

Curriculum Overview – Year 4 Class 3



St. Anne Line Catholic
Junior School

AUTUMN TERM

| SUBJECT | TOPIC 1 Where Does My Food Go? | TOPIC 2 Were the Dark Ages Dark | TOPIC 3 Batteries Included |
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| Summary of the Topic | In this unit pupils will learn about the digestive system and the technical vocabulary used to describe various body parts that are involved during digestions. Pupils will also learn about the benefits of a healthy diet and the effects that healthy and unhealthy eating has in the body. Pupils will also learn about the different types of teeth humans and animals have and their purposes, learning how they are used and how different diets determine different types of teeth. Pupils will also learn about the benefits of oral hygiene | In this unit pupils will learn about invaders and settlers who came from Scandinavia to the British Isles and how they changed their way of life to fit with the Anglo-Saxons. Pupils will learn about King Alfred the Great and how he led the way to making connections, rules and compromises with the Viking invaders. With this, pupils will learn about Norse mythology, stories, poems and songs and how these were used. Pupils will learn about Sutton-Hoo and how it tells us about the way people lived. Pupils will also learn about Reykjavik, its human and physical features. | This science led topic involves pupils learning and exploring the different ways that electricity is used and the impact that it has on modern life. Pupils will also learn about how electrical circuits are formed and how it has become a necessity in the modern world. Pupils will also learn about the environmental impact of electricity and how 'green energy' is created. |
| RE – Come and See Curriculum | Family- Explores the Domestic Church and how we are a family with the Jesus and God | Called – Pupils learn about the journey from Baptism to Confirmation Judaism – Pupils will learn about the Torah scrolls and how this faith differs to Christianity. | Gifts – Pupils will learn about the gifts that we received from God (the gift of Jesus) during Advent. Pupils will learn that 'gifts' of love and friendship were given to use through Jesus. |
| English | In this unit pupils will read, analyse and retell texts in a variety of ways. They will analyse the differences between fiction and non-fiction texts looking for the key features in both to understand structure and literary devices needed for the genre. Pupils will then plan, write and edit an explanation text of the digestive system before moving onto plan, write and edit a narrative story based on the same theme. | In this unit, pupils will link their knowledge and skills from their History lessons to create a biography about King Alfred the Great. Pupils will read, analyse and retell biographies that have already been written to help identify the features and literary devices needed for the genre. Pupils will learn the differences between fact and opinions to help them create a factual biography of his life. Linking with the history of Norse and Anglo-Saxon storytelling, pupils will learn about the Epic Poem of Beowulf. Pupils will read, analyse, retell and perform poems in varying forms before they plan, write and edit their own. Pupils will also read, analyse and retell news reports using drama to develop their ideas before they plan, write and edit their own. Pupils will learn the differences between direct and reported speech and how to use this effectively. | In this unit pupils will learn how to change narrative to create a different atmosphere. They will develop their use of figurative language and apply it to their own writing. Pupils will read, analyse and retell texts to produce their own 'superhero' story to include an atmosphere change and the literary features and tools to do this. Pupils will also read, analyse and retell discursive texts about electricity using key vocabulary and appropriate conjunctions. |

