D.T.</b> <b>Where does our food come from?</b></p>  <p>Can produce a plan and explain it Can evaluate and suggest improvements for the designs Know how to be both hygienic and safe when using food</p>	<p><b>D.T.</b> <b>How can I create a habitat suitable for an animal?</b></p>  <p>Can produce a plan and explain it. Can evaluate and suggest improvements for designs. Can evaluate products for both their purpose and appearance. Can explain how the original design can be improved Can measure accurately. Can persevere and adapt work when original ideas do not work</p> <p><b>Art</b> <b>How can we use technology to create images and how may this evolve?</b></p>  <p>Can integrate digital images into art Can experiment with the styles used by other artists</p>
<b>SMSC/British Values</b>	<b>Spiritual: 1a, 1b, 1c, 1d</b> <b>Moral: 2b</b> <b>Social: 3a</b> <b>Cultural: 4d</b>	<b>Spiritual: 1a, 1b, 1c, 1d</b> <b>Moral: 2b</b> <b>Social: 3a</b> <b>Cultural: 4a, 4d</b>	<b>Spiritual: 1a, 1b, 1c, 1d</b> <b>Moral: 2b</b> <b>Social: 3a</b> <b>Cultural: 4a, 4b, 4d</b>
<b>Science</b>	<b>Science</b>	<b>Science</b> <b>States of matter</b>	<b>Science</b>

## How do different sounds make me feel?



Can ask relevant scientific questions. Can use observations and knowledge to answer scientific questions.  
 Can set up a simple enquiry to explore a scientific question.  
 Can set up a test to compare two things.  
 Can set up a fair test and explain why it is fair.  
 Can make careful and accurate observations, including the use of standard units  
 Can describe how sound is made.  
 Can explain how sound travels from a source to our ears.  
 Can explain the place of vibration in hearing.  
 Can explore the correlation between pitch and the object producing a sound.  
 Can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.  
 Can describe what happens to a sound as it travels away from its source

## What skills can I use to solve problems?

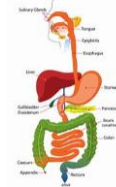


Can use equipment, including thermometers and data loggers to make measurements.  
 Can gather, record, classify and present data in different ways to answer scientific questions.  
 Can identify and name appliances that require electricity to function.  
 Can construct a series circuit.  
 Can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).  
 Can draw a circuit diagram.  
 Can predict and test whether a lamp will light within a circuit.  
 Can describe the function of a switch in a circuit.



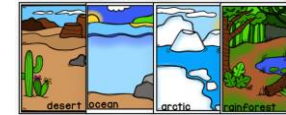
Can draw conclusions and suggest improvements.  
 Can set up a fair test and explain why it is fair.  
 Can make careful and accurate observations, including the use of standard units.  
 Can group materials based on their state of matter (solid, liquid, gas).  
 Can describe how some materials can change state.  
 Can explore how materials change state.  
 Can measure the temperature at which materials change state.  
 Can describe the water cycle.  
 Can explain the part played by evaporation and condensation in the water cycle.

## Digestive System and Teeth



Can identify differences, similarities and changes related to an enquiry.  
 Can use observations and knowledge to answer scientific questions.  
 Can set up a simple enquiry to explore a scientific question.  
 Can set up a test to compare two things.  
 Can set up a fair test and explain why it is fair.  
 Can identify and name the parts of the human digestive system.  
 Can describe the functions of the organs in the human digestive system.  
 Can identify and describe the different types of teeth in humans.  
 Can describe the functions of different human teeth.  
 Can use food chains to identify producers, predators and prey.  
 Can construct food chains to identify producers, predators and prey.

## Where do different animals live?















Can ask relevant scientific questions.  
 Can use observations and knowledge to answer scientific questions.  
 Can set up a simple enquiry to explore a scientific question.  
 Can group living things in different ways.  
 Can use classification keys to group, identify and name living things.  
 Can create classification keys to group, identify and name living things (for others to use).  
 Can describe how changes to an environment could endanger living things.

## What skills do I need to solve a problem?



Can set up a simple enquiry to explore a scientific question.  
 Can use findings to report in different ways, including oral and written explanations, presentation.  
 Can draw conclusions and suggest improvements.  
 Can make a prediction with a reason.  
 Can identify differences, similarities and changes related to an enquiry.

