Year Group: 4 Topic: The Greeks

Wheter and of the major public control for the public control for th	Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
specified of the cust aquality. Conceined and pages. Conceined the cust aquality. Conceined and pages. Conceined the cust aquality. Conceined and pages. Conceined the cust aquality. Conceined the cust aquality	Science	•	To identify and	To observe that		To research the	To understand the	To identify the
Conclusion and groups and groups on the control of		•		_			•	
To create control of the control of		-	properties or gases.	·	•			'
Consequence reconstruction and an employee and control		solids or liquids.						
serve there are industrial country, and claims and country are considered to the production of the server that is considered to the country of the country o						state.	'	cycle.
To come the company contract of the company contract of the co							condensation.	
Consideration for the control of the	·							
and the control of th				measurements				
six terms accorded south the Common and Comm								
To lead the work of inflicition to region before the state of the control of the control programs of the control programs of the control of the control programs of the control prog	· · · · · · · · · · · · · · · · · · ·							
special positions in a support of the suggest a service of the position of the suggest and the service of th								
setularly and chloridate and setulated to a segretary of the control of the control of programs, coulding form control of the control of the control programs, coulding form control of the control of th								
and content make the properties of the content of t								
garners per incoming that is also below. The command of the person of t	-							
swings relieved treatment searches and subject of the company of t								
Special content of an Early and service content or protection and agreement and content from a content or protection of the content of the co								
comparison and face the content of the content proposed and severed in the content proposed and								
making selection careful electronations and when convocations in the production of the unit pupils will be designed pro								
measurements soing stander direct using the converse of beautiful professional prof	making systematic and careful observations							
raise of equipment, faculding flagrance workers are considered in the control object. Integrate, control, in the control of t								
recording influences growned scientific influences of influences of influences influences of influen	range of equipment, including thermometers							
interquence convince, service, service conductions of making contained that and proposed conductions, making improvementation of results and conclusions used the conductions, making improvementation of results and conclusions used that a strength conduction, making improvementation of results of service properties of the conduction of								
reporting infolings from engalizes, including out and writter equalized in store with the competition of the	language, drawings, labelled diagrams, keys, bar							
conserved written evaluations, supplies or previousles, suggests of removalities, supplies and conclinion of removalities, supplies of removalities, supplies, sup								
interpretation for each expension protection for each expension of the control of	oral and written explanations, displays or							
improvements and ratine further customs indexforting efference, suitabilities or immiges essentific diseas and processor Digital Uteracy — Spreadcheets of Control of the Control of Contro	using results to draw simple conclusions, make							
identifying difference, similarities or changes recitate to imple semificidies and processors. Computing Digital Literacy—Spreadsheets Select, use and combine a variety of software (including collecting) and significant services of software (including and presenting data and information. Music Blackbird By the end off the unit pupils will be able to compare have the variety and the variety and provided in the variety and the variety and the variety and the variety in the variety and the	, 55							
Digital tizery—Spreadsleets Select, use and combine a variety of software (including forment service) on a range of digital devices to design analysing, evaluating and presenting data and information. Music Blackbird Spite end of the unit pupils will be able to cidentify instruments/voices: Solo male voices in the verse, another male vocal in the process, another male vocal in the verse, and the verse of the verse	identifying differences, similarities or changes							
Digital literacy — Spreadsheets Select, use and combine a variety of software (including internet services) on a range of fight devices to delight devices to device the unit pupils will be able to delight devices to device the unit pupils will be able to device the unit pupils will be able to device the third devices the unit pupils will be able to device the public and different to be able to device the public and different to device the public and different to be able to device the public and different to be able to device the public and different to be able to device the public and different to delight for the p		To adapt a	To use the basic	To work with	To create line aranhs	To create my own table	To create my own	
Select, use and combine a variety of software (including internet service) in a range of ligital devices to design and verse are range of frequency of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Music Blackbird By the end of the unit pupils will be altered to the unit pupils will be altered to the compare two songs to linguistic to the compare two songs are the same artist to lorge the terrating publics. Some children will start to make their own musical idecisions and get invoked in musical ideacisting. PHSE Injustmand Appraise Listen and Appraise Listen and Appraise Velow Submarine To be able to compare two songs to be able to compare two songs are the same and different to play tuned into the verse, accounting pulse, some children will start to make their own musical idecisions and get invoked in musical ideacisting. PHSE Injustmand Appraise Listen and Appraise Listen and Appraise Velow Submarine To be able to find compare two songs to the pupils and they loke To be able to find compare two songs are the same and different to play tuned into the verse, and the pupils will be able to play allocated instruments and different to play allocated instruments and differen						-	•	
and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Music Blackbird Bla				·	where needed.	and then save.	_	
and recrete arrange of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Music By the end of the unit pupils will be able to: Identify instruments/voices: Solo male vocal in the verses, another male vocal in the verse, another male vocal in the verses, another male vocal in the verse, another ma		and titles.		division formulas.	To format a graph to		save.	
systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Music Blackbird By the end of the unit pupils will be able to: To lead the verses, another male vocal in the choruses, accounts guitar, percussion, birdsong, birds								
given goals, including collecting, analysing, evaluating and presenting data and information. Was's Blackbird By the end of the unit pupils will be able to:					· .			
May: Blackbird By the end of the unit pupils will be able to: I clear the song to bit by the eart of the unit pupils will be able to: I clear the song to bit by the same artist. To be able to ompare two songs by the same artist. To be able to ompare two songs by the same artist. To be able to ompare two songs to be some to between pulse and drythm and be able to keep the internal pulse. Some children will know the difference between pulse and drythm and be able to keep the internal pulse. Some children will know the difference between pulse and drythm and be able to keep the internal pulse. Some children will sart to make their own musical decisions and get irrowled in musical leadesfor, creating musical ideas for the group to copy or respond to. Charanga Scheme PHSE I gigs w Scheme — Relationships Whe end of the unit pupils will be able to: I to eable to ompare how the compare two the songs are the same and different and comparation with the comparation will know the different and different and comparation with the pulse and different and comparation will know the different and different and comparation will know the different and comparation will know the different and comparation will know the different and different and comparation will know the different	· ·				clearer.			
Music Blackbird By the end of the unit pupils will be able to: To be able to ompare two songs to the chrouses, acoustic guitar, percusion, birdsong. To be able to ompare two songs to find the unit pupils will be able to: Sing by heart To be able to ompare two songs to find the fire receivement public and fire recognise how people are feeling when they miss a special person or animal. By the end of the unit pupils will be able to: To be able to ompare two songs to for pop music To be able to ompare two songs to for pop music To be able to ompare how the songs are the same and different To be able to ompare how the songs are the same and different To be able to ompare how the songs are the same and different To be able to ompare how the songs are the same and different To be able to ompare how the songs are the same and different To be able to ompare how the songs are the same and different To be able to play allocated instruments in time To be able to ompare how the songs are the same and different To be able to ompare how the songs are the same and different To be able to ompare how the songs are the same and different To be able to play allocated instruments in time To be able to ompare how the songs are the same and different To be able to ompare how the songs are the same and different To be able to ompare how the songs are the same and different To be able to ompare how the songs are the same and different To be able to ompare how the songs are the same and different To be able to ompare how the songs are the same and different To be able to ompare how the songs are the same and different To be able to ompare how the songs are the same and different To be able to ompare how the songs are the same and different To be able to ompare how the songs are the same and different To be able to own services and the perform with confidence To be able to own services and different To be able to ow								
Blackbird By the end of the unit pupils will be able to: To identify features of pop music vocals in the verses, another male vocal in the choruses, stoustic guitar, percussion, bridgen, identify if words tell a story words in the verses, another male vocal in the choruses, stoustic guitar, percussion, bridgen, identify if words tell a story words with the public some children will know the difference between pulse and frythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to. Chard by use and at the first of the able to the public and the public same and different to pally tuments as an accompaniment of the public and the publ		Listen and Appraise	Listen and Annraise	Listen and Annraise	Listen and Annraise	Listen and Appraise	Listen and Annraise	
To identify features of compare two songs by the same artist the chorses, acoustic guitar, percussion, bridsong, identify if words tell a story Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical elacetiship, creating musical ideas for the group to copy or respond to. PHSE ligsaw Scheme PHSE ligsaw Scheme To identify feelings aspecial person or animal, give reasons why people may experience a range of feelings aspecial person or animal. More and the special person or animal. PAT & Design Pan Bee Scheme To learn the song to sing by heart To be able to ompare worsong by the same artist to find the pulse and the pulse and the performance in time. To be able to all the top all coated instruments in time. To be able to play allocated instruments in time. To be able to play allocated instruments in time. To be able to play allocated instruments in time. To be able to play allocated instruments in time. To be able to play allocated instruments in time. To be able to play allocated instruments in time. To be able to play allocated instruments in time. To be able to play allocated instruments in time. To be able to play allocated instruments in time. To be able to perform with confidence. To be able to provide the propose of								
