



Y3/Y4 CYCLE B Cross Curricular Yearly Plan

Year 3/Year 4 CYCLE B

Writing genres to be included across all aspects of work: Retell, Roman Myths; Newspaper Reports; Persuasive arguments; Diaries; Formal letters, Narratives; poetry; Explanation texts.

Texts studied: Romulus and Remus: Twin boys who founded Rome; Ice Palace; Varjak Paw; The Miraculous Journey of Edward Tulane; The Pebble in My Pocket; Fishing (poem); Charlotte's Web.

Topic Headings	Science	Computing	History	Geography	RE	Art & Design	D.T.	Music	PE	RE/RSE/HE/PHMW/PSHE	Languages
Autumn 1 Romans H/A AF	Sound Identify how sounds are made and know that this often involves something vibrating. Report orally/in writing on findings from an enquiry. Understand that vibrations from sounds travel through a medium to the ear. Set up a simple practical enquiry and ensure it is a fair test. Find a pattern between the pitch of a sound and features of the object that produced it. Make predictions using new scientific knowledge I have gained. Find out how the length, thickness and tightness of a string affects its pitch. Record findings using simple scientific language. Find the pattern between the volume of a sound and the strength of the vibrations that produced it and explain this. Identify differences/similarities/changes related to the volume of sounds. Recognise that sounds get fainter as the distance for the sound source increases. Gather, record and present data in a variety of ways to help in answering questions.	Online Safety How to manage your online self-image (BBC Own It) Understand how online identity can be different to real life. Computer Networks and Digital Literacy Connecting computers Identify that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. - iPad / Chromebook Painting program (any)	The Roman Empire and its impact on Britain. Know who the Romans are and what they did for us. Describe key people in Roman times e.g. Boudica, Julius Caesar, Emperor Claudius and explain who they were and what they did. Know what the Roman Empire was and understand the structure of the army. Know why Hadrian's Wall was built. Explain why the Romans invaded and settled in Britain, and describe some of the changes they made e.g. Hadrian's wall, Roman baths and roads etc. Possible trips: Museum of London- Hands on Romans The British Museum – Ancient Britain OR Ancient Rome Chertsey Museum – The Romans		What makes an Old Testament hero? People of God Explain how belief in God affected David, Ruth, and Abraham's actions. Use vocabulary such as "covenant", "obedience", "devotion". Make links between Bible stories and Christian life today. Compare Old Testament faith to how Christians live now. Names Judaism, Christianity, Islam.	Look at and discuss the colours patterns the Romans used to create mosaics. Design a tile based on Ancient Roman mosaics using coloured paper. Create mosaics based on Roman designs using glass tiles and clay.		Wandsworth Music Recorder Unit 1 & 2 extended Learn how to demonstrate a clear and smooth tone to the class articulating key points on how this is made. Play note E using this as a rhythmic drone. Play an expanded range of pieces using G, A and B. using G, A and B.	Multiskills (PE Specialist) Judge distance and timing. Use footwork and placement. Throw underarm. Throw underarm and catch. Develop striding skills. Swimming (Teacher) Back up unit Dance - Romans	PSHE: Rules Devise a class charter. Understand how laws are made. RE: Bullying Know the importance of a witness. Know the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. RSE: Changing adolescent body – physical changes (HE/PH&MW) Understand what puberty is and begin to look at changes to the body that occur. Know the importance of personal hygiene particularly with its link to puberty.	FRENCH Phonics 1 & 2 Instruments Recognise, recall and remember 5 common instruments with their definite articles/ determiners. Recognise, recall and remember a further 5 different instruments with their definite articles/ determiners. Consolidate all 10 instruments learnt, with a particular focus on the spellings. Consolidate all 10 instruments with a particular focus on the role of the definite article/determiner. Use the verb "to play (an instrument)" in the 1st person singular, with the aim of being able to form a short sentence with the instrument nouns. Revise and consolidate all language covered in the unit and complete the end of unit assessment.