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| <p>Maths</p> | <p>Pupils will learn and apply the following concepts:</p> <ul style="list-style-type: none"> - Place value - Addition and subtraction - Shape - Multiplication and division <p><i>Throughout the year, pupils will also focus on multiplication facts as revision for the Year 4 Multiplication Screening in the Summer term.</i></p> | <p>Pupils will learn and apply the following concepts:</p> <ul style="list-style-type: none"> - Multiplication methods: column method - Division – long and short methods - Fractions - Adding and subtracting decimals <p><i>Throughout the year, pupils will also focus on multiplication facts as revision for the Year 4 Multiplication Screening in the Summer term.</i></p> | <p>Pupils will learn and apply the following concepts:</p> <ul style="list-style-type: none"> - Fractions – mixed and equivalent - Fractions, decimals and percentages - Multiplying by 10, 100 and 1000 - Converting weights (applying the above skills) <p><i>Throughout the year, pupils will also focus on multiplication facts as revision for the Year 4 Multiplication Screening in the Summer term.</i></p> |
| <p>Science</p> | <p>In this area of the unit pupils will learn the technical vocabulary of the parts of the human body that are part of the digestive system and their functions. Children will label diagrams and apply this vocabulary to their English work too. Pupils will also learn about the different types of teeth that humans and animals have and how their diet affects them. They will also learn the technical vocabulary for different types of animal's dependant on their diet. Children will also learn about how different foods affect physical health and oral hygiene.</p> | <p><i>There are no formal Science lessons within this topic. However, during Big Science Pupils will investigate and learn about different inventors through history. Children will carry out experiments similar to those performed by them.</i></p> | <p>In this area, pupils will learn about the different components of electrical circuits and how they work. Pupils will learn how to make their own circuits and what happens when too many components are added. Pupils will learn the technical vocabulary for each individual component and how they operate they will also learn the differences between conductors and insulators and their importance to the circuit. Pupils will also investigate how some different 'appliances' around the home require electricity and others don't and how some require mains or batteries to operate. Pupils will also investigate 'green' electricity and how what we can do to help then environment by reducing our carbon footprint.</p> |
| <p>Computing</p> | <p>Pupils will look at how stop-animation is produced. Using similar software (ipads – Monkey Jam) Pupils will create their own stop animations linked to the art component of this topic.</p> | <p><i>There are no formal computing lessons in this unit. However, pupils will learn and explore coding using the ipads. They will also learn how to use the internet responsible for research and how to find relevant information.</i></p> | <p>Pupils will develop their skills from the previous year by using Scratch to develop variables and interactions. Pupils are to do this by creating 'circuits' and changing the variables within the circuit.</p> |

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| <p>Humanities</p> | <p><i>There are no humanities lessons within this topic however, pupils will be exposed to historical influences of medicine (i.e. Ancient Greek theories and etymology, Victorian medicine etc) through discussions.</i></p> | <p>History: For this part of the unit pupils will learn how and why people invaded and settled in the British Isles. Pupils will learn about Anglo-Saxon life and how the Viking invasions changed this. Pupils will learn about Sutton-Hoo and how archaeological finds like this can tell us about how people lived. Pupils will also learn about the Viking Norse culture and their beliefs – Gods/Goddesses. Geography: For this part of the unit, pupils will learn about the physical and human landscape features of Iceland and how it compares to the UK. They will learn about how tourism can improve a counties economic welfare and the environmental impact that this can also have. Pupils will learn about the different climate regions of the Earth and how this can affect the weather that they have.</p> | <p><i>There are no humanities lessons within this topic. However, pupils could find out about Thomas Edison and Alexander Graham Bell and how they came to invent the lightbulb and telephone. Pupils will also learn (through discussion) how the Egyptians discovered static electricity and how thunder and lightning are caused by static electricity – again relate to global warming meaning more thunderstorms.</i></p> |
| <p>Art</p> | <p>Pupils will investigate the artist Guiseppe Arcimboldo. They will complete still-life compositions of different fruits and vegetables before applying their creative skills to stop-animation within the computing component of unit.</p> | <p>Pupils will look at, research and investigate the importance of the Bayeux Tapestry. Pupils will learn how it depicts a significant part of the history of the British Isles. Pupils will draw; learn how to sew their own part of a modern tapestry depicting life at school.</p> | <p>Children are to investigate Christmas decorations throughout history. Pupils will explore traditional colours whilst drawing traditional ‘Christmas’ plants.</p> |
| <p>Design Technology</p> | <p>Pupils will be researching the history of, designing and making their own sandwiches.</p> | <p>Relating to the Art component of this topic, pupils will learn how to sew using forward and backward stitches to create a modern tapestry depicting school life.</p> | <p>Pupils are to plan and design their own Christmas lantern decorations. They will use paper and cellophane and place a basic circuit inside with a lightbulb.</p> |
| <p>Music</p> | <p>Pupils will be learning about the technicalities of breathing techniques for vocal warm-ups and signing. Pupils will also learn about how rhythm plays an important role in songs and creating/composing their own rhythms.</p> | <p>Pupils will learn and investigate the types of instruments that would have been used by Anglo-Saxons and Vikings. They will also learn about how stories were told through songs – relating this to the English work of the epic poem Beowulf.</p> | <p>Pupils will analyse different types of music with a ‘magical’ theme. Understanding, pitch tempo, dynamics, melody and types of instruments used. Pupils will listen to Tchaikovsky’s Nutcracker and compare this to traditional Christmas carols to modern pop songs.</p> |
| <p>P.E.</p> | <p>Indoor: Dodgeball Outdoor: Tag Rugby <i>For these, pupils will engage in the rules and tactic required to play these team games appropriately. They will also learn to work as a team.</i></p> | <p>Indoor: Dodgeball/Gymnastics Outdoor: Tag Rugby/Netball <i>For the outdoor and invasion games aspects, pupils will engage in the rules and tactic required to play these team games appropriately. They will also learn to work as a team. When they begin the Gymnastics element, pupils will develop their balancing, tumbling and sequencing skills.</i></p> | <p>Indoor: Gymnastics Outdoor: Netball <i>For the outdoor and invasion games aspects, pupils will engage in the rules and tactic required to play these team games appropriately. They will also learn to work as a team. When they begin the Gymnastics element, pupils will develop their balancing, tumbling and sequencing skills.</i></p> |