of pop music lidentify instruments/voices: Solo male vocal is in the verses, another make vocal in the choruses, accounter with confidered instruments in time. To be able to play allocated instruments in time. To be able to play allocated instruments in time. To be able to play allocated instruments in time. To be able to play allocated instruments in time. To be able to play allocated instruments in time. To be able to play allocated instruments in time. To be able to play allocated instruments in time. To be able to play allocated instruments in time. To understand what the performance and the performance of others. To understand what the principles of the vocal particular to with confidence. To understand what the principles with principles with principles and what th		To identify features	To be able to	To be ablet to find	To be able to	To be able to compare	To be able to	
vocals in the verses, another male vocal in the choruses, acoustic guiltar, percussion, birdsong, identify if words tell a story Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will want to pale to play allocated instruments in time To be able to play all		· ·						
To be able to improvise with instruments some companiment of sing by heart				· ·	songs are the same		songs are the same	
improvise with dentify if words tell a story Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own muscial deadership, creating musical leadership, creating musical leadership. Creating musical leas for the group to copy or respond to. Charanga Scheme PHSE Ilgsaw Scheme — Relationships By the end of the unit pupils will be able to: able to: recognise how people are feeling when they miss a special person or animal. give reasons why people may experience a range of feelings associated with personal loss. ART & Design PAISE To recognise with instruments In time To be able to play allocated instruments in time To be able to play allocated instruments in time To be able to perform with confidence To be able to play allocated instruments in time To be able to play allocated instruments as an accompaniment To be able to play allocated instruments in time To be able to play allocated instruments as an accompaniment To be able to play allocated instruments as an accompaniment To be able to play allocated instruments in time To be able to play allocated instruments as an accompaniment To be able to play allocated instruments in time To be able to play allocated instruments as an accompaniment To be able to play allocated instruments in time To be able to play allocated instruments in time To be able to play allocated instruments as an accompaniment To be able to play allocated instruments in time To be able to play allocated instruments as an accompaniment To be able to play allocated instruments as an accompaniment To be able to play allocated instruments in time To be able to play allocated instruments and the time oble to perform with confidence To be able to play allocated instruments and the time of the performacy on the			To be able to	To hogin to he able	and different	To be able to play	and different	
Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to. **Charanga Scheme** PHSE **Jigsaw Scheme — Relationships** By the end of the unit pupils will be able to: recognise how people are feeling when they miss a special person or animal. give reasons why people may experience a range of feelings associated with personal loss. **Proceedings associated with personal loss.** **ART & Design Plan Bee Scheme** Instruments as an accompaniment accompaniment in time in time. In time allocated instruments in time. **To be able to perform with confidence* To be able to perform with confidence or voltage own with confidence or voltage own performance and the performance of others. **To tell you about someone know friendships change, know how to make the were without the member of the unit pupils will be able to: recognise how people are feeling when they miss a special person or animal. give reasons why people may experience a range of feelings associated with personal loss. **ART & Design Plan Bee Scheme** In voltage learned in time **To be able to perform with confidence* **To tell you about someone know friendships change, know how to make the we on longer see them on	_	Sing by flear t		•	To be able to play		To be able to play	
between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to. Charanga Scheme PHSE Jigsaw Scheme – Relationships By the end of the unit pupils will be able to recognise how people are feeling when they miss a special person or animal. give reasons why people may experience a range of feelings when missing a special person or animal. give reasons why people may experience a range of feelings when missing a special person or animal. ART & Design PAG To recognise how for the group to confidence To deable to revaluate own performance and the performance of others. To totally ou about someone! I love and express why they are special to recognise how people are feeling when they miss a special person or animal. To identify feelings associated with personal loss. To identify feelings associated with personal loss. ART & Design Plan Bee Scheme To recognise how friendships change, why they are special to me they lose someone or something they love To identify someone. To identify someone l know why they are special to me thou with they are special to me they lose someone or something they love To leable to robe able to revaluate own performance of others. To understand that we can remember people even if we no longer see them of they lose someone or something they love To know how to add that it is a special relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand				instruments as an		in time	allocated	