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Autumn 2 Journeys Sc/G AF	States of Matter Compare and group materials together according to whether they are solids, liquids or gases. <i>Ask relevant questions, using different types of scientific enquiries to answer them. Set up simple practical enquiries. Report on findings from enquiries, including oral explanations.</i> Identify and explore the properties of gases. <i>Set up simple practical enquiries, comparative and fair tests</i> Understand that materials change state when they are heated or cooled. <i>I can make predictions for new values, suggest improvements and raise further questions. I can make systematic and careful observations of states changing.</i> Research the temperature in degrees Celsius at which materials change state. <i>Gather, record, classify and present data in a bar chart to help in answering questions.</i> Understand the process of evaporation and condensation. <i>Make systematic and careful observations. I can use scientific evidence to answer questions or to support my findings.</i> Understand that water is constantly travelling in a cycle and I can identify the part that evaporation and condensation play in it. <i>Make systematic and careful observations. Possible Visitors: The Science Museum Outreach Service – Slime Time (they come to school)</i>	Online Safety Caring about Sharing (Project Evolve) Understand that online choices build reputation. Computer Science and Digital Literacy Events and Actions Create algorithms in Scratch using a range of events and actions. Add Sprites, speech bubbles, backgrounds, and sound and make use of forever loops to make more efficient algorithms. - Chromebook - Scratch		A study of the wider UK. Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (rivers, mountains, coasts and hills) and land use patterns and understand how some of these aspects have changed over time. Use maps, atlases, globes and digital/computer mapping to locate the UK and its counties physical features and describe features studied. Ask and respond to questions and offer their own ideas. Analyse evidence, draw conclusions and make comparisons between the main cities of the UK in relation to their physical and human features and or from photos and pictures. Use 4 compass points well. Begin to use 8 compass points. Use letter/number co-ordinates to locate features on a map. Make a scale drawing on squared paper of a house made from geometric shapes. Begin to recognise symbols on an OS map. Know why a key is needed on a map. Locate places on a large scale map. Identify significant places and environments on maps <i>Possible trip: Museum of London Docklands – The River Thames, trade through time</i>	Non-religious world views Concept: People of God Describe Humanism, Atheism, and Agnosticism and how they differ from religion. Explain how people use empathy and reason to decide what's right or wrong. Make links between beliefs and how people act to make the world fairer. Express own values and what matters to them, linking to fairness and justice. Use vocabulary (belief, Humanism, empathy, fairness) appropriately in discussion. What does the Journey through Advent mean? Incarnation/ God Explain who were the patriarchs and matriarchs. Make links between the concepts - between the prophets foretelling and John the Baptist preparing the way. Reflect and discuss on the impact of Mary on Christians and the Christian community.	Discuss and investigate different artworks using collage with mixed media. Mixed media winter pictures. Make effective use of materials to create texture, line, shape, colour and form (pastels, paint, chalk, cotton wool, glitter, foil). Look at the paintings of David Hockney landscapes, discuss how the paintings take you on a journey with the pathways he creates within them. Discuss the fact that as the roads and pathways get further away from view point the more narrow they become. Understand this is known as perspective. Create own artworks of landscapes that take you on a journey using perspective. Compare David Hockney landscapes with other landscape artists. Express an opinion on the work of David Hockney referring to the techniques and effects he creates.		Christmas Production Wandsworth Music Christmas music Expand the known range of notes to include low D. Prepare a recorder piece with two parts playing the main melody line alongside a drone (played by group A). Play with correct hold and posture with <i>both</i> left and right hands.	Netball (PE Specialist) Demonstrate how to chest pass and develop catching skills. Demonstrate and use different passing techniques (bounce and overhead). Demonstrate the footwork rule and how to pivot. Demonstrate how to dodge and mark opponent. Demonstrate the correct shooting techniques and the importance of using space. Understand the different positions in netball to play a game. Swimming (Teacher) <i>Back up unit Gym - Movement</i>	RE: Respectful relationships Understand the meaning of peer pressure and know there are different types of peer pressure. Know that you can resist peer pressure and recognise when a friendship is making them unhappy or uncomfortable. Know how to be assertive in order to avoid negative peer pressure. RE: Caring friendships Know who to trust and how to manage situations and how to seek help. PSHE: Financial Education – Consider saving, spending and budgeting in known contexts. Understand that individuals and families may need or choose to spend their money in different ways. Consider savings, spending and budgeting in known contexts. Begin to understand risk in relation to finances. Know that you can plan for future spending and how to save. Know that making comparisons between costs, is important in managing your money	