	Can describe the difference between a conductor and insulators; giving examples of each.		
<b>SMSC/British Values</b>	<b>Spiritual: 1b, 1c, 1d</b> <b>Moral: 2b</b> <b>Social: 3a, 3b</b>	<b>Spiritual: 1b, 1c, 1d</b> <b>Moral: 2b</b> <b>Social: 3a, 3b</b>	<b>Spiritual: 1b, 1c, 1d</b> <b>Moral: 2b, 2c</b> <b>Social: 3a, 3b</b>
<b>History &amp; Geography</b>	<p><b>History</b> <b>What can we learn from the Anglo-Saxons?</b></p>  <p>Can use mathematical skills to round up time differences into centuries and decades. Can explain how the lives of wealthy people were different from the lives of poorer people. Can explain how an event from the past has shaped our life today. Understand that wars have happened from a very long time ago and are often associated with invasion, conquering or religious difference. Can research two versions of an event and say how they differ</p> <p><b>What impact have explorers had on our lives today?</b></p>  <p>Can plot events on a timeline using centuries. Can use my mathematical skills to round up time differences into centuries and decades. Can explain how the lives of wealthy people were different from the lives of poorer people. Can explain how historic items and artefacts can be used to help build up a picture of life in the past. Can explain how an event from the past has shaped our life today Can give more than one reason to support an historical argument</p>	<p><b>History</b> <b>Where the Mayans good leaders?</b></p>  <p>Can plot events on a timeline using centuries Can explain how historic items and artefacts can be used to help build up a picture of life in the past. Can research two versions of an event and explain how they differ. Know that people who lived in the past cooked and travelled differently and used different weapons from ours Can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</p> <p><b>Geography</b> <b>How can I find my way in the world?</b></p>  <p>Can explain the difference between the British Isles, Great Britain and the United Kingdom. Know the countries that make up the European Union. Can find at least six cities in the UK on a map. Can name and locate some of the main islands that surround the United Kingdom and locate these in an atlas Can name the areas of origin of the main ethnic groups in the United Kingdom and in our school</p>	<p><b>Geography</b> <b>What would life be like in Iceland and how is this different from where I live?</b></p>  <p>Can carry out research to discover features of villages, towns or cities. Can explain why people may be attracted to live in cities. Can explain why people may choose to live in one place rather than another. Can suggest different ways a locality can be improved</p> <p><b>Can we live without rainforest?</b></p>  <p>Can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). Can locate the Tropic of Cancer and Tropic of Capricorn Can explain how a locality has changed over time with reference to human and physical features Can find different views about an environmental issue</p>

SMSC/British Values	Spiritual: 1a, 1b, 1c, 1d Moral: 2a, 2c (BV Link) Cultural: 4a, 4b, 4c	Spiritual: 1a, 1b, 1c, 1d Social: 3a Cultural: 4d, 4e (BV Link)	Spiritual: 1b, 1c, 1d Moral: 2b, 2c Social: 3a
R.E.	<p><b>R.E. People- Where do I come from?</b></p>  <p>Understand the family of God in Scripture Can make links between many religious stories and people they have shared/learnt about and beliefs. Can use a developing religious vocabulary to give reasons for many religious actions &amp; symbols. Can give religious reasons for many actions by believers Can make some links to show how feelings &amp; beliefs affect behaviour &amp; that of others. Can compare most of their own &amp; other people's ideas about questions that are difficult to answer. Can express a point of view and give some reasons for it. Can make a link to some sources that support a point of view. Can express a preference and give some reasons for it.</p> <p><b>Baptism- Called</b> <b>What does it mean to be called or chosen?</b></p>  <p>Understand Confirmation: a call to witness Can make links between many religious stories and people they have shared/learnt about and beliefs. Can use a developing religious vocabulary to give reasons for many religious actions &amp; symbols. Can make some links to show how feelings &amp; beliefs affect their behaviour &amp; that of others. Can compare most of their own &amp; other people's ideas about questions that are difficult to answer.</p> <p><b>Gift- What's so special about gifts?</b></p>	<p><b>R.E. Community- What makes a community?</b></p>  <p>Know what it means to belong to a community. Can make links between many religious stories and people they have shared/learnt about and beliefs. Can use a developing religious vocabulary to give reasons for many religious actions &amp; symbols. Can give religious reasons for many actions by believers Can make some links to show how feelings &amp; beliefs affect their behaviour &amp; that of others. Can compare most of their own &amp; other people's ideas about questions that are difficult to answer. Can express a point of view and give some reasons for it. Can make a link to some sources that support a point of view. Can express a preference and give some reasons for it.</p> <p><b>Giving &amp; Receiving- What's more important, giving or receiving?</b></p>  <p>Know the importance of Giving and receiving every day Know The Eucharist challenges and enables living and growing in communion Can make links between many religious stories and people they have shared/learnt about and beliefs. Can use a developing religious vocabulary to give reasons for many religious actions &amp; symbols. Can give religious reasons for many actions by believers. Can make some links to show how feelings &amp; beliefs affect their behaviour &amp; that of others.</p>	<p><b>R.E. New Life- What's so important about new life?</b></p>  <p>Know how good news brings life Know that new life of the Easter message is spread through the power of the Holy Spirit Can make links between many religious stories and people they have shared/learnt about and beliefs. Can use a developing religious vocabulary to give reasons for many religious actions &amp; symbols. Can give religious reasons for many actions by believers Can make some links to show how feelings &amp; beliefs affect their behaviour &amp; that of others. Can compare most of their own &amp; other people's ideas about questions that are difficult to answer. Can express a point of view and give some reasons for it. Can make a link to some sources that support a point of view. Can express a preference and give some reasons for it.</p> <p><b>Building Bridges- Why are bridge-builders important in life?</b></p>  <p>Know the importance of building bridges of friendship</p>