start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to. Charanga Scheme PHSE Jigsaw Scheme – Relationships By the end of the unit pupils will be able to recognise how people are feeling when they miss a special person or animal. give reasons why people may experience a range of feelings associated with personal loss. Arrange Scheme To recognise To identify someone I love and express why they are special gelatousy in the performance and the performance of others To the able to evaluate own performance and the performance of others To to dentify someone I love and express why they are special to me To identify feelings associated with jealousy and suggest strategies to problem-solve when this happens To identify feelings associated with jealousy and suggest strategies to problem-solve when this happens To know how to make new friends and how to make new friends and how to manage when I fall out with my friends on thow to manage when I fall out with my friends on thow to manage when I fall out with my friends on thow to manage when I fall out with my friends on thow to manage when I fall out with my friends on thow to manage when I fall out with my friends on thow to manage when I fall out with my friends on thow to make new friends and how to manage when I fall out with my friends on thow to manage when I fall out with my friends on thow to make new friends and how to manage when I fall out with my friends on thow to manage when I fall out with my friends on thow to make new friends and how to manage when I fall out with my friends on thow to manage when I fall out with my friends on thow to manage when I fall out with my friends on thow to manage when I fall out with my friends on thow to manage when I fall out with my friends on the proposed and the proposed and manage when I fall out with my friends on the proposed and the proposed animals who are special to man the proposed and the proposed animals who was not the	between pulse and rhythm and be able to			accompaniment	in time	To be able to perform	instruments in time	
and get involved in musical leadership, creating musical ideas for the group to copy or respond to. Charanga Scheme PHSE Jigsaw Scheme – Relationships By the end of the unit pupils will be able to: recognise how people are feeling when they miss a special person or animal. give reasons why people may experience a range of feelings associated with personal loss. give ways that might help me manage my feelings when missing a special person or animal. give ways that might help me manage my feelings when missing a special person of animal. offer and evaluate solutions to help manage personal loss. ART & Design PASE To recognise To identify someone I love and express why they are special to me To identify feelings associated with personal loss. give ways that might help me manage my feelings when missing a special person or animal. offer and evaluate solutions to help manage personal loss. ART & Design PASE To recognise To identify someone I love and express why they are special to me To identify feelings associated with people are feeling when missing a special person or animal. give reasons why people may experience a range of feelings associated with girling and the promanage my feelings when missing a special person or animal. offer and evaluate solutions to help manage personal loss. ART & Design Plan Bee Scheme ART & Design Plan Bee Scheme To recognise how friendships change, know how to make new friends part when the member people even if we no longer see them on longer see them of the wint personal information to the parameter people even if we no longer see them of the wint people even if we no longer see them of the wint people even if we no longer see them of the wint people even if we no longer see them of the wint people given if we no longer see them of the wint people given if we no longer see them of the wint people given if we no longer see them of the wint people given if we no longer see them of the wint people given if we no longer see them of the wint people given if we no long								
Creating musical loass for the group to copy or respond to. Charanga Scheme PHSE Jigsaw Scheme — Relationships By the end of the unit pupils will be able to: recognise how people are feeling when they miss a special person or animal. give reasons why people may experience a range of feelings associated with gersonal loss. What is a pecial person or animal. give ways that might help me manage my feelings when missing a special person or animal. offer and evaluate solutions to help manage personal loss. ART & Design PAR & Design Plan Bee Scheme To recognise how for eaditionship situations which can cause jealousy in relationships and that it is a special to evaluate own performance and the performance of oothers To understand that we can remember people even if we no longer see them of stand up for myself and how to negotiate and compromise To skow how to make new friends and h	and get involved in musical leadership,						•	
Charanga Scheme PHSE Jigsaw Scheme – Relationships By the end of the unit pupils will be able to: recognise how people are feeling when they miss a special person or animal. give reasons why people may experience a range of feelings associated with personal loss. give ways that might help me manage my feelings when missing a special person or animal. give reasons why people may experience a range of feelings associated with personal loss. ART & Design ART & Design ART & Design ART & Design PHSE To recognise To identify someone I love and express why they are special to me To identify feelings associated with personal loss. To identify feelings associated with personal loss. To identify feelings associated with personal loss. To another they into a device of the complete and compromise To identify feelings associated with personal loss. To know how most the people even if we not on stand up for myself and how to negotiate and compromise To know how to make new friends and that it is a special to the people and animals who are special to sand up for myself and how to negotiate and compromise To know how to alw to make new friends and how to make n							Somuchee	