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Spring 1 Ancient Civilisations H/DT AF		Online Safety Why do people bully? (BBC Own It) Understand the motivations behind bullying. Computer Science and Digital Literacy Intro to Micro:Bit Investigate the features of the BBC MicroBit. Create a range of algorithms to control the LED's and buttons on the MicroBit creating a range of digital badges and dice. - Chromebooks - Make code - MicroBit	The achievements of earliest civilisation – Ancient Sumer. Know when and where the Ancient Sumerian civilization first appeared. Learn about the Ancient Sumer city states and what it was like to live in one. Describe the characteristics of a city, the home and lives of the people who live in them. Understand how and why the Ancient Sumerian people made an impact on the world with their inventions and technologies. Know that the first types of writing called Cuneiform began in Ancient Sumer. Learn about the religious beliefs of the people of Ancient Sumer. Say what the Ancient Sumerian lives were like from looking at artefacts they left behind. Investigate Ancient Sumerian farming techniques and methods. Possible trip: The British Museum – Mesopotamia (room 56)		What do Sikhs believe? Describe and suggest meanings for different parts of the Eucharist for Christians. Make links between what Christians learn from Jesus' example at The Last Supper and how they should try to live their lives. Identify the impact of The Last Supper on how Christians worship today. Express how taking part in the Eucharist affects a Christian's life. Consider how Holy Communion builds a faith community amongst Christians.		Research patterns used on the tiles of the squares from the ancient board game: The Royal Game of Ur. Produce design criteria, as a class, needed to make the tile. Design own clay tile in the style of one of the squares from the ancient board game: The Royal Game of Ur. Produce an annotated sketch in the ordered plan of activities needed to be carried out and explain it to others and say how realistic the plan is. Make a clay tile in the style of one of the squares from the ancient board game: The Royal Game of Ur. Explain how their one tile will work with the others tiles made to form the board game. Work through the plan in order adjusting it if necessary. Measure carefully, mark out, cut and shape materials with some accuracy using wire clay cutter. Apply a varnish as a finishing technique and a strengthening technique and discuss its advantage in this product. Select suitable clay tools to shape the clay to get the desired effect. Evaluate the tile produced against the design criteria and show the design meets the range of requirements and is fit for purpose. Explain alterations that were made to the planned order. Design and Make a clay counter based of research of original counters from the ancient board game: The Royal Game of Ur. Discuss how Ancient Sumerians would have used levers to move materials to build cities.	Wandsworth Music Developing rhythm - Semi-quavers Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests Keep a steady pulse in a group and solo; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos. Consolidate the known range of notes: DEGABCD Offer accurate feedback to others on how to improve.	Football (PE Specialist) Keep control of ball while travelling. Accurately pass a football. Pass the ball whilst moving. Understand how to defend in football. Use attacking skills in a game situation. Competitive football games . Gym – Shape & Balance Ancient Egypt (Teacher) Create shapes and 3 and 4 point balances to represent icons from Ancient Egypt. Work with a partner to create hieroglyphic shapes within a gymnastics routine. Use shape, movement and balance to create an Ancient Egyptian festival or funeral routine. Use shape, movement and balance to create a gymnastics showcase based on Ancient Egypt.	RE: Bullying: Understand how it can make you feel to be a witness or a target of bullying.	FRENCH Seasons Recognise, recall and spell the four different seasons. Learn about what happens in winter. Say and/or write a short sentence about this season. Consolidate all knowledge from last lesson Say and/or write a short sentence about Spring. Consolidate all knowledge from last lesson. Say and/or write a short sentence about Summer. Consolidate all knowledge from last lesson. Say and/or write a short sentence about Autumn. Ask and answer (with justification) the question 'what is your favourite season?' Revise and consolidate all language covered in the unit and complete the end of unit assessment.