Curriculum Overview – Year 4 Class 3



St. Anne Line Catholic
Junior School

SPRING TERM

| SUBJECT | TOPIC 1 Dragons: Fact or Fiction? | TOPIC 2 The Good, The Bad and The Ugly. | TOPIC 3 Sounding Off. |
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| Summary of the Topic | In this unit pupils become 'Dragon Investigators'. They will investigate and learn about the different types of dragon and how these 'legends' came about. Pupils will also investigate possible dragon sightings that have been reported and how the dragon is still used today as a symbol. | In this unit, pupils will learn about crime and punishment throughout history. They will find out about the notorious Dr Crippen and how he failed to escape after murdering his wife, as well as other famous historical crimes. Pupils will also learn about the history of the Police force with a visit to the Police Museum in Chelmsford. | In this unit, pupils will learn about how sound is created, how it travels and how the ear works. Pupils will also learn about the different parts of the ear and how our bodies react to sounds. |
| RE – Come and See Curriculum | Community – Pupils will learn about the different roles of various people in the church and the wider community. | Giving and Receiving – Pupils will learn about the Eucharist and the Sacramental Rites throughout the mass and their meanings. | Self-discipline – Pupils will learn about what self-discipline is and how and why it is used during the time of Lent. |
| English | In this area of the curriculum, pupils will reflect on their knowledge of myths and compare them to and learn about legends. Pupils will read, analyse and compare traditional English Legends (Robin Hood and George and the Dragon) before they plan, write and edit their own version of George and the Dragon with an alternate ending. Pupils will also revisit the epic Anglo-Saxon poem of Beowulf and how it influenced Lewis Carroll in creating his poem The Jabberwocky. Pupils will analyse and compare these poems as well as performing, planning writing and editing their own versions. Pupils will also research different types of dragon to create a dragon fact file. | In this area of the topic, pupils will revisit their knowledge and understanding of myths and legends by reading, analysing and comparing features. Using these stories, pupils will use the information within them to write a recount of the events within them. Pupils will also use these recount skills to write a recount of their trip to the Police Museum. Working along side their work in history, pupils will use the research on Elizabeth Fry to plan, write and edit a comparative text using appropriate conjunctions and paragraph openers. | In this area of the topic, pupils will learn the art of performing poems. Pupils will listen to and watch poetry performances; analysing the structure, language and use of pace (linking this to their prior learning in previous topics of how stories were retold through poems and songs) before creating their own performances to 'O What a Sound?'. Pupils will also read, analyse and retell the classic Hans Christian Andersen story of the 'Brothers of Bramen', comparing it to other similar tales of this kind and investigating why stories have morals. They will then plan and write their own versions of this classic tale. |
| Maths | Pupils will learn and apply the following concepts: <ul style="list-style-type: none"> - Revisit multiplying and dividing by 10, 100 and 1000 - Applying addition and subtraction to worded problems. - Converting units of measure - Reading scales of measures <p><i>Throughout the year, pupils will also focus on multiplication facts as revision for the Year 4 Multiplication Screening in the Summer term.</i></p> | Pupils will learn and apply the following concepts: <ul style="list-style-type: none"> - Reading and applying capacity - Adding/Subtracting and multiplying fractions - Formal methods for multiplying and dividing - Angles and compass points <p><i>Throughout the year, pupils will also focus on multiplication facts as revision for the Year 4 Multiplication Screening in the Summer term.</i></p> | Pupils will learn and apply the following concepts: <ul style="list-style-type: none"> - Co-ordinates, position and direction - Number sequences - Positive and negative numbers - Time - Problem Solving <p><i>Throughout the year, pupils will also focus on multiplication facts as revision for the Year 4 Multiplication Screening in the Summer term.</i></p> |