PHSE Jigsaw Scheme – Relationships By the end of the unit pupils will be able to: recognise how people are feeling when they miss a special person or animal. give reasons why people may experience a range of feelings associated with personal loss. give ways that might help me manage my feelings when missing a special person or animal. offer and evaluate solutions to help manage personal loss. ART & Design ART & Design PHSE To recognise To identify someone I love and express why they are special to me To identify feelings associated with jealousy and suggest strategies to problem-solve when this happens To identify feelings associated with jealousy and suggest strategies to problem-solve when this happens To know how most someone I know that I no longer see them or something they love To understand that we can remember beople even if we no longer see them or something they love To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to show to wo to wo to when the new friends and how to most the wood to manage when I fall out with my friends and how to most								
PHSE Jigsaw Scheme – Relationships By the end of the unit pupils will be able to: recognise how people are feeling when they miss a special person or animal. offer and evaluate solutions to help manage personal loss. ART & Design ART & Design PHSE Jo recognise To recognise situations which can cause jealousy in relationships To identify someone I know to situations which can cause jealousy in relationships To identify someone I know to meak someone I know to meak new friends and how to manage when I fall out with my friends and how to manage when I fall out with my friends associated with personal loss. To identify someone I know to meak new friends and how to manage when I fall out with my friends and how to manage when I fall out with my friends associated with personal loss. To know how most people feel when this happens To identify someone I know that I no longer see to me To identify someone I know that I no longer see to me To understand that we can remember people even if we no longer see them To know how to make new friends and how to manage when I fall out with my friends and how to negotiate and how to negotiate and compromise To know how to make new friends and how to manage when I fall out with my friends out with my friends and how to negotiate and how to negotiate and compromise To know how to make new friends and how to manage when I fall out with my friends and how to negotiate and how to negotiate and compromise To know how to make new friends and how to manage when I fall out with my friends and how to negotiate and compromise To know how to make new friends and how to manage when I fall out with my friends and how to negotiate and compromise To know how to make new friends and how to manage when I fall out with my friends and that it is a special relationship for when I and that it is a special person or animal. To know how to make new friends and how to manage when I fall out with my friends and how to negotiate and compromise To know how to make new friends and how to ma								
PHSE Jigsaw Scheme – Relationships By the end of the unit pupils will be able to: To identify someone I love and express why they are special person or animal. give reasons why people may experience a range of feelings when missing a special person or animal. offer and evaluate solutions to help manage personal loss. ART & Design PHSE Jigsaw Scheme – Relationships By the end of the unit pupils will be situations which can cause jealousy in relationships To identify someone I know to low and express why they are special to me 1 love and express why they are special to me 1 ow and express why they are special to me 1 ow and express why they are special to me 1 oknow how most people even if we no longer see them of they lose someone or something they love To know how to sto manage when I fall out with my friends on they lose someone or something they love To know how to make new friends and how to manage when I fall out with my friends on they lose someone or something they love To know how to make new friends and how to manage when I fall out with my friends out with my friends on they lose someone or something they love To know how to make new friends and how to manage when I fall out with my friends on they lose someone or something they love To know how to make new friends and how to manage when I fall out with my friends out with my friends on they lose someone or something they love To know how to make new friends and how to manage when I fall out with my friends on they lose someone or something they love To know how to make new friends and how to manage when I fall out with my friends on they love stand up for myself and how to negotiate and how to negotiate and compromise of elationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend ART & Design Plan Bee Scheme To know how to show to show to manage when I fall out with my friends on they love someone or something they love someone or something they love To know how to stand up fo							the performance of	