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Spring 2 On the Move Sc/G AF	Electricity Identify and sort common appliances that run on electricity. Classify and present data in a variety of ways. Construct a simple electrical circuit, identifying and naming its basic parts including: cells, wires, bulbs, buzzer and motor. Record findings using simple scientific language, drawings, labelled diagrams and keys. Identify whether or not a lamp will light in a simple series circuit. Report on finding from enquiries using oral explanations to draw conclusions. Recognise some common conductors and insulators and associate metals with being good conductors. Set up a simple practical enquiry and record my findings using a table. Recognise some common conductors and insulators and associate metals with being good conductors. Set up a simple practical enquiry and record my findings using a table. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Use results to draw simple conclusions and suggest improvements. Recall what I know about electricity. Possible trip: Science Museum – Wonderlab Electricity	Online Safety How do I know who to trust? (Project Evolve) Know how to judge if someone online can be trusted. IT: Data and Digital Literacy Branching Databases Develop understanding of what a branching database is. Create physical and on-screen branching databases - Linked to science unit ‘Living things and their habitat’ - https://www.j2e.co - Chromebook		Describe and understand key aspects of the water cycle. Describe and understand key aspects of rivers and the distribution of water. Collect and record evidence in relation to water and the water cycle (rainfall). Locate North and South America in relation to Europe. Map the American States and their capitals in the core text of The Miraculous Journey of Edward Tulane. Use 4 compass points well. Begin to use 8 compass points. Use letter/number co-ordinates to locate features on a map. Use maps, atlases, globes and digital/computer mapping to locate North and South America and describe features studied. Possible trip: Teddington Lock Wetlands Centre Barnes -What happens to my water	What would Jesus do? Gospel Identify features of Gospel tests and suggest meanings of the Gospel texts studied and compare with their own ideas. Make connections between Christian teachings and the issues, problems and opportunities in the world and communities today. Articulate their responses to the issues studied, recognising different points of view. How does Holy Communion build a Christian community? Salvation Describe and suggest meanings for different parts of the Eucharist for Christians. Make links between what Christians learn from Jesus’ example at The Last Supper and how they should try to live their lives. Identify the impact of The Last Supper on how Christians worship today. Express how taking part in the Eucharist affects a Christian’s life. Consider how Holy Communion builds a faith		Investigate the purpose of cat’s eyes or traffic lights and how they work and how they are fit for purpose. Collate inventions that have helped shape the world of transport such as traffic lights, cat’s eyes, motor cars & electric cars, reflective gear. Understand how the inventions or individuals have helped shaped the world we live in today. Discuss by whom, when and where the products/ inventions of cat’s eyes and 3-point traffic lights were designed. Know about the inventors Percy Shaw and Garrett Morgan.	Wandsworth Music Vocal project - Learn 2 selected songs from the WM vocal project. Known instruments will be incorporated where relevant. (Project and material changes annually). Handball (PE Specialist) Throw and catch. Develop throwing and catching. Pass and shoot. Develop passing and shooting. Move with and without the ball. Dance – Water (Teacher) Respond to stimuli creating movement phrase using specific skills. Create own movement phrases to represent rivers and seas. Link and combine movement phrases and patterns. Perform a short dance phrase with expression. Respond to changing stimulus. Use a range of dance techniques to create a movement sequence.	RE: Online Relationships Understand the same principles apply to online relationships as to face to face relationships. Consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Know how to recognise risks, harmful content and contact, and how to report them. Understand that people sometimes behave differently online, including pretending to be someone they are not. Be aware that not everyone they meet online is automatically trustworthy. Know what to do if they find something inappropriate online and how to report them. HE/PH&MW: Internet safety and harms Know that for almost everyone the internet is an integral part of life. Know and think about positive and negative aspects of the internet. Understand the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the	FRENCH Vegetables Recognise, recall and spell five different vegetables with the plural definite article/determiner. Recognise, recall and spell a further five different vegetables with the plural definite article/determiner. Consolidate all ten vegetables. Say ‘a kilo of’ plus a vegetable. Formulate a short phrase using the structure ‘I would like’ plus a quantity of various vegetables. Use the conjunction ‘and’ so that they can formulate longer and more interesting sentences. Pretend to purchase vegetables at a market through role play. Revise and consolidate all language covered in the unit and complete the end of unit assessment.	

					community amongst Christians.					impact of positive and negative content online on their own and others’ mental and physical wellbeing. Know the importance of keeping personal information private. Consider the effect of their online actions on others. Understand the SMART online rules and principles for keeping safe online. Know that passwords help to keep information safe and secure and that they should not be shared. HE/PH&MW: Physical health and fitness Know that inactive lifestyle can lead to these serious risks. Understand there is not a “perfect body” Understand the health implications of being severely overweight or underweight. HE/PH&MW: Healthy eating Know the characteristics of a poor diet and risks associated with unhealthy eating (including obesity).	