Can make links between many religious stories and people they have shared/learnt about and beliefs.  
 Can use a developing religious vocabulary to give reasons for many religious actions & symbols.  
 Can make some links to show how feelings & beliefs affect their behaviour & that of others.  
 Can compare most of their own & other people's ideas about questions that are difficult to answer  
 Can express a point of view and give some reasons for it.  
 Can make a link to some sources that support a point of view.  
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Can compare most of their own & other people's ideas about questions that are difficult to answer.  
 Can express a point of view and give some reasons for it.  
 Can make a link to some sources that support a point of view.

### Self-Discipline- Is self-discipline important in life?





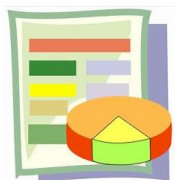




Know the love and care shown in the family  
 Understand how celebrate growth to new life through self-discipline  
 Can make links between many religious stories and people they have shared/learnt about and beliefs.  
 Can use a developing religious vocabulary to give reasons for many religious actions & symbols.  
 Can give religious reasons for many actions by believers  
 Can make some links to show how feelings & beliefs affect their behaviour & that of others.  
 Can compare most of their own & other people's ideas about questions that are difficult to answer.  
 Can express a point of view and give some reasons for it.  
 Can make a link to some sources that support a point of view.  
 Can express a preference and give some reasons for it.

Know the importance of admitting wrong, and being reconciled with God and one another  
 Can make links between many religious stories and people they have shared/learnt about and beliefs.  
 Can use a developing religious vocabulary to give reasons for many religious actions & symbols.  
 Can give religious reasons for many actions by believers  
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 Can compare most of their own & other people's ideas about questions that are difficult to answer.  
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 Can make a link to some sources that support a point of view.  
 Can express a preference and give some reasons for it.





### God's People- Why do some people do extraordinary things?












Know that ordinary people who do extraordinary things  
 Know that different saints show people what God is like  
 Can make links between many religious stories and people they have shared/learnt about and beliefs.  
 Can use a developing religious vocabulary to give reasons for many religious actions & symbols.  
 Can give religious reasons for many actions by believers  
 Can make some links to show how feelings & beliefs affect their behaviour & that of others.  
 Can compare most of their own & other people's ideas about questions that are difficult to answer.  
 Can express a point of view and give some reasons for it.

			<p>Can make a link to some sources that support a point of view.</p> <p>Can express a preference and give some reasons for it.</p>
<b>SMSC/British Values</b>	<p><b>Spiritual: 1a, 1b, 1c, 1d</b>  <b>Moral: 2a, 2b, 2c (BV Link)</b>  <b>Social: 3a, 3c (BV Link)</b>  <b>Cultural: 4a, 4d, 4e (BV Link)</b></p>	<p><b>Spiritual: 1a, 1b, 1c, 1d</b>  <b>Moral: 2a, 2b, 2c (BV Link)</b>  <b>Social: 3a, 3b, 3c (BV Link)</b>  <b>Cultural: 4a, 4b, 4e (BV Link)</b></p>	<p><b>Spiritual: 1a, 1b, 1c, 1d</b>  <b>Moral: 2b, 2c</b>  <b>Social: 3a</b>  <b>Cultural: 4a, 4b</b></p>
<b>Computing</b>	<p><b>Computing Coding</b></p>  <p>Can review coding vocabulary.  Can use a sketch or storyboard to represent a program design and algorithm.  Can introduce the If/else statement and use it in a program.  Can create a variable.  Can explore a flowchart design for a program with an if/else statement  Can create a program with a character that repeats actions.  Can use the Repeat Until command to make characters repeat actions.  Can make timers and counting machines using variables to print a new number to the screen every second.  Can explore how 2Code can be used to investigate control by creating a simulation.  Can take a real-life situation, decompose it and think about the level of abstraction.</p> <p><b>Online Safety</b></p>  <p>Understand how they can protect themselves from online identity theft.</p>	<p><b>Computing Spreadsheets</b></p>  <p>Can use the formula wizard in the advanced mode to add formulae and explore formatting cells.  Can use Timer and spin button.  Can use Line graphs.  Can use a spreadsheet for budgeting.  Can explore Place Value with a spreadsheet.</p> <p><b>Writing for different audiences</b></p>  <p>Can explore how font size and style can affect the impact of a text.  Can use a simulated scenario to produce a news report.  Can use a simulated scenario to write for a community campaign</p> <p><b>Hardware Investigators</b></p> 	<p><b>Computing Animation</b></p>  <p>Can discuss what makes a good animated film or cartoon and what their favourites are.  Know how animations are created by hand.  Can find out how 2Animate can be created in a similar way using the computer.  Know about onion skinning in animation.  Can add backgrounds and sounds to animations.  Can share animation on the class display board and by blogging.</p> <p><b>Effective Searching</b></p> <p>Can locate information on the search results page.  Can use search effectively to find out information.  Can assess whether an information source is true and reliable.</p> <p><b>Making Music</b></p>  <p>Can identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture.  Can experiment with rhythm and tempo.  Can create a melodic phrase.  To compose a piece of music.</p>



	<p>Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. Can identify the risks and benefits of installing software including apps. Knows that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. Can identify appropriate behaviour when participating or contributing to collaborative online projects for learning. Can identify the positive and negative influences of technology on health and the environment. Knows the importance of balancing game and screen time with other parts of their lives.</p> <p>(This unit will continue into the Autumn 2)</p> <p><b>Logo</b></p>  <p>Can learn the language of Logo. Can input simple instructions on Logo. Can use Logo to create letters Can use the Repeat function in Logo to create shapes. Can use the Build feature in Logo.</p>	<p>Know the different parts that make up a computer. Can recall the different parts that make up a computer.</p>	
<b>P.E.</b>	<p><b>Rugby &amp; Fitness</b></p>  <p>Can delay an opponent and help prevent the other team from scoring. Can explain what happens to their body when they exercise and how this helps to make them healthy. Can help their team keep possession and score tries when they play in attack. Can pass and receive the ball with increasing control. Can provide feedback using key terminology and understand what they need to do to improve. Can use simple tactics to help their team score or gain possession. Can share ideas and work with others to manage their game.</p>	<p><b>Football &amp; OAA</b></p>  <p>Can delay an opponent and help to prevent the other team from scoring. Can dribble, pass, receive and shoot the ball with increasing control. Can move to space to help their team to keep possession and score goals. Can provide feedback using key terminology and understand what they need to do to improve.</p>	<p><b>Tennis &amp; Athletics</b></p>  <p>Can communicate with their teammates to apply simple tactics. Can explain what happens to their body when they exercise and how this helps to make them healthy. Can provide feedback using key terminology and understand what they need to do to improve. Can return to the ready position to defend their own court. Can sometimes play a continuous game. Can use a range of basic racket skills. Can share ideas and work with others to manage their game.</p>

	<p>Can understand the rules of the game and use them often and honestly.</p> <p>Can use key points to help improve sprinting technique.</p> <p>Can show balance when changing direction at speed.</p> <p>Can show control when completing activities to improve balance.</p> <p>Can show determination to continue working over a period of time.</p> <p>Can understand there are different areas of fitness and that each area challenges their body differently.</p> <h3>Rounders &amp; Gymnastics</h3>  <p>Can bowl a ball with some accuracy, and consistency.</p> <p>Know the rules of the game and beginning to use them to play honestly and fairly.</p> <p>Can communicate with their teammates to apply simple tactics.</p> <p>Can explain what happens to their body when they exercise and how this helps to make them healthy.</p> <p>Can provide feedback using key terminology and understand what they need to do to improve.</p> <p>Can strike a bowled ball with adapted equipment (e.g. a tennis racket).</p> <p>Can use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>Can share ideas and work with others to manage the game.</p> <p>Can explain what happens to their body when they exercise and how this helps to be healthy.</p> <p>Can identify some muscle groups used in gymnastic activities.</p> <p>Can plan and perform sequences with a partner that include a change of level and shape.</p> <p>Can provide feedback using appropriate language relating to the lesson.</p> <p>Can safely perform balances individually and with a partner.</p> <p>Can watch, describe and suggest possible improvements to others' performances and their own.</p> <p>Know how body tension can improve the control and quality of their movements.</p>	<p>Can use simple tactics to help their team score or gain possession.</p> <p>Can share ideas and work with others to manage their game.</p> <p>Know the rules of the game and can use them often and honestly</p> <p>Can accurately follow and give instructions.</p> <p>Can confidently communicate ideas and listen to others.</p> <p>Can identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Can plan and apply strategies to solve problems.</p> <p>Can reflect on when and why they were successful at solving challenges.</p> <p>Can work collaboratively and effectively with a partner and a small group.</p> <h3>Swimming &amp; Dance</h3>  <p>Can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Can choose actions and dynamics to convey a character or idea.</p> <p>Can copy and remember set choreography.</p> <p>Can provide feedback using appropriate language relating to the lesson.</p> <p>Can respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>Can use changes in timing and spacing to develop a dance.</p> <p>Can use counts to keep in time with others and the music.</p> <p>Can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>I show respect for others when working as a group and watching others perform</p>	<p>Know the rules of the game and can use them often and honestly.</p> <p>Can demonstrate the difference in sprinting and jogging techniques.</p> <p>Can explain what happens to their body when they warm up.</p> <p>Can identify when they are successful and what they need to do to improve.</p> <p>Can jump for distance with balance and control.</p> <p>Can throw with some accuracy and power to a target area.</p> <p>Can show determination to improve their personal best.</p> <p>Can support and encourage others to work to their best.</p> <h3>Dodgeball &amp; Co-ordination</h3>  <p>Can catch with increasing consistency.</p> <p>Can communicate with teammates to apply simple tactics.</p> <p>Can provide feedback using key terminology and understand what they need to do to improve.</p> <p>Can return to the ready position to defend myself.</p> <p>Can throw with some accuracy at a target.</p> <p>Can share ideas and work with others to manage their game.</p> <p>Know the rules of the game and can use them often and honestly.</p>
<b>SMSC/British Values</b>	<b>Spiritual: 1c, 1d Moral: 2a, 2b</b>	<b>Spiritual: 1c, 1d Moral: 2a, 2b</b>	<b>Spiritual: 1c, 1d Moral: 2a, 2b</b>

<b>Music</b>	<p><b>Social: 3a</b></p> <p><b>Music</b> <b>Mamma Mia</b></p>  <p>Can explore the Pop style of music. Can identify a piece's structure, musical instruments and pulse. Can listen to various Abba songs and learn about the band's music. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p> <p><b>Glockenspiel</b></p>  <p>Can explore and develop playing skills using the glockenspiel and other musical instruments. Can play mixed music styles and learn more complex rhythm patterns. Can play and read the notes C, D, E, F and G and learn to play various songs and also compose and perform their own songs.</p>	<p><b>Social: 3a</b></p> <p><b>Music</b> <b>Stop!</b></p>  <p>Can explore the Grime style of music. Know how to write lyrics linked to a theme. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p> <p><b>Lean on me</b></p>  <p>Can explore the Gospel style of music. Know about soul and gospel music and how this style of music is healing and helpful for people. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>	<p><b>Social: 3a</b></p> <p><b>Music</b> <b>Blackbird</b></p>  <p>Can explore the Pop style of music, focusing on The Beatles songs and music. Know about the message the Beatles wanted to send to the world through their songs which is equality and civil rights and how it is still relevant to this day. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p> <p><b>Reflect, Rewind &amp; Replay</b></p>  <p>Can explore the Classical style of music. Know about the history of music and will look back and consolidate their learning while learning some of the language of music. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>
<b>SMSC/British Values</b>	<b>Spiritual: 1c, 1d</b> <b>Social: 3a</b>	<b>Spiritual: 1c, 1d</b> <b>Social: 3a</b>	<b>Spiritual: 1c, 1d</b> <b>Social: 3a</b>
<b>French</b>	<b>French</b>	<b>French</b>	<b>French</b>

## Encore!



Can say ways of describing people  
Can describe someone's nationality  
Can describe people using various adjectives

## Quelle Heure Est-il?



Can talk about activities  
Can tell the time.  
Can talk about what time they do activities

## Les Fetes



Can talk about festivals and dates  
Can talk about presents at festivals  
Can count from 31-60  
Can give and understand instructions

## Ou Vas-tu?



Can talk about going to French cities  
Can give and understand basic directions  
Can talk about the weather  
Can talk about the weather and places in France

## On Mange!



Can go shopping for food  
Can ask how much something costs  
Can talk about activities at a party  
Can give opinions about food and various activities

## Le Cirque



Can discuss francophone countries  
Can discuss the languages we speak  
Can identify different items of clothing  
Can describe items of clothing