Situations which can cause jealousy in relationships By the end of the unit pupils will be able to: recognise how people are feeling when they miss a special person or animal. give reasons why people may experience a range of feelings ways that might help me manage my feelings when missing a special person or animal. ART & Design ART & Design Plan Bee Scheme I love and express why they are special to me I love and express why they are special to me To know how most why they are special to me To understand that we can remember people even if we no longer see them To understand that we can remember people even if we no longer see them To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and compromise To understand that boyfriend/girlfriend and how to neagoiate with of mensoral to me To understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend To know how to sand up for myself and how to negotiate and how to neagoiate when I fall out with my friends To understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend To know how to sand up for myself and how to negotiate and how to neagoiate when I fall out with my friends To know how to manage when I fall out with my friends To understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend To understand that boyfriend/girlfriend and how to neagoiate and that it is a special relationship for when I are a feeling who are special to me they love and any that it is a special relationship for when I are a feeling who are special to me they love and that the it is a special relationships and that it is a special relationships and how to neagoiate and how to neagoiate and how to mensure special to me they love and the till out with	рист	To recognise	To identify someons	To tell you about	To recognise how	To understand what		
By the end of the unit pupils will be able to: recognise how people are feeling when they miss a special person or animal. give reasons why people may experience a range of feelings associated with personal loss. To identify feelings associated with personal loss. To know how most people feel when give ways that might help me manage my feelings when missing a special person or animal. ART & Design Plan Bee Scheme Policy feelings will be alble to: To identify feelings associated with people feel when they lose someone or alimal. To know how most people feel when they lose someone or something they love To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and		_	•	•				
recognise how people are feeling when they miss a special person or animal. give reasons why people may experience a range of feelings associated with personal loss. give ways that might help me manage my feelings when missing a special person or animal. offer and evaluate solutions to help manage personal loss. ART & Design ART & Design Plan Bee Scheme To know how most people feel when they fielings associated with people feel when they lose someone or something they love To know how most people even if we no longer see them To identify feelings associated with people feel when they lose someone or something they love To know how to stand up for myself and how to negotiate and compromise To understand that we can remember people even if we no longer see them To know how to stand up for myself and how to negotiate and compromise To understand that we can remember people even if we no longer see them To know how to stand up for myself and how to negotiate and compromise Personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend Taught in Summer 2	_	cause jealousy in	why they are special	that I no longer see		girlfriend might mean		
recognise how people are feeling when they miss a special person or animal. give reasons why people may experience a range of feelings associated with personal loss. give ways that might help me manage my feelings when missing a special person or animal. offer and evaluate solutions to help manage personal loss. ART & Design Plan Bee Scheme To identify feelings associated with jealousy and suggest store poole feel when they lose someone or something they love To know how most people even if we no longer see them or something they love To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know how to stand up for myself and how to negotiate and compromise To know hot to stand up for myself and how to negotiate and c		relationsnips	to me	To understand that				
give reasons why people may experience a range of feelings associated with personal loss. give ways that might help me manage my feelings when missing a special person or animal. offer and evaluate solutions to help manage personal loss. ART & Design Plan Bee Scheme Associated with jealousy and suggest strategies to problem-solve when this happens Associated with jealousy and suggest strategies to problem-solve when this happens this happens To know how to stand up for myself and how to negotiate and compromise personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend girlfriend problem-solve when this happens To know how to stand up for myself and how to negotiate and compromise personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend relationships are personal into summer 2 Taught in Summer 3 Ta				we can remember		-	*	
a range of feelings associated with personal loss. give ways that might help me manage my feelings when missing a special person or animal. offer and evaluate solutions to help manage personal loss. ART & Design Plan Bee Scheme ART & Scheme ART & Design Plan Bee Scheme					To know how to	To understand that	To know that I can	
personal loss. give ways that might help me manage my feelings when missing a special person or animal. offer and evaluate solutions to help manage personal loss. ART & Design Problem-solve when this happens Taught in Summer 2 Plan Bee Scheme Problem-solve when this happens I love and how to negotiate and compromise and compromise personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend Taught in Summer 2	a range of feelings associated with			וטווקפו זכב נוופווו				
feelings when missing a special person or animal. offer and evaluate solutions to help manage personal loss. ART & Design Plan Bee Scheme and there is no need to feel pressurised into having a boyfriend/girlfriend Taught in Summer 2	1.	problem-solve when	I .		and how to negotiate	relationships are		