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Summer 1 Insects and Minibeasts Sc/A AF	Living things and their habitats Understand that living things can be grouped/classified according to their characteristics. Group/classify living things. Identify differences and similarities related to simple scientific ideas. Group/classify living things in a range of ways. Generate criteria to sort living things. Record findings using drawings and labelled diagrams. Create a classification key to help group animals. Record findings using keys. Ask relevant questions. Use a classification key to help identify and name living things from my local environment. Make systematic and careful observations. Ask relevant questions and use different types of scientific enquiries to answer them. Recognise ways in which environments can change both naturally and as a result of human impact. Report on findings from enquiries including oral explanations. Understand that changes that occur in the environment can pose dangers to living things. Report on findings from enquiries including written explanations. Possible trip: Wetlands Centre Barnes – How do animals live in a pond OR What affects a pond	Online Safety How videos/images can be edited (BBC Own It) Understand how online content can be changed or manipulated. IT: Creativity and Digital Literacy Producing digital music Compose a piece of music using digital instruments. Linked to class text ‘Journey of Edward Tulane’ - each group creates a piece of music based on the characters that Edward meets on his journey. Join the pieces of music together to make one soundscape. Garageband. - Garageband - iPads - Headphones			What do Sikhs value? Describe and explain the importance of Guru Nanak Ji or the Guru Granth Sahib to most Sikhs. Describe where many Sikhs worship, and summarise their main duties, giving reasons why these are central to a Sikh’s beliefs. Identify the special symbols for Sikhs and explain their meaning, relating these to Sikhi beliefs, (e.g. the importance of equality). Make links between Sikh beliefs, texts/stories and practices; Investigate and connect aspects of Sikhi beliefs, reflecting on similarities and differences between worship in the home and worship in the gurdwara. Describe and reflect on how a Sikh’s beliefs might impact their life. Apply ideas about ‘duties’ or ‘equality’ to their own and others’ lives.	Look at the work of Matisse particularly The Cutouts work and understand the practices and techniques he uses. Create and produce own cut out design of an insect or mini-beast.	Understand what pneumatics are and what in real life they are used for. Use pneumatics in the form of a balloon to make a minibeast open and close its mouth.	Wandsworth Music Songs from other cultures - Developing two part singing Learn a range of songs from other cultures singing in other languages. Use BSL to prompt lyrics and lycra will be used to support development of two part singing beyond simple rounds. Group B: Sing contrasting and counter-melody parts. Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time	Athletics (PE Specialist) Practise existing running, jumping and throwing skills. Improve running technique for sprinting including a sprint finish. Practice relay running. Jump for distance. Refine running, jumping and throwing skills. Dance – Carnival of the Animals (Teacher) Improvise movement patterns inspired by Carnival of the Animals. Show precision and control in response to carnival of the Animals. Vary the dynamics of a dance inspired by Carnival of the Animals. Demonstrate rhythm in a longer dance sequence inspired by Carnival of the Animals. Compose longer dance sequences using a range of dance vocabulary to describe and improve work.	RSE: Families and people who care for me. Know that all families look different, including families of other children, either in school or in the wider world, may be different to their own family and within families should be respected and all are characterised by love and care. Understand that stable, caring relationships are at the heart of safe and happy families and are important for children’s security as they grow up. Understand that all children are conceived from a caring relationship. Understand that families are important for children growing up safe and happy because they can provide love, security and stability. Know the characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time	FRENCH Ice-creams Recognise, recall and spell five different ice-cream flavours. Recognise, recall and spell a further five different ice-cream flavours. Apply knowledge of the ten different ice-cream flavours to the structure ‘I would like’ along with the conjunction ‘and’ in preparation for a role-play at an ice-cream parlour. Specify whether to buy ice-cream in a cone or a small pot/tub. Consolidate all vocabulary taught. Say how many scoops they would like as well as some transactional vocabulary in order to take part in a role-play at an ice-cream parlour. Revise and consolidate all language covered in the unit and complete the end of unit assessment.

										together and sharing each other's lives. Understand that couples make decisions about their relationship status and that marriage and civil partnerships are a legal commitment of 2 people, which is intended to be lifelong. Identify the key characteristics of a healthy family and the importance of spending time together and sharing each other's lives. Recognise if family relationships are making them feel unhappy or unsafe and how to seek help. RE: Bullying Understand why it might be difficult for a victim or witness to inform someone and take the right action.	