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| <p>Science</p> | <p><i>There are no formal science lessons in this unit, however during Big Science lessons, pupils will carry out investigations around fire and flames; learning how fire uses oxygen and why there are different ways to put out different types of fire.</i></p> | <p><i>There are no formal science lessons in this unit, however during Big Science lessons, pupils will look at how fingerprints and DNA are used in criminal investigations and the people responsible for their discoveries. They will also look at sound as a communication device (Morse Code) linking this to their next topic.</i></p> | <p>In this area of the topic, pupils will learn about how sound is created and moves. Pupils will learn about how volume and pitch can be manipulated as well as how different musical instruments work. Pupils will also learn about the different parts of the ear and how we hear different sounds.</p> |
| <p>Computing</p> | <p>Pupils will build on their skills from the previous term using Scratch to create a dragon hunting game.</p> | <p><i>There are no formal computing lessons in this topic, however, pupils will have the opportunity to use the internet responsibly for research purposes. They will also have the opportunity to use coding programs to develop their coding skills.</i></p> | <p>Pupils will look at how sound recording has changed throughout modern history. They will record sounds and look at how sound is 'drawn' They will also use sound editing/music creating programmes to produce and edit their creations.</p> |
| <p>Humanities</p> | <p>Geography: In this area of the topic, pupils will learn about the physical and human features of the British landscape. Pupils will be applying their understanding of dragons to propose a possible 'dragon lair'. Pupils will learn about the different countries that make up the United Kingdom, use their mapping skills to understand the geological landscape and use Atlases to provide evidence to support their proposal. History: In this area of the topic, pupils will learn about the different Patron Saints of each of the countries that make up the UK. They will investigate and research their legend, heraldry, emblems and flags. They will find out about the 'Golden Legend' – Book of Saints by Jacobus de Voragine published in 1260.</p> | <p>History: In this area of the topic, pupils will learn about how people were punished for varying crimes throughout history linked back to their prior learning in <i>Were the Dark Ages Dark?</i> topic – focusing on punishments from the Anglo-Saxons and the Vikings. They will learn about 'outlaws' and discover why this was not as glamorous as portrayed by 17th Century poetry. Pupils will also learn about the history of the Police force in Britain and the work of Elizabeth Fry. Geography: <i>There are no formal geography lessons during this topic. However, pupils will use maps to identify places of historical interest in relation to the historical figures we will be investigating.</i></p> | <p><i>As this is a science lead topic, there are no formal history/geography lessons. However, pupils will be exposed to the history of sound recording in their computing lessons. Pupils will also be relating their skills and knowledge back to the previous topic about radio/sound signals being used for the first time in the 20th Century. Pupils will implicitly learn about how modern medical science allowing deaf people to hear with the use of hearing aids and cochlea implants.</i></p> |
| <p>Art</p> | <p>Pupils will investigate the works of the artist Dante Gabriel Rossetti – in particular, his stained-glass depiction of Stain George and the Dragon. They will look at his use of shapes and colours in order to bring his work to life. Pupils will have the opportunity to create their own stained-glass designs.</p> | <p>Pupils will investigate how bank notes are designed and elements that have been added to stop forgeries becoming part of the monetary system. They will investigate and research Harry Eccleston O.B.E (the first Bank note 'designer') Pupils will look at banks note designs from the UK and abroad to see how they are similar/different before designing their own.</p> | <p>Pupils will investigate modern art and how some artist have been inspired by music. Pupils will listen to different compositions to create their own music inspired pieces.</p> |
| <p>Design Technology</p> | <p>Linking to their knowledge of dragons around the world, pupils will look at how the Chinese celebrate the 'dragon' pupils will design and make their own Chinese Dragon kite.</p> | <p>Linking to the art component of this topic. Pupils are to make their own paper for their Bank notes.</p> | <p><i>There are no formal Design and Technology lessons within this topic.</i></p> |
| <p>Music</p> | <p>Pupils will learn various songs about dragons – linking to the English component of this topic about how stories/legends were</p> | <p>Pupils will investigate how music is used within films/cartoons/TV shows to depict chases. They will listen to classic 'chase scene' music</p> | <p>Pupils will investigate the different types of stringed instruments, how they produce different sounds and their roles within an orchestra.</p> |