animal. offer and evaluate solutions to help manage personal loss. ART & Design Plan Bee Scheme animal. feel pressurised into having a boyfriend/girlfriend Taught in Summer 2		tnis happens			and compromise			
personal loss. ART & Design Plan Bee Scheme Taught in Summer 2 Plan Bee Scheme girlfriend Taught in Summer 2	animal.					feel pressurised into		
ART & Design Taught in Summer 2								
Plan Bee Scheme		Taught in Summer 2	-	Taught in Summer 2				
By the end of the unit pupils will be able to:	Plan Bee Scheme							
	By the end of the unit pupils will be able to:							

Topic: The Greeks

To explore existing To investigate stable To investigate To design a mini To make a mini To make a mini To evaluate Design Technology greenhouses structures materials for making greenhouse greenhouse greenhouse finished product **Mini Greenhouses** a mini greenhouse Plan Bee Scheme By the end of the unit pupils will be able - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic aualities - investigate and analyse a range of existing - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - apply their understanding of how to strengthen, stiffen and reinforce more complex structures To find out about To compare and Geography the physical contrast the two city-**Ancient Greece** geography of states of Athens and · locate the world's countries, using maps Greece. Sparta to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies To begin to find out To understand the **Ancient Greek** To use sources to find To find out about History who the ancient different types of Democracy out about daily life in the ancient Greek **Ancient Greece** Greeks were, and government in ancient Greece scholars and a study of Greek life and achievements To note connections. place their ancient Greece philosophers and their influence on the western world civilisation in time contrasts and trends Ask questions about over time. change, cause, similarity and difference in To explain how the the context of political system worked in learning how the ruling systems in Ancient Greece. Ancient To compare this system with other Greece changed, before the political democratic system, systems. after and in the modern day. French To understand To learn To learn leisure To recap travel To learn about a region To be able to To be able to of France persuade someone French geography geographical vocabulary – sports vocabulary – modes persuade vocabulary - sea. of transport to visit your chosen someone to visit Capital city, regions and games etc Food beach, mountain etc To learn holiday Environment region using key your chosen vocabulary – places taught vocabulary region using key to visit, places to stay taught vocabulary Investigation Engagement Investigation Investigation **Evaluation** Expression Buddhism To explore the Nobel To understand and To explore what To learn about the To demonstrate an To apply knowledge What is the best way for a Buddhist influences us to Noble Eightfold Path **Eightfold Path** explain the Nobel understanding of the and understanding to lead a good life? make good choices **Eightfold Path Nobel Eightfold Path** of the Nobel To describe 'good' choices and the Eightfold Path to the consequences of making them choices they make To understand some of To describe how aspects of the 8 fold Buddha's teaching and how they live path would help Buddhist know how Right living their lives to live good lives To explain why some aspects of the 8 fold path might be hard for some Buddhists to stick to. Discovery RE Scheme L.O 1 – To develop L.O 1 - Develop L.O 1 – To develop L.O 1 - Develop L.O 1 - Develop pupils L.O 1 - Develop Games pupils understanding pupils knowledge of pupils knowledge of knowledge of the rules pupils knowledge of pupils Basketball of the rules of understanding of the rules of the rules of of Basketball the rules of Power of PE Basketball Basketball Basketball Basketball the rules of By the end of the unit L.O 2 – To Basketball L.O 2 - Develop pupils Pupils will be able to list Basketball rules develop pupils ability L.O 2 – To develop L.O 2 – Develop L.O 2 – Develop ability to shoot L.O 2 - Develop (Travelling, Double Dribble) pupils ability to pass to dribble legally pupils ability to pupils ability to pass effectively in Basketball pupils ability to Pupils will be able to dribble legally when shoot effectively in in Basketball dribble legally in effectively in effectively in stationary

Term: Summer 1

Basketball

Basketball

Basketball

Basketball

Year Group: 4

Great Kingshill CE Combined School Long Term Planning

Year Group: 4 Topic: The Greeks

	· · · · · · · · · · · · · · · · · · ·								
Pupils will be able to explain the rules relating to dribbling and be able to move at jogging pace whilst keeping the ball under control.									
PE Cricket Power of PE By the end of the unit Can Children list two teaching points of the skills developed in this lesson? Can children utilise this K+U to use the skills with success? Can children use K+ U to suggest way their peers can improve?	L.O 1 – Develop children's co- ordination & ability to field effectively L.O 2 – Develop children's ability to hold & use that bat effectively	L.O 1 – Develop children's co- ordination & ability to field effectively L.O 2 – Develop children's ability to hold & use that bat effectively	L.O 1 – Develop children's co- ordination & ability to field effectively L.O 2 – Develop children's ability to hold & use that bat effectively	L.O 1 – Develop children's co- ordination & ability to field effectively L.O 2 – Develop children's ability to hold & use that bat effectively	L.O 1 – Develop children's co-ordination & ability to field effectively L.O 2 – Develop children's ability to hold & use that bat effectively	L.O 1 – Develop children's co- ordination & ability to field effectively L.O 2 – Develop children's ability to hold & use that bat effectively			