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Summer 2 Down on the Farm Sc /DT AF	Animals, including humans Identify the different types of teeth in humans and identify their simple functions. <i>Ask relevant questions and using different types of scientific enquiries to answer them</i> <i>Use straightforward scientific evidence to answer questions or to support their findings.</i> Explore different ways to keep teeth healthy. <i>Find out what damages teeth and how to look after them.</i> Compare human teeth to animals' teeth. Identify differences between the teeth of animals that are carnivores and herbivores and suggest reasons for their differences. <i>Make comparisons and suggest reasons for these.</i> <i>Use evidence to answer questions.</i> Construct and interpret a variety of food chains, identifying producers, predators and prey. <i>Ask relevant questions and using different types of scientific enquiries to answer them</i> Investigate how the digestive system works. <i>Ask relevant questions and use different types of scientific enquiries to answer them</i> Set up simple practical enquiries, comparative and fair tests Describe the functions of the basic parts of the digestive system. <i>Can record data.</i> Possible trip: The Natural History Museum – Cutting edge workshop (teeth related to diet) Possible trip: Science Museum – It Takes Guts	Online Safety Scams (BBC Own It) Using images online (Project Evolve) Recognise the signs of online scams. Understand permissions for using images online. IT: Media and Digital Literacy Create a mind map presentation Explore the features of Apple's Freeform app to create a mind map Linked to the Geography unit 'Study of wider uk' Create a mind map of different areas and cities in the uk and use this to help them develop their understanding of the contrasting locations. - iPad - iPencil - Freeform app			How does faith guide people to try and make the world a fairer place? Kingdom of God Suggest reasons why people might want to make the world a fairer or more equal place, giving examples from their learning. Make links between how different people address issues of injustice & their beliefs, and talk about the reasons for some similarities and/or differences. Talk about the impact of beliefs and practices on different people's lived experience or their communities. Explain what difference people's actions (e.g. charities) can make to the lives of others. Respond sensitively to the views of others. Express their own ideas about justice, fairness and/or equality. Describe some of the challenges of taking action to address injustice. Give reasons for some of the views they have, relating to where their ideas come from	Make a scene from Charlotte's Web. Create a clay model of an animal. Build a 3D scene of a barnyard using a variety of media for their colour, shape, form and texture. Use a range of shaping techniques and tools to create a clay sculpture of an animal.	Cooking and Nutrition: Identify types of food that can be grown or reared on a farm and establish the different types of farms there are eg arable farming (crops), pastoral farming (a animals) and mixed farming (crops and animals). Know types of produce that is produced on farms and foods this goes on to make. Understand the difference between fresh, pre-cooked and processed and name some foods that fit each category. Discuss that farms produce different foods in the different seasons and thus begin to understand seasonality. Look at some farming calendars and see how the crops grown change according to the season. Identify principles of a healthy and varied diet. Prepare some vegetable-based dishes eg coleslaw, potato salad, stir fry using different techniques eg boiling, chopping, frying, slicing, grating, mixing. Use the skills of frying and boiling to prepare foods and know the difference. Prepare and cook some dishes safely and hygienically. Think about presenting products in interesting/attractive ways.	Wandsworth Music Songs from other cultures - Developing two part singing Learn a range of songs from other cultures singing in other languages. Use BSL to prompt lyrics and lycra will be used to support development of two part singing beyond simple rounds. <u>Group B:</u> Sing contrasting and counter-melody parts. Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time	Cricket (PE Specialist) Catch with accuracy. Use an overarm throw to hit a target with accuracy. Strike a ball in an intended direction. Work cooperatively to field a ball. Use striking and fielding skills in a game. Design and play games that use striking and fielding skills. Outdoor and Adventurous Activities (Teacher) Work together in small groups, developing problem solving skills. Describe how the body reacts at different times and how this affects performance whilst showing leadership skills. Navigate around a space with growing confidence. Read a map with increasing accuracy and confidence and within a time limit. Create symbols that are effective for map reading. Follow a map with increasing accuracy and confidence. Follow a route on a large scale map (link with Geog).	HE/PH&MW: Healthy eating Understand that food labels are required by law. Know why it is important to list ingredients including allergen information on food products. Know the importance of weight, use by, best for, preparation, place of origin information on the food label. Know that food label contain nutritional information about the food and expected daily consumptions of particulars. Use what I know about food labels to produce a healthy product. HE/PH&MW: Health and Prevention (allergies) Know there are 14 food allergens. Know there are non food allergens. Know the symptoms of an allergic reaction.	FRENCH Presenting myself Revise basic greetings. Ask and answer the question 'how are you?' Consolidate all vocabulary taught in the previous lesson. Ask and answer the question 'what is your name?' Consolidate numbers 1-10. Learn numbers 11-20. Consolidate knowledge of numbers 1-20 and apply this knowledge to be able to say how old they are. Ask and answer the question 'where do you live?' Use simple adjectival agreement, completing the unit with a short presentation. Revise and consolidate all language covered in the unit and complete the end of unit assessment.