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| | told through music and song. | from 'silent' movies to today's Big Screen. Children are to compose their own chase scene music. | Pupils will also listen to a variety of music ranging from classical to modern rock. |
| P.E. | <p>Indoor: Circuit Training and Futsal Outdoor: Football</p> <p><i>In these lessons, pupils will learn about improving the stamina and techniques for fitness training. In football, they will learn about ball control, tactics and teamwork.</i></p> | <p>Indoor: Circuit Training and Futsal/Handball Outdoor: Football/Cricket</p> <p><i>In these lessons, pupils will learn about improving the stamina and techniques for fitness training. In football, they will continue to learn about ball control, tactics and teamwork and applying some of these skills to their Handball lessons.</i></p> <p><i>In cricket, pupils will learn about how to bowl, catch, field and bat.</i></p> | <p>Indoor: Handball Outdoor: Cricket</p> <p><i>In these lessons, pupils will learn and develop their skills in Handball and cricket from the previous sessions.</i></p> |

Curriculum Overview – Year 4 Class 3



St. Anne Line Catholic
Junior School

SUMMER TERM

| SUBJECT | TOPIC 1 Amazing Amazon | TOPIC 2 It's a Small World | TOPIC 3 A Place for Everything |
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| Summary of the Topic | In this topic, pupils will learn about the wonders of the Amazon rainforest; from its location to its inhabitants, to the plants and wildlife to the impact of deforestation. | In this topic, pupils will learn about the history of their locality and how it has changed and developed in history. Pupils will also compare and explore their location in comparison to other children in the world. | In this topic pupils will learn about the variety in species and classification of minibeasts. They will investigate and discover minibeasts that live in our area as well as those in other parts of the world – this topic will revisit prior learning of that from the Amazing Amazon topic. |
| RE – Come and See Curriculum | New Life – Pupils will learn about the Pentacost and how the work of St. Paul is still used today to spread the Good News. | Building Bridges – Pupils will learn about the rite of Reconciliation and the importance of forgiveness. | Hinduism – Pupils will learn about the holy scriptures and basic fundamentals of this faith. Pupils will also learn about the Hindu search for truth through stories and sacred writings that guide their lives. |
| English | In this areas o the topic, pupils will learn the differences between biographies (learned in <i>Were the Dark Ages Dark?</i>) and autobiographies. Pupils will read, analyse and retell the 'story' of Julianne Koepek before planning, writing and editing their own 'autobiography' of her story. Pupils will also learn how to create a 'pitch' ideas to a committee by using research, comparing ideas, planning and producing written informational writing about an endangered animal of the Amazon. Pupils will finally learn and carry | In this area, pupils will learn how to write formal and informal letters. They will read, analyse and compare different formal and informal letters, comparing the structure and language required for each before planning, writing and editing their own formal and informal letters. Pupils will also read, analyse and retell diary entries from local historical figures (Such as Sir Walter Rayleigh). Pupils will then plan, write and edit their own diary entry as if they were a historical figure from the past. | In this area of the curriculum, pupils will learn about different types of recounts. Pupils will initially focus on Police reports and how the use of language allow them to be structured. Pupils will read, analyse and compare police reports before using them alongside their science work about discovering a new type of minibeast. Pupils will also read, analyse and compare explanations before planning, writing and editing their own. |

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| | out their own research about the Yanomamo tribes of the Amazon to plan and write a non-chronological report. | | |
| Maths | <p>Pupils will learn and apply the following concepts:</p> <ul style="list-style-type: none"> - Calculating missing numbers - Area and perimeter of rectangles - Formal methods for multiplying and dividing - Roman Numerals <p><i>Throughout the year, pupils will also focus on multiplication facts as revision for the Year 4 Multiplication Screening in the Summer term.</i></p> | <p>Pupils will learn and apply the following concepts:</p> <ul style="list-style-type: none"> - Money - Converting units of time - Reading data from bar, line charts and pictograms - Plotting co-ordinates to draw shapes <p><i>Throughout the year, pupils will also focus on multiplication facts as revision for the Year 4 Multiplication Screening in the Summer term.</i></p> | <p>Pupils will learn and apply the following concepts:</p> <ul style="list-style-type: none"> - Identifying different types of triangles - Identifying different types of quadrilaterals - Fractions, decimals and percentages <p><i>Throughout the year, pupils will also focus on multiplication facts as revision for the Year 4 Multiplication Screening in the Summer term.</i></p> |
| Science | In this area of the topic pupils will learn about the water cycle. Pupils will carry out experiments to investigate how water evaporates and the importance of trees and other plants within the water cycle process. Pupils will implicitly learn about how global warming is having an impact on water levels and weather. | <i>There are formal science lessons within this topic. However, pupils will have the opportunity to investigate the works and inventions of Leonardo Da Vinci and try out some of them to see if they work.</i> | In this area, pupils will learn about the scientific classification vocabulary used by scientists to classify minibeasts. Pupils will learn about the classification process by using simple questioning. Pupils will also go outside and become 'minibeast hunters'. They will gather evidence about the minibeasts collected creating simple fact files about each. |
| Computing | <i>There are no formal computing lessons within this topic. However, pupils will have the opportunity to continue using coding programmes and using the internet responsibly for research.</i> | Pupils will investigate the use of emails as a communication device. They will also use internet mapping/GPS programmes to look at different localities and their own local area. Pupils will also link their humanities work to use programmes to discover how migration to the UK has changed over time. | Linking to their science lessons, pupils will use branching databases to create games that are based on the algorithms of question. |
| Humanities | <p>Geography: Pupils will learn about where in the world rainforests are, their climatic regions and the Tropics of Cancer and Capricorn (this relates back to their previous topic of <i>Were the Dark Ages Dark?</i>). Pupils will also learn about the different layers of the rainforest their inhabitants and the importance's of them within their ecosystem. They will also learn about the affects and impact of deforestation.</p> <p>History: <i>There are no formal history lessons within this topic, however, pupils will learn about the modern historical changes to the Yanomamo tribes.</i></p> | <p>History: Pupils will learn about the impact of settlers and migration throughout history in this area and the impact that they have had. Pupils will also look at significant figures that have migrated to the UK and the positive impact that they have had.</p> <p>Geography: Pupils will learn about how our local area has changed and developed over time. Pupils will use their mapping skills to discover how the landscape has changed – human and physical features of the landscape. Pupils will also create a guide to Basildon using both their historical and geographical knowledge.</p> | <i>There are no formal humanities lessons within this topic. However, pupils will look at the geographical locations of where minibeasts are found and the habitats that they live in. Pupils will also learn about the natural history of minibeasts and how they were collected (links to the Natural History Museum in London).</i> |
| Art | Pupils will learn about the art of printing. They will look at and analyse works by famous print artists and famous fabric designers. | Pupils will learn about the art of painting in the Japanese style. Pupils will develop their brush techniques to create work in a | Pupils will be relating this area back to the 'Amazing Amazon' topic by looking at various famous works of art that focus on habitats of |

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| | | similar style. | animals and minibeasts. Pupils will look at the famous piece Tiger in a Tropical Storm by Henri Rousseau. |
| Design Technology | Pupils will work alongside their art and English lessons to design, make and print their own 'Amazon Rainforest' design for their 'pitch' o print onto fabric. | Pupils will look at the work of Shoji Hamada. Pupils will use the techniques learnt in their art lessons to apply these in this lesson. Pupils will design and make a pot and use their art skills to decorate. | Pupils will link this area to the art component of the topic. Pupils will design, make and evaluate their 'habitat' collages using a range of different fabrics. |
| Music | Pupils will learn about the music of the people of the Yanomamo tribes on the Amazon. They will learn traditional songs and create their own versions with similar features. | Pupils will listen to and analyse works by British composers and how their work has been influenced by other cultures. Pupils will listen to modern and classical compositions before creating their own 'fusion' piece. | Pupils will learn different types of rhythms (with a focus on percussion) and how they are used to create music. Pupils will explore the work of 'Stomp' before creating their own compositions. |
| P.E. | Indoor: Tennis Outdoor: Rounders <i>Pupils will improve their hand/eye coordination using smaller rackets/bats. Pupils will use their skills from cricket to apply them to rounders games and skills.</i> | Indoor: Tennis/Athletics Outdoor: Rounders/Ultimate Frisbee <i>Pupils will continue to improve their game play in tennis and rounders sessions. In Athletics, pupils will link their stamina skills from the previous term and apply these to competitive sports.</i> | Indoor: Athletics Outdoor: Ultimate Frisbee <i>Pupils will continue to develop their athletics skills in throwing and running. In Ultimate Frisbee, pupils will learn and develop their throwing and catching skills and then apply their use of tactics and teamwork from previous invasion games.</i